

HOPE COLLEGE



EDUCATION DEPARTMENT HANDBOOK

2009-2010

*From Acceptance
in the
Teacher Education Program
to
Professional Education Certification*

All policies that pertain to the application process to the Teacher Education program, the continuation through the course sequence, the process for assignment to a student teaching placement, and final recommendation for Michigan certification, are contained in the Department's [Student Handbook](#). This Handbook is available both in hard copy format through the Education Department and on the Department's web site: <http://www.hope.edu/academic/education>

The students must obtain this handbook, must become familiar with all expectations, deadlines and responsibilities, and must comply with policies and regulations stated therein. Failure to do so may cause delays in the student's application process, entry to course sequence and to the student teaching semester.

EDUCATION DEPARTMENT MISSION

*To Prepare Teachers with the
Knowledge, Skills, Attitudes, and Values
Necessary to Make and Implement
Professional Decisions
in a Changing World.*

August, 2009

Dear Teacher Education Candidate:

Ever since humans began passing knowledge from one person to another, there have been teachers. We are delighted that you have decided to join the world's most important profession. Are you ready for a program in which you will need to ask questions, reflect on the answers, and then reconfirm or modify them again and again as different learning situations arise? Are you ready to lay aside whatever assumptions you carry with you from your many years of being a learner to begin thinking and analyzing like a professional educator, and to design and adapt instruction for an incredible range of learners whose backgrounds may differ radically from your own? We expect no less.

The Hope College teacher education program is developmentally sequenced and learner-centered for you, the life long learner and model for young people of all ages. After your introductory courses, we will guide you in developing an evermore sophisticated point of view and deep knowledge base. Your passion for your subject matter is important and will carry you far in the P-12 classroom—but it won't be all you need. As a professional educator, you will need a deep and abiding knowledge of pedagogy, of possibilities, of potentials, and of people and how they learn. That's why completing your teacher education program at a liberal arts college like Hope is so powerful. You will be immersed in both content subject knowledge and pedagogical knowledge so necessary in a rapidly changing world.

This guidebook is written to help you understand and complete all of the departmental, institutional, and state requirements for teacher certification in Michigan. Use this guidebook to learn the rules of your program, to meet expectations laid out for you by the department, and to discover the many ways this department can assist you in becoming a teacher.

You will need to plan carefully, to know policies and rules, and to know what you want from this program. There is no substitute for being fully informed: communicate regularly with your advisor, make yourself aware of important deadlines, periodically check the department web site, take part in professional activities outside of your regular classes, and be a keen observer of human behavior and learning in the field experiences.

The newly emerging global village requires teachers who are committed to learning for all and who have the knowledge, skills, and dispositions to be professional educators. There can be no substitute for total commitment, for a willingness to be a lifelong learner yourself, and for a rigorous dedication to your profession and your students. We welcome you to the profession.

Richard J. Mezeske, Ph.D.
Professor of Education
Department Chairperson

FACULTY AND STAFF OF THE EDUCATION DEPARTMENT

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Preface

**VISION, MISSION AND
VALUES WHICH
DISTINGUISH THE HOPE
COLLEGE TEACHER**

The Vision and Mission Statements of the Hope College Education Department

The **vision** of the Hope College Education Department is to create, nurture and sustain an exemplary and distinctive teacher education program that is current, integrated with the liberal arts, which promotes and models six professional abilities.

- ❖ **Effective Communicators:** *Teachers must be able to communicate effectively with a variety of audiences in diverse settings – with students each day in class, with fellow teachers and administrators, with parents, and with community members.*
- ❖ **Professional Collaborator:** *Teachers must have strong, positive interpersonal skills and be both enthusiastic and confident about working with diverse groups of people. Teamwork involves communication, coordination, division of labor, and effective negotiation.*
- ❖ **Curriculum Developer:** *Teachers are not just “recipe readers” or followers of mandates. Teachers must know how to adjust the classroom environment, materials and activities to meet the needs of diverse learners. All students do not learn at the same rate or in the same way. Thus, teachers must learn to generate original, creative and appropriate learning experiences for diverse learners, as well as adapt existing state or district curricula to meet student needs.*
- ❖ **Problem Solver:** *Teachers in today’s classroom are faced with multiple problems of varying degrees of severity each day. The sources of some problems come from outside of the classroom, while others are generated within the classroom itself. All, however, may need to be addressed in the school environment.*
- ❖ **Decision Maker:** *Teachers often must make decisions based on incomplete information, ambiguous circumstances, and unpredictable, rather than certain outcomes. A professional must be willing to take a risk and decide a best course of action, based on personal and professional value systems. It is important for developing educators to clarify personal values and recognize professional choices and responsibilities in order to support actions and decisions made as a teacher.*
- ❖ **Scholarly Educator:** *Professional educators understand that teaching is an intellectual activity. Although educational research in continually expanding our understanding, knowledge about the teaching/learning process will always be incomplete. Still, our rich and varied professional literature can inform our classroom and curricular decisions. Teachers must regard professional development as a lifetime endeavor and continue to keep abreast of current research and innovations in education.*

With faculty themselves well grounded in the six abilities, the **mission** of the professional teacher education program at Hope College is to prepare prospective teachers who have the knowledge, skills, and distinctive attitudes and values needed to make and implement professional decisions in a **changing world**.

Education Department Core Values

1. We believe that our colleagues, students and others should experience our trust, as well as integrity in our interactions.
2. We believe that it is our responsibility to both promote and model appreciation of diversity and the need for sensitivity when working with others.
3. We believe that the multiple perspectives of the historic Christian faith provide foundation of our work and lives.
4. We believe that all learning is developmental in nature and with this understanding are committed to the nurture of learning with high expectations in our own lives as well as the lives of our students.
5. We believe that we must approach our work and interactions with others with creativity and a sense of joy.

Adopted December 6, 2000.

The Hope College Teacher

What, then, distinguishes the Hope College teacher from teachers prepared at other institutions who share similar goals and objectives? While the interdependent scaffolding provided by the developmental perspective, six professional abilities, and three levels of course work supported by current knowledge bases under girds each of our programs, the defining characteristic of Hope College graduates lies in their understanding that teaching and learning are both intellectual and spiritual endeavors. Our students understand teaching as a vocation that requires knowledge, passion, commitment, flexibility, as well as a sense of humor. They understand that they will serve as personal and professional role models for their students, and for each other, both in and out of the classroom. Hope College students experience themselves as individuals who are discovering their unique gifts as educators. Perhaps more importantly, they see themselves as part of a larger social-spiritual context in their growing understanding of stewardship as they offer those unique gifts in the service of others.

In keeping with the mission statement that defines Hope College education as being grounded in the “context of the historic Christian faith,” our students see themselves as members of a community of faith. We realize that each student will understand, define, and actualize this in a distinct and personal way. What unites the Hope College Department of Education faculty with our teacher education candidates can be summarized best by our college-wide motto, “Spera in Deo,” Hope in God. Together as novice and seasoned educators, we trust in our individual and collective vocations; we accept the challenges of teaching for equity, and for the moral and spiritual growth for all children and youth; and we place our hope in God that our efforts will foster justice, peace, enlightenment, and renaissance. We are confident that the education that beginning teachers receive at Hope College shapes their love of learning and teaching and promotes positive professional, personal, and spiritual dispositions that will last for a lifetime and will have a lasting impact on the future.

I.

**GENERAL INFORMATION,
POLICIES AND
PROCEDURES**

DESIGN OF THE CURRICULUM/THE CONCEPTUAL FRAMEWORK

The teacher education program at Hope College has been uniquely and intentionally designed to prepare beginning teachers with the knowledge, skills, attitudes and values necessary to make and implement professional decisions in a changing world.

One glance at today's classrooms quickly confirms to the observer that these "professional decisions" have become increasingly challenging and difficult. The student population is growing in diversity and the needs of those students are becoming more and more varied and demanding. Pressure from outside of school systems urges radical changes in instructional techniques and school structure, while students are distracted by an increasing range of enticing activities and diversions. The introduction of technology adds its own flavor to the mix. In short, today's beginning teachers need very different "tools" than those needed even a few short years ago.

Developmental Levels

By its very nature, the Teacher Education Program at Hope College is developmental. This means that we recognize that students come to our program with varying degrees of readiness, experience and resolve, rather like an uncut gem - rough around the edges, but brimming with possibility. Students encounter courses that are keyed to three different levels, each building upon the previous. With each education course, students find themselves in related field experiences where they can apply learnings from the course.

-Level One - Choosing Teaching - At this level, students explore what it means to teach and determine if education will be an appropriate choice of profession.

-Level Two - Learning How to Teach - Here, students take course work that is designed to explore the "nuts and bolts" of teaching.

-Level Three - Applying Teaching - Students finally enter their student teaching assignments and synthesize the knowledge, skills, values and attitudes gained throughout the teacher education sequence and college preparation.

It is our job to recognize the "gem within" and help our students, as they move through the teacher education sequence, by cutting away the rough edges and polishing the emerging facets. As each student identifies his unique qualities, talents, skills and beliefs, the gem shines with increasing intensity, clarity and beauty.

We need to not only prepare individuals with the technical skills and academic depth necessary for teaching, but also to lead them to a discovery of who they are and what they stand for within the profession. Thus, the Teacher Education Program is intertwined with the general education liberal arts program of the College and the pursuit of major and minor areas of study. It is especially important for our students to explore their own learning styles and personal belief systems in order to more fully verify their calling and role within the profession.

Conceptual Orientations

In order to accomplish this, we have identified five different themes that shape our understanding of how individuals “grow into the profession.” While many teacher education programs identify themselves with one of these themes/orientations, we are deliberately eclectic in our program as we realize the important contributions of each perspective. These themes/orientations include:

- ❖ the **personal orientation**, which recognizes that as students proceed through the education sequence and related experiences, they will increasingly develop the values and attitudes necessary to become an effective educator;
- ❖ the **technological orientation**, which acknowledges that certain skills are necessary in the teaching/learning process;
- ❖ the **practical orientation**, which emphasizes the importance and value of field experience and practice;
- ❖ the **academic orientation**, which acknowledges the relationship between the liberal arts course work, the major and minor areas of study and the professional education sequence; and,
- ❖ the **critical-social orientation**, which supports the notion that all children can learn and that teachers must promote principles of equality and justice in learning communities.

Each orientation provides the teacher education faculty and the student the opportunity to look at the preparation process through a different lens and to subsequently cut, polish and refine the student’s knowledge, skills, values and attitudes.

The student sees these orientations manifested in two distinct ways. One is the “look and feel” of our education classes which are rich in activities that encourage the student to analyze and apply newfound knowledge and skills. Students are expected to be active participants in each and every class. This requires preparation, energy and a clear desire to learn. We deliberately choose to teach in the manner that we expect our graduates to eventually teach.

Professional Abilities

The other way in which the orientations are played out is in the emphasis on the development of skills and professional dispositions. Six specific Professional Abilities are addressed throughout the Teacher Education Program. Students are expected to monitor and self-assess growth in each of the six areas at critical points in the program. The Professional Abilities include:

- Effective Communicator** (listening, speaking, reading & writing)
- Professional Collaborator** (working with others effectively)
- Curriculum Developer** (creating, developing and managing teaching)
- Problem Solver** (analyzing situations and reaching decisions)

- Decision Maker** (determining how value systems impact decisions)
- Scholarly Educator** (recognizing the continuing need for scholarly pursuit)

The Professional Abilities and the accompanying indicators are keyed to each of the three developmental levels identified in our program. They provide the student with clear expectations and standards that enable the student to talk about his growth over time in a succinct and specific manner.

The Hope College Teacher

What, then distinguishes the Hope College teacher from teachers prepared at other institutions? The defining characteristic of Hope College graduates lies in their understanding that teaching and learning are both intellectual and spiritual endeavors. They experience themselves as individuals who are discovering their unique gifts as educators and perhaps more importantly, see themselves as part of a larger spiritual context in their growing understanding of stewardship as they offer these gifts in the service of others.

This, then, is the “meat” of the Teacher Education Program at Hope College. Students enter the education sequence as “gems in the rough.” As they move through the program, the general education classes and preparation in the major and minor areas of study, they find themselves being “cut” as they are encouraged to look at things from different perspectives and perhaps even change their view of the world. With each cut, though, care is taken to polish and encourage the gem to emerge in a loving and supportive manner. The student sees each facet reflecting his growing (and glowing) professional abilities, skills, values and attitudes. At last, the gem appears, perhaps not yet in final form, but certainly in a stunning and decidedly different form than what was apparent at the beginning of the process.

PROFESSIONAL ABILITIES

The Education Department faculty at Hope College believes that it is imperative to prepare our students for a demanding and changing profession. As a result, the Department has identified six professional abilities that we believe reflect the skills and attitudes necessary to succeed in today's classrooms.

Effective Communicator

Teachers must be able to communicate effectively with a variety of audiences in diverse settings - with students each day in class, with fellow teachers and administrators, with parents, and with community members. Skills in listening, speaking, reading and writing are emphasized throughout the education sequence and students are expected to develop and exhibit professional entry level skills by the end of the program.

Professional Collaborator

Teachers must have strong, positive interpersonal skills and be both enthusiastic and confident about working with diverse groups of people. Teamwork involves communication, coordination, division of labor, and effective negotiation. In each education course, students are provided with both informal and formal opportunities to hone their skills as collaborators. They explore the dynamics of teamwork and are encouraged to find their "voices" as they contribute to the group process.

Curriculum Developer

Teachers are not just "recipe readers" or followers of mandates. Teachers must know how to adjust the classroom environment, materials and activities to meet the needs of diverse learners. All students do not learn at the same rate or in the same way. Thus, teachers must learn to generate original, creative and appropriate learning experiences for diverse learners, as well as adapt existing state or district curricula to meet student needs.

Problem Solver

Teachers in today's classrooms are faced with multiple problems of varying degrees of severity each day. The sources of some problems come from outside of the classroom, while others are generated within the classroom itself. All, however, may need to be addressed in the school environment. Students in the education sequence learn to identify problems, apply strategies, and analyze the effectiveness of those strategies.

Decision Maker

Teachers often must make decisions based on incomplete information, ambiguous circumstances, and unpredictable, rather than certain outcomes. A professional must be willing to take a risk and decide a best course of action, based on personal and professional value systems. It is important for developing educators to clarify personal values and recognize professional choices in order to support actions and decisions made as a teacher.

Scholarly Educator

Professional educators understand that teaching is an intellectual activity. Although educational research is continually expanding our understanding, knowledge about the teaching/learning process will always be incomplete. Still, our rich and varied professional literature can inform our classroom and curricular decisions. Teachers must regard professional development as a lifetime endeavor and continue to keep abreast of current research and innovations in education.

Course activities and assignments at each level of the program revolve around the six professional abilities and students are asked periodically to reflect upon their growth in each of the areas.

STATEMENT OF COMMITMENT TO PROFESSIONALISM

A major component of our teacher education program is its emphasis on the recognition and development of the personal and professional dispositions that reflect a commitment to excellence in teaching. We have identified those dispositions that we believe are important, can be recognized in classes and field placements, and will be assessed throughout the education program. We believe that all teachers should demonstrate:

- responsibility	- confidence	- belief that all students can learn
- maturity	- vigor	- fairness
- respect	- personal integrity	

All teachers are in a position to be among the most influential adults in the lives of many individuals--students and colleagues. Prospective teachers see themselves as professionals starting with their first course in education. Professional dispositions are increasingly evident during the time an individual is preparing to enter the classroom.

A number of professional behaviors suggest that an individual will perform well in the school setting and will emerge as a teacher leader. These include, but are not limited to:

- ◆ consistent class attendance
- ◆ active class and field experience participation
- ◆ maintenance of professional confidentiality
- ◆ promptness in completion of all assignments
- ◆ engagement in a variety of related field experiences
- ◆ demonstration of sensitivity to diversity and exceptionality
- ◆ demonstration of knowledge of education-related issues and research
- ◆ demonstration of knowledge of community, state, national and international events and their impact on the field of education
- ◆ building collegiality and contributing to group tasks
- ◆ involvement in professional organizations or activities
- ◆ adherence to state, local and national laws and school regulations
- ◆ appreciation for a range of world views
- ◆ demonstration of knowledge and enthusiasm in working with a range of diverse learners

The Education Department has instituted an ongoing, formal assessment process by which field experience mentor teachers and Hope faculty provide feedback to individuals in these areas of knowledge, skills, and behaviors.

The purpose of the *Statement of Commitment to Professionalism* is to identify the professional dispositions and behaviors for which you will be held accountable. As part of the application process to the Teacher Education Program, you will read and sign the following statement

"I have read the Statement of Commitment to Professionalism developed and adopted by the Education Department of Hope College. I understand that these dispositions will be used to evaluate my performance in course work and in related field experiences. I further understand that I am expected to demonstrate these dispositions to be accepted in the Teacher Education Program (Level 1), to be permitted to continue in education courses (Level 2), to be approved to Student Teach (Level 3), and to be recommended for certification."

Print Your Full Name

Student I.D. #

Signature

Date

Entry-Level Standards for Michigan Teachers. Lansing, MI: Michigan State Board of Education, July 1998.
INTASC Core Principles
NCATE 2003/2006 Standards

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ALERT!

AS FUTURE TEACHERS YOU NEED TO KNOW...

The State of Michigan has laws regarding the legal acceptability of candidates who wish to teach:

Public Act 99 of 1992: Requires school districts to conduct a criminal records check (fingerprint) through the Michigan State Police prior to employing a **teacher**, administrator, **substitute teacher**, school nurse, school psychologist, or other certified personnel. There is a \$15.00 fee paid by the candidate.

Public Act 83 of 1995: Requires that in addition to a State criminal records (fingerprint) check, **new teachers**, administrators, **substitutes**, etc., have a federal criminal records (fingerprint) check. There is a fee paid by the candidate.

Our Hope program is required to report persons with felony convictions and/or any of the following misdemeanors.

- Criminal sexual conduct in the fourth degree
- Attempt to commit criminal sexual conduct in the fourth degree
- Child abuse in the third or fourth degree
- Attempt to commit child abuse in the third or fourth degree
- Cruelty, torture, or indecent exposure involving a child
- Delivery of a narcotic to a minor or student or within 1000 feet of school
- Breaking and entering
- Knowingly allowing a minor to consume or possess alcohol or a controlled substance at a social gathering
- Minor in possession of alcohol or controlled substance
- Accosting, enticing, or soliciting a child for an immoral purpose
- Larceny from a vacant dwelling
- Assault; assault and battery
- Assault; infliction of a serious injury
- Selling or furnishing alcoholic liquor to a person less than 21 years of age

Two other conviction areas are also a concern of the State of Michigan:

- Shoplifting
- Driving under the influence of alcohol or drugs

In our program you will be asked on three occasions to report your status:

1. Application to the Teacher Education Program
2. Application to Student Teach
3. Application to be certified by the State of Michigan to teach

Please see the Director of Certification, or the Education Department Chairperson, for more information if you have been convicted of a felony or one of the listed misdemeanors. Failure to report a conviction which shows up in a criminal records check may result in denial or revocation of your teaching certification.

GENERAL EDUCATION

B.A. and B.S.

CORE CURRICULUM EVALUATION

In the Spring, 1996, the Hope College Faculty voted to adopt a new General Education Curriculum that incorporated a sequential and intentional study of the liberal arts and would be required of all graduates from the College. The following checklist outlines the new requirements.

CORE REQUIREMENT

First-year Seminar (IDS 100)

Expository Writing I (English 113)

Health Dynamics (Kin 140)

Second Language (foreign) (102, 122, 172)

Mathematics and Natural Sciences

❖ Note: Total requirement is 10 hours-one course must be Math or Gems 100; also required is a 4-credit GEMS course (150-199) OR two lab courses from different science departments (Bio, Chem, CSCI, GES, Phys). Any remaining hours may be in any math or GEMS or science course for a total of 10 credit hours.

10 hours

Mathematics

GEMS (4 cr.) or two science department lab courses

Religious Studies

Religion I – 100 level (2.0 hr.)

Religion II – 200 level (4.0 hr.)

The Social Sciences

❖ Note: Requires a minimum of 6 hours, at least one SS1 course, and a mix of Blocks A and B. Options: one SS1, Block A course and one SS1, Block B course (8 hrs.); OR one SS1, Block A course and one SS2, Block B course (6 hrs.); OR one SS1, Block B course and one SS2, Block A course (6 hrs.).

Social Science I

Requirement can be met successfully by completing *Ed 220/221 – Educational Psychology* and *Ed 500 – Perspectives in Education*

Social Science II

Block A – Comm. 151, Psy. 380, Soc. 101 (no lab) (2.0 hr.)

Block B – Econ. 200, Pol. 110 (2.0 hr.)

The Arts

Arts I - Intro level course – Art 111, IDS 101, Mus. 101, Thea. 101, Thea. 153

Arts II – *Studio, performance, or creative writing courses (2 hr. total)*

Cultural Heritage

❖ Note: Students must include either IDS 171 or IDS 172 in this requirement. If IDS 171 is taken, any Cult. Heritage II course will complete the requirement. If IDS 171 is NOT taken, only IDS 172 will complete the requirement.

Cultural Heritage I - IDS 171, Engl. 231, Hist. 130, or Phil. 230

Cultural Heritage II – IDS 172, Engl. 232, Hist. 131, or Phil. 232

Senior Seminar (IDS 400 level)

Cultural Diversity

All students enrolled in the Teacher Education Program **must** successfully complete *IDS 200 – Encounter with Cultures*.

THE TEACHER EDUCATION PROGRAM

In order for students to graduate from Hope College with certification to teach in the State of Michigan, they must complete three components within the curriculum. These are:

- a. the General Education Program,
- b. the major and minor specialty areas of study, and
- c. the Professional Education Sequence.

A “map” of a typical course sequence is provided at the end of this section (Figure 2) and also on the inside cover of this handbook.

General Education Liberal Arts Program

The General Education Liberal Arts Program comprises approximately half of the 126 credits required for graduation from Hope College. These courses are required of all students enrolled at Hope and are designed to broaden and enhance the student’s knowledge and views of the world from a wide range of academic perspectives.

Major/Minor Areas of Study

The major and minor areas of study are selected by the student depending on skills, aptitude and interest. The academic major generally consists of a minimum of 30 credit hours, while the minor is comprised of a minimum of 20 credit hours of study. Group (composite) majors of 36 credit hours are also available. Courses in the major and minor areas of study will appear as endorsements on the teaching certificate and will permit the individual to eventually teach in those specific disciplines. Specific information on major and minor areas of study may be found in other sections of this handbook:

- Elementary certification - Section III.
- Secondary certification - Section IV.
- K-12 endorsements - Section V.
- Special Education endorsements - Section VI.

Professional Education Sequence

Because students at Hope College do not “major” in Education, but instead complete major and minor course work in academic areas, they must also complete a professional sequence of courses within the Teacher Education Program. These courses provide the basis for certification to teach in the State of Michigan. The Professional Education Sequence consists of carefully sequenced classes that prepare teacher candidates with the knowledge, skills, values and attitudes to make professional decisions in a changing world. The course work, totaling 33-37 credit hours, is arranged in three levels and generally spread over a four-year period.

Level I - Choosing Teaching

A number of courses in the professional education sequence have been designated as beginning level courses. They explore the profession and encourage students to determine if they want to pursue teaching as a vocation. Students generally take these courses during the freshman and sophomore years and may enroll prior to admission to the Teacher Education Program. (The application process and specific requirements for admittance are described in Section I of this Handbook.)

Each course in the professional education sequence is accompanied by a related field placement. At Level I, students are invited to take what is learned in the college classroom and explore how this plays out in the school setting. Successful recommendations from the field placement mentors are required for admission to the Teacher Education Program. The State of Michigan also requires all teacher candidates to demonstrate competency in basic skills (reading, mathematics and writing). One condition of admission to the Teacher Education Program is passing scores in all three areas of the Michigan Test for Teacher Certification (MTTC)-Basic Skills Test. Students are encouraged to complete this test during the freshman or sophomore year, prior to applying for admission to the Teacher Education Program. The test is generally offered three to four times each year. Registration booklets are available in the Education Department office. (Further information about the Basic Skills Test can be found in Section I of this Handbook.)

Level II - Learning to Teach

Courses and field placements at Level II focus increasingly on the “how’s” of teaching. Students learn about curricular decisions, lesson formats, planning, classroom and behavior management, materials, and accommodations/modifications. These courses require admission to the Teacher Education Program and are usually taken during the junior/senior years.

Level III - Applying Teaching

The final level in the Teacher Education Program usually occurs during the senior year when students complete the student teaching assignment. Students must apply to and be accepted into the student teaching program. (The application process and specific requirements for admittance are described in Section I of this Handbook.)

At some point prior to certification, all Secondary candidates must pass the MTTC subject area tests in the major and minor areas of study (not including the planned program (substantive) minor). Most students take the MTTC subject area tests during their final semester. Although the tests may be taken once 90% of coursework has been completed in major or minor area of study. These tests are generally offered five times each year. Registration/information about the subject area tests can be found online at: www.mttc.nesinc.com.

Graduation/Certification

Meeting these departmental, college and state requirements allows students to graduate from Hope College and subsequently apply for certification to teach in the State of Michigan. (Procedures for teacher certification are explained in Section I of this Handbook.)

TEACHER EDUCATION PROGRAM

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<ul style="list-style-type: none"> Take General Education courses in first semester Continue to take General Education courses in the second semester Complete <u>IDS 200-Encounter with Cultures</u> course (fully meets general education diversity requirement) (effective Fall 2001) Occasionally there are a few seats available to freshman in Level I Teacher Education course: ED 220/221– Educational Psychology (in the second semester) <hr/> <p style="text-align: center;">** IMPORTANT ** "MAY" TAKE MICHIGAN BASIC SKILLS TEST To register or for more information go to: www.mttc.nesinc.com</p> <p>Take/pass Michigan Basic Skills Test (required to be accepted into the teacher education program).</p> <p><i>** Recommend taking test when enrolled in ED 220/221 -Educational Psychology & PRIOR to taking ED 225/226 - Exceptional Child</i></p> <p>*** the State offers the test five times during the year (once in each of the following months - July, October, November, January, and April).</p>	<ul style="list-style-type: none"> Take General Education courses both semesters Explore possible areas of major & minor study Take initial Level 1 Teacher Education courses: ED 220/221 Educational Psychology & ED 225/226 Exceptional Child Declare major and minor areas of study Begin major/minor areas of study <hr/> <p style="text-align: center;">** IMPORTANT ** "MUST" TAKE/PASS MICHIGAN BASIC SKILLS TEST To register or for more information go to: www.mttc.nesinc.com</p> <hr/> <p style="text-align: center;">** IMPORTANT ** APPLY TO THE TEACHER EDUCATION PROGRAM Apply on-line via the Hope College Education Dept. website. (under "Current Student Info.")</p> <p>Apply to Teacher Education Program while enrolled in ED225/226 – Exceptional Child</p> <p>... By 1st Friday in October - Fall Semester</p> <p>... By 1st Friday in March - Spring Semester/May Term</p>	<ul style="list-style-type: none"> Continue major and minor areas of study Continue taking Level 2 courses in Teacher Education program <hr/> <p style="text-align: center;">** IMPORTANT ** APPLY FOR PERMISSION TO STUDENT TEACH Apply on-line via the Hope College Education Dept. website. (under "Current Student Info.")</p> <ul style="list-style-type: none"> Apply on-line for permission to student teach ... By 1st Friday in November for those planning to student teach Fall Semester of final year ... By 1st Friday in March for those planning to student teach Spring Semester of final year <hr/> <p style="text-align: center;">JUNIOR/SENIOR YEAR</p> <hr/> <p style="text-align: center;">** IMPORTANT ** MTTC CERTIFICATION TESTS To register or for more information go to: www.mttc.nesinc.com</p> <p>Take/pass Michigan Tests for Teacher Certification in major and minor areas of study (required for certification)</p>	<ul style="list-style-type: none"> Complete courses in major and minor areas of study Complete Level 2 courses in Teacher Education Program Take CPR (Adult & Child)/First Aid Training during your student teaching semester Take/Pass MTTC Certification Tests Student Teach (either semester) Level 3 of Teacher Education Program Make application for Provisional Certificate during the Student Teaching Seminar Complete Teacher Education Program <hr/> <p style="text-align: center;">When <u>ALL</u> Teacher Education requirements are met, recommendation for Michigan Provisional Certificate will be submitted to the State Department for processing and billing</p> <hr/> <p style="text-align: center;">ATTENTION GRADUATES</p> <p>Complete requirements for Professional Certificate within 6 years after issuance of Provisional Certificate</p>

Use this "map as a guide for course work and deadlines within the Teacher Education Program.

Academic Advisors: Please contact the Education Department with any questions you may have concerning dates, requirements and procedures. You may find the information in Section I to be helpful.

FIELD PLACEMENT

SCOPE

AND

SEQUENCE



Revised 2009

<p style="text-align: center;">LEVEL ONE FOCUS: CHOOSING TEACHING</p>	<p style="text-align: center;">LEVEL TWO FOCUS: LEARNING HOW TO TEACH</p>	<p style="text-align: center;">LEVEL THREE FOCUS: APPLYING LEARNINGS THROUGH TEACHING</p>
<p>PURPOSE: At this stage the college student is examining the multiple dimensions of teaching and deciding if teaching is an appropriate career choice.</p> <ul style="list-style-type: none"> • Observes planned learning experiences and their outcomes. • Connects theory and research to practical application. • Recognizes the dimensions of diversity and individual needs. • Discovers the interpersonal skills, dispositions and values required to be a teacher. <p>COURSES: ED 220 -- Educational Psychology ED 221 -- Educational Psychology Field Placement ED 225 -- Exceptional Child ED 226 -- Exceptional Child Field Placement</p> <p>FIELD PLACEMENT SUPERVISOR'S ROLE:</p> <ul style="list-style-type: none"> • Mentors the student. • Evaluates teaching potential. • Recommends continuation in Hope's education sequence. <p>EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:</p> <ul style="list-style-type: none"> • Demonstrates responsibility • Demonstrates maturity • Demonstrates respect • Demonstrates confidence • Demonstrates vigor • Demonstrates personal integrity • Demonstrates belief that all students can learn • Demonstrates fairness • Energetic/enthusiastic • Takes initiative • Dependable • Flexible • Effective Communicator • Professional Collaborator • Curriculum Developer • Problem Solver • Decision Maker • Scholarly Educator <p>PROFESSIONAL REQUIREMENTS: In order to be accepted as a candidate in Hope's Teacher Education Program, a student must have....</p> <ul style="list-style-type: none"> ✓ a 2.75 overall GPA ✓ passed the MTTC Basic Skills Test ✓ 3 Hope Faculty recommendations ✓ completed a written application ✓ ED 220 & 225 lab placement evaluations ✓ declared a major subject area ✓ writing competence demonstrated ✓ selected course-related assessments 	<p style="text-align: center;">ADMISSION TO THE TEACHER EDUCATION PROGRAM</p> <p>PURPOSE: At this stage the candidate is learning about and applying the teaching process.</p> <ul style="list-style-type: none"> • Responds to the dimensions of diversity and individual learning needs. • Works cooperatively. • Designs learning experiences that connect students to subject matter. • Creates and explores opportunities to use methods, principles and pedagogy. • Implements and evaluates lesson plans. <p>COURSES: ED280-281/282-283/285-286-287 (Literacy Sequence) ED310-311/312 & 360 (Elementary/Secondary Methods and Principles) ED251/254/333/342/352/356/357/358/359/434/453/454 (Special Education Sequence) ED295/395/488/495 (May, June, Summer Experiential Courses)</p> <p>FIELD PLACEMENT SUPERVISOR'S ROLE:</p> <ul style="list-style-type: none"> • Mentors the candidate. • Evaluates the candidate's ability to design, apply, implement and evaluate lesson plans. • Recommends continuation in Hope's education sequence and/or for a student teacher placement <p>EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:</p> <ul style="list-style-type: none"> • Demonstrates responsibility • Demonstrates maturity • Demonstrates respect • Demonstrates confidence • Demonstrates vigor • Demonstrates personal integrity • Demonstrates belief that all students can learn • Demonstrates fairness • Energetic/enthusiastic • Takes initiative • Dependable • Flexible • Effective Communicator • Professional Collaborator • Curriculum Developer • Problem Solver • Decision Maker • Scholarly Educator <p>PROFESSIONAL REQUIREMENTS: In order to be accepted as a student teacher, a candidate must have....</p> <ul style="list-style-type: none"> ✓ 2.75 Overall GPA ✓ 2.75 Major GPA ✓ 2.75 Minor GPA ✓ 2.75 Education GPA ✓ Written Application ✓ Field Recommendations ✓ Selected course-related assessments 	<p style="text-align: center;">ADMISSION TO STUDENT TEACHING</p> <p>PURPOSE: At this stage the student teacher is applying knowledge, skills, and attitudes developed in the education sequence.</p> <ul style="list-style-type: none"> • Develops a beginning educational philosophy. • Applies educational theory and research to the classroom. • Creates and manages a classroom environment. • Demonstrates decision-making skills in the classroom. • Adapts learning experiences to diverse learners. • Plans and implements units of study. • Utilizes a variety of teaching techniques. • Assesses student learning. <p>COURSES: ED460/465/470/480/485/500 including Student Teaching Seminar ED455</p> <p>FIELD PLACEMENT SUPERVISOR'S ROLE:</p> <ul style="list-style-type: none"> • Acquaints student teacher with educational environment. • Mentors student teacher. • Creates communication which allows for problem solving, discovery and analysis. • Guides student teacher's instructional decisions. • Evaluates student teacher performance. • Communicates with college supervisor. • Recommends for teacher certification. <p>EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:</p> <ul style="list-style-type: none"> • Demonstrates responsibility • Demonstrates maturity • Demonstrates respect • Demonstrates confidence • Demonstrates vigor • Demonstrates personal integrity • Demonstrates belief that all students can learn • Demonstrates fairness • Energetic/enthusiastic • Takes initiative • Dependable • Flexible • Effective Communicator • Professional Collaborator • Curriculum Developer • Problem Solver • Decision Maker • Scholarly Educator <p>PROFESSIONAL REQUIREMENTS: In order to receive certification, a student teacher must have....</p> <ul style="list-style-type: none"> ✓ 12 weeks of successful student teaching. ✓ completed degree requirements for graduation from Hope College ✓ met all requirements for State of Michigan teacher certification ✓ recommended by department for certification

ADVISING

Each student enrolled at Hope College is assigned a faculty advisor who is responsible for building and maintaining a relationship with the student, checking and co-planning each semester's schedule and overseeing the student's progress. Students will be assigned to an advisor beginning with the First Year Seminar and will continue with that advisor until a major/minor is declared in the sophomore or junior year. At that point, the student will be assigned an advisor within the academic discipline of the major course of study. For instance, a student declaring a major in Biology and minor in Math would most likely be assigned an advisor in the Biology Department.

For those students seeking a teaching certificate, however, the process will be somewhat modified. Advising will be accomplished in the following manner:

ELEMENTARY CERTIFICATION

- a) If the student elects to complete a group (composite) major (Language Arts, Social Studies, Fine Arts, Science, etc.), an advisor from the Education Department will be assigned.
- b) If the student declares a single academic area major (i.e. - a single subject area rather than a group (composite) major), an academic advisor from the major academic discipline area will be assigned. The student will also be expected to meet with an Education Department faculty member on a regular basis to ensure that all departmental, college and state requirements for certification are being met. Group advising will be available as needed.

SECONDARY CERTIFICATION

All students seeking certification at the secondary level will be assigned an academic advisor in the major area of study. **Students will also be expected to meet with an Education Department faculty member on a regular basis to ensure that all departmental, college and state requirements for certification are being met.** Most students generally seek out a professor with whom they are already familiar. Group advising is also available as needed.

K-12 ENDORSEMENT

Students seeking K-12 endorsements (e.g. - music, physical education, etc.) will be assigned an advisor within the academic area major. Students will also be expected to meet with an Education Department faculty on a regular basis ensure that all departmental, college and state requirements for certification are being met.

SPECIAL EDUCATION ENDORSEMENT/ELEMENTARY CERTIFICATION

Students declaring a major in either Special Education-Learning Disabilities or Special Education-Emotional Impairments will be assigned an advisor within the Education Department.

****EARLY CHILDHOOD MINOR ENDORSEMENT - PENDING**** Pending approval by the State of Michigan, the Hope College Education Department plans to begin offering courses leading to an endorsement in Early Childhood. Please contact your advisor for emerging details.

For Academic Advisors in the Academic Discipline:

The Education Department relies on and appreciates the efforts of academic advisors across campus. Invaluable assistance and support is provided to countless students in this way. The Education Department, though, stands ready to provide any additional assistance that might be needed for students seeking teaching certification. It maintains regular communication with other departments in order to convey information and solicit input that affects students in the Teacher Education Program. It is the student's responsibility to maintain contact with the Education Department. Faculty and staff in the Education Department are available to students for advising, consultation and support.

While the Education Department is available for this support, it remains the academic advisor's responsibility to guide and oversee the student's program. It may be helpful to attend to the following guidelines while advising students who are seeking teacher certification.

Prior to Admission to the Teacher Education Program

1. Review the Education Department Handbook with the student.
2. Note important dates for application to the Teacher Education Program and Student Teaching.
3. Encourage the student to enroll in pre-professional Level One education coursework as soon as possible. Students who are committed early on to a Special Education endorsement take ED 220/221 - Educational Psychology in the second semester of the freshman year or first semester of the sophomore year. The Teacher Education Program and requirements for admission will be reviewed in this course.
4. Encourage the student to take the Michigan Test for Teacher Certification-Basic Skills Test if s/he appears to be committed to seeking teacher certification. Again, more information about this test will be presented in ED 220/221 - Educational Psychology.
5. Monitor and facilitate the application process for the Teacher Education Program.

Upon Acceptance to the Teacher Education Program

1. Once the student has been accepted into the Teacher Education Program, assist him or her in charting and tracking coursework in the major and minor areas of study as well as in the professional education sequence. Note that some courses, particularly methods classes at the secondary level and special education courses, are only offered on a limited basis. This will need to be considered in the advising process. Worksheets for each approved major and minor at the elementary, secondary and K-12 levels are available on the Hope College web site. Access the Education Department web page and follow the instructions.
2. Encourage the student to meet with the Education Department faculty on a regular basis.
3. Note important dates for application to Student Teaching. Assist with the application process if necessary.
4. Assist in the process of application for certification if necessary.

APPLYING TO THE TEACHER EDUCATION PROGRAM

Once the decision to seek a professional career in education has been made, the student should seek admission to the Teacher Education Program. This allows the student to continue in the professional education sequence of coursework while also completing General Education and major/minor requirements for graduation from the College. A student who is not admitted to the program will not be allowed to continue beyond the pre-professional level of courses in the professional education sequence.

APPLICATION PROCEDURES

Each student seeking admission to the Teacher Education Program is required to complete an application. Apply on-line via the Hope College Education Department website. (Go to "Current Student Info." Then go to the Teacher Ed. Application.) Fill in the form and submit it. Look at the "Checklist" and find the rest of the application requirements. The forms you will need are in the "Checklist". The MTTC Basic Skills Test information/registration is available on-line at: www.mttc.nesinc.com

DEADLINES

Applications for admission to the Teacher Education Program must be submitted to the Education Department by:

- **1st Friday in October** if the student plans to enroll in Level 2 coursework during the subsequent Spring semester.
- **1st Friday in March** if the student plans to enroll in Level 2 coursework during the subsequent Fall semester.
- **End of first semester on campus** for transfer and graduate students.

Students who fail to complete the application process in a timely manner should be prepared to extend the professional education sequence beyond the normal four-year period generally required for graduation from the College. Students will not be allowed to enroll in professional level courses unless they have been approved into the Teacher Education Program.

MICHIGAN TEST FOR TEACHER CERTIFICATION

All individuals wishing to teach in the State of Michigan are required to pass tests in basic academic skills as well as in the major and minor areas of study prior to certification. The tests are offered on pre-determined dates at approved test sites throughout the State. Registration is available on-line at www.mttc.nesinc.com.

MICHIGAN BASIC SKILLS TEST

This test assesses an individual's basic skills in reading, mathematics and writing. Although the State requires a student to pass these tests prior to certification, the Education Department at Hope College requires passing as a condition of admittance to the Teacher Education Program.

Candidates for admission seldom have difficulty with the MTTC Basic Skills Test. It is essential, however, that students who do experience difficulty achieving passing scores on these tests clearly understand that remediation of such issues is **their** responsibility. While some assistance is available through the Academic Support Center to help students refine their writing skills, Hope College does not offer classes/programs to teach basic skills. Students needing such work should plan to enroll in appropriate classes at a community college and/or an area college/university offering such learning opportunities.

Most students take the Basic Skills Test early in the sophomore year of study. It is each student's responsibility to complete the registration process and take the test. Test information will be distributed in pre-professional courses (ED 220 - Educational Psychology and ED 225 - Exceptional Child).

CRITERIA FOR ADMISSION ("Checklist")

1. Compilation of an **overall GPA of 2.75 on all coursework attempted to date.**
2. Completed **ON-LINE APPLICATION** to the Education Department for the Teacher Education Program.
3. Successful completion of the **Michigan Basic Skills Test** from the Michigan Test for Teacher Certification.
4. **Three Faculty Recommendations** for approval to the Program, one of which must be from an Education Department faculty member.
5. **Major/Minor Declaration** of and acceptance to an academic discipline for course of study.
6. Read and sign **"Statement of Commitment to Professionalism."**
7. Successful **field placement evaluations from ED 221 - Educational Psychology and ED 226 - Exceptional Child.**
8. **Completion of the IDS 200 - Encounter with Cultures requirement.**
9. Signed **Criminal Background History Statement** (part of the Teacher Education Orientation Meeting that is required when enrolled in ED220/221-Educational Psychology).
10. Completed **essay for Special Education Majors** - "Why I Want to Major in E.I. or L.D."
11. Required to attend ONE **"Teacher Education Orientation Meeting"** and ONE **"Orientation Meeting for Chalk & Wire"** when enrolled in ED220/221- Educational Psychology. (Meeting days/times will be announced in class.)

"Z-LIST" STATUS

Students who apply to the Teacher Education Program while enrolled in ED 225/226 - Exceptional Child, will need to register for Level 2 courses before they have completed all criteria necessary for admission. (For most students, this means that the results of the MTTC - Basic Skills Test have not been received and/or ED 226 - Exceptional Child - Field Placement has not been completed. Z-List Status is only intended for circumstances that are beyond the control of the student.) As a result, these students will be identified as "Z List Status" for the purposes of registration. "Z-List Status" allows the student to enroll in Level 2 courses on a contingency basis. It assumes that the student will meet all criteria for admission to the Teacher Education Program by the close of the semester. For students who in fact do meet all criteria, they will subsequently be admitted to the program and allowed to remain in Level 2 courses. Those students who fail to meet admission criteria will not be allowed to continue in the sequence and will be asked to drop Level 2 coursework before the new semester begins.

PRE-REGISTRATION PROCEDURES

During the Advising weeks prior to Registration for the coming semester's classes, students admitted to the Teacher Education Program will meet with their advisors to discuss schedules and to receive their registration "PIN" number. In order to register for upper level Education coursework, they will need to be accepted to the teacher education program, or on the "z-list" (see "Z-List" Status). Students will be notified in writing of the status of their application.

APPEALS

Students who have been denied admittance to the Teacher Education Program have the right to appeal the decision. Procedures are outlined in the Appeals Process section of this Handbook (Section II).

GRADE REQUIREMENTS FOR ALL EDUCATION COURSES AT LEVEL II & III

The Teacher Education Program at Hope College is committed to the preparation of teacher candidates who successfully meet all Education Department course objectives and who make continuous progress toward meeting the Department's established goals for future educators, as outlined in the Department's Six Professional Abilities.

To achieve these ends, we believe that students must successfully complete all courses for which they are enrolled through the Education Department. They must also successfully complete the field placements that may be attached to these courses. Successful completion will be demonstrated when students earn a C+ grade or better in each course and field placement. Students who fail to earn a C+ grade or better in any Education Department course or field placement after admission to the Teacher Education Program will not be allowed to continue in the program until they have successfully completed the course or field placement.

**Policy adopted January 2001, amended August 19, 2003.*

FIELD PLACEMENT RECOMMENDATION POLICY

1. A student receiving a "Recommended" or "Highly Recommended" rating from the field placement mentor teacher will continue in the program.
2. A student earning a "Recommended with Reservations" rating for a field placement:
 - a. Will be notified in writing that s/he will continue in the next placement on probationary status.
 - b. If a student earns a second "Recommended with Reservations" rating for a field placement s/he will not be allowed to continue in the education program.
3. A student earning a "Not Recommended" rating from the field placement mentor teacher:
 - a. Will be notified in writing that s/he will not be allowed to continue in the education program.
4. A student will retain the right to appeal any decision made by the Education Department through procedures outlined in the Education Department's Handbook.

Adopted: April 11, 2007

In order to be approved to student teach, students must have a 2.75 or higher in major, minor, Education, and college GPAs. Approval will be withdrawn if any of the GPAs fall below a 2.75 before the student teaching experience begins.

**Policy adopted August 19, 2003; revised 2009.*

TIME LIMIT FOR ACCEPTANCE OF EDUCATION COURSES

The Hope College Education Department will only accept credits for teacher education courses which are no older than seven years. The department reserves the right to require applicants to make-up field experiences where these do not meet current requirements.

**Policy adopted: April 23, 2003*

APPLYING FOR PERMISSION TO STUDENT TEACH

In order to student teach students must apply for and receive permission from the Education Department of Hope College. Students must meet specific criteria and complete an application process in order to be considered and approved for student teaching.

DEADLINES FOR APPLICATION

- * 1st Friday in November of Junior year for students wishing to student teach during the Fall semester of the Senior year.
- * 1st Friday in March of Junior year for students wishing to student teach during the Spring semester of the Senior year.
- * For graduates and transfers, application to student teach should be completed no later than the end of the first semester on-campus.

Students applying after these deadlines have no assurance that their applications will be considered and approved for student teaching during the requested semester. Extension of the professional education sequence may be necessary.

CRITERIA FOR APPROVAL TO STUDENT TEACH

The following criteria must be met by the time the student teaching experience begins. Some items may be in process, however, when the student applies for permission to student teach.

1. Acceptance to the Teacher Education Program at Hope College.
2. Minimum GPA of 2.75 (on a 4.0 scale) in:
IMPORTANT NOTE: (effective for 2008-2009 incoming freshmen - the minimum GPA will be 2.75)
 - a) Overall coursework at Hope College
 - b) Coursework in major area of study
 - c) Coursework in minor area of study
 - d) Teacher Education coursework

This means that students must have the required GPAs in order to be approved. Approval will be withdrawn if any of the GPA's fall below a 2.75 before the student teaching experience begins.

3. Successful completion of all coursework in the Professional Education Sequence.
4. Evidence of ability to work effectively in the classroom as demonstrated in field experiences in professional education coursework.
5. Recommendation to student teach from field placement supervisors from ED 254, ED 281, ED 283, ED 286, ED 311, ED 357, ED 358, and ED 361.

6. Evidence of field placement experiences with students in a CULTURALLY DIVERSE setting and also with EXCEPTIONAL INDIVIDUALS.
7. Endorsement from the department chairperson in major field of study.
8. Evidence of grades of C+ or higher in all Level II and Level III education coursework.

PROCEDURES

Students will be notified by e-mail of a meeting regarding the application process.

1. A Student Teaching Application must be electronically submitted on-line by the deadline listed above. On-line application:
http://www.hope.edu/academic/education/studteach/student_teaching_application.html
 2. Students must submit a resume to Career Services using a new program entitled "Optimal Resume" located at <http://www.linkedin.com/> . A staff member from Career Services will proofread and make suggestions for corrections. Finally, a copy of the revised resume (sent as an attachment to: studentteaching@hope.edu) will be due the semester PRIOR to your student teaching (December for Fall semester and May for Spring semester).
 3. The Education Department will request an endorsement from the chairperson of the department of the major field of study.
 4. Requests for special off-campus student teaching placements must be approved in advance by the Education Department.
 - a) Chicago Semester* (separate application required)
 - b) Rosebud Indian Reservation
 - c) Philadelphia Semester
 - d) Liverpool
 - e) Department of Defense
- *Off-campus options are significantly limited during the Spring Semester.
5. Students typically may not student teach in a school district that they previously attended, with the exception of some possible placements at the elementary level.
 6. Students will be asked to interview with school personnel (administrator, supervising teacher) prior to confirming the placement.
 7. Once a placement is confirmed, changes will not be made, unless deemed necessary by the Director of Student Teaching.
 8. Fingerprinting/Criminal Background Check.

NOTES

1. Responsibility for smooth matriculation from admission to certification rests with the student. The student is responsible for reading the Education Department Handbook and following procedures and deadlines outlined therein.
2. While effort is made to assist the student, the Department is not responsible for transportation to and from student teaching placements. A fee will be charged to student teachers that request placements that are an excessive distance from the college.

NOTIFICATION

Based on the above criteria and procedures, the Education Department carefully considers applications to student teach. Each student will be notified in writing of the Department's decision to approve or deny the application.

APPEALS

Students who have been denied permission to student teach may appeal the decision. Procedures are outlined in the Appeals Process section of the Handbook (Section II).

THE STUDENT TEACHING SEMESTER

During the student teaching semester, most students complete sixteen (16) semester hours of credit. Coursework generally consists of:

- ED 500 - Perspectives in Education (3 hrs.)
- IDS ___ - Senior Seminar to complete core requirements (3 hrs.)
- ED ___ - Student Teaching (9 hrs.)
- ED 455 - Student Teaching Seminar (1 hr.)

Senior Seminar and ED 500 – Senior Seminar and Perspectives in Education are offered in a special five-week format. Completion of these courses is followed by a twelve-week student teaching experience.

ED 455 – Student Teaching Seminar - Part of the student teaching experience includes a weekly two-hour seminar. The evening Student Teaching Seminar takes place during the student teaching semester and attendance is required. (Special Education majors take the seminar during both student teaching experiences.)

ED 500 - Perspectives in Education - The student teaching experience and the Student Teaching Seminar are presented as a coordinated and interdependent series of courses. Students are evaluated in all four courses in the professional education sequence. Students are expected to concentrate fully on the expectations of this semester and are therefore strongly discouraged from assuming extra-curricular responsibilities such as employment, sports, coaching, theater or musical productions.

Students majoring in special education fields of study complete an additional (second) semester of student teaching. During the Fall semester students take a block of special education coursework prior to moving into the student teaching placement. During the Spring semester, students enroll in the coursework noted above.

The student teaching semester provides an opportunity for the student teacher to plan, implement and evaluate professional decisions in the school setting. It represents the culminating experience of the Teacher Education Program and seeks to link the knowledge, skills, attitudes, and values developed in the professional education sequence to the realities of the field.

Student Teaching – All student teachers work with at least one cooperating teacher; some may work with up to three. Every student teacher is also observed by a College Supervisor. The College Supervisor visits the student teacher 4-6 times during the 12-week placement and is responsible for assigning the final grade. Major departments are also encouraged to observe secondary student teachers during the student teaching experience. **Beginning with the incoming Fall 2008 freshman class, the student teaching experience will be extended to a full-semester placement.**

Time Limit for Acceptance of Education Courses

The Hope College Education Department will only accept credits for teacher education courses which are no older than seven years. The department reserves the right to require applicants to make-up field experiences where these do not meet current requirements.

(Adopted: 4-23-03)

TEACHER CERTIFICATION STATE OF MICHIGAN

In order to teach professionally in the State of Michigan, individuals must be certified and approved by the State Department of Education. Provisional certificates are granted to initial applicants, while Professional Certificates are granted only after completing three years of professional teaching experience and an 18-semester hour planned program of course work.

MICHIGAN TEST FOR TEACHER CERTIFICATION SUBJECT AREA TESTS IN MAJOR/MINOR AREAS OF STUDY

SECONDARY EDUCATION

In order to be certified by the State of Michigan, all students will be required to pass subject area tests in the major and minor areas of study. It is recommended that a student enroll for these tests prior to certification. Most major/minor coursework should be completed. Objectives for all tests and sample test questions are available on-line at www.mttc.nesinc.com.

Responsibility for registration and taking the tests rests with the student. Failure to pass or to take the tests in a timely manner will result in the delay of the certification process.

ELEMENTARY EDUCATION

Students who elect to pursue an elementary teaching certificate will have two options when taking the subject area tests. Although an elementary certificate technically allows an individual to teach at both the elementary (self-contained) and middle school (major/minor areas) levels, the student wishing to do so would need to take and pass both the major/minor subject area tests as well as the Elementary Education Test. This does not apply, however, to the liberal arts planned program (substantive) minor.

The following options apply only to students seeking elementary certification:

Students Taking & Passing....

Will Be Able to Teach....

- | | |
|--|--|
| 1. Only the Elementary Education Test. | 1. At the elementary level only, K-5 (K-8 self-contained). |
| 2. Both the Elementary Education test <u>and</u> the major/minor subject area tests. | 2. At the elementary and middle school levels, K-5 all subjects (K-8 self-contained), major/minor areas 6-8. |

In response to the No Child Left Behind (NCLB) legislation, the student who takes and passes the Elementary Education Test and the major/minor subject area tests will have the greatest flexibility in securing a teaching position.

PROCEDURES FOR APPLICATION

1. For Elementary Certification, the student must complete a:
 - a) 30-36 credit hour major or 36-40 credit hour group (composite) major
 - b) 20.5-25 credit hour minor or a 20-credit hour planned program (substantive) minor
 - c) 37 credit hour professional education sequence
 - d) Bachelor's degree
 - e) Passing score on Michigan Test for Teacher Certification (MTTC) - Basic Skills Test
 - f) Passing score on MTTC Elementary Education Test. Subject area test(s) is optional. (Scores are valid for 5 years.)
 - g) 2.5 or higher GPA in major, minor, and professional education areas
 - h) Grade of C+ or better in all Level 2 and Level 3 education coursework (including student teaching)
 - i) CPR (Adult and Infant) and First Aid certification **(must be valid at the time of application for Michigan Provisional Certificate)**

2. For Secondary Certification, the student must complete a:
 - a) 30-69 credit hour major or 38 credit hour group (composite) major
 - b) 20-25 credit hour (NOTE: K-12 music majors and visual art majors do NOT need to have an academic minor for certification)
 - c) 33-35 credit hour professional education sequence
 - d) Bachelor's degree
 - e) Passing score on Michigan Test for Teacher Certification (MTTC) - Basic Skills Test
 - f) Passing scores on MTTC subject area tests for major and minor areas of study
 - g) 2.5 or higher GPA in major, minor, and professional education areas
 - h) Grade of C+ or better in all Level 2 and Level 3 education coursework (including student teaching)
 - i) CPR/First Aid course or certification **(must be valid at the time of application for Michigan Provisional Certificate)**

ISSUANCE DATES

Certificates are applied for following graduation and completion of certification requirements unless otherwise requested by the individual. We strongly encourage our teacher education candidates to request that the Hope College Education Department recommend them for the initial teaching certificate at the completion of their teacher education program. However, individuals may choose to withhold certification because of graduate school, travel, mission work, relocation out of state, etc. If the choice is made to withhold certification, the following will apply.

If a qualified person makes application to Hope College for initial certification **within** the first five years after completion of the teacher education program and no new requirements are implemented by either the Michigan Department of Education or the Hope College Education Department, no additional requirements will need to be met in order to be recommended to the MDE for a Provisional Certificate. However, if within the first five years after completion of the teacher education program new requirements

are implemented by either the Michigan Department of Education or the Hope College Education Department, those requirements will need to be met in order to be recommended for a Provisional Certificate.

If a qualified person makes application to Hope College for provisional certification **after** five years from completion of the teacher education program, the candidate must not only meet current certification requirements but s/he will also need to re-take the MTTC content area exams.

Some teaching settings (e.g. - overseas, private school) do not require certification. This teaching experience, however, will not count toward the teaching requirement for the Professional Certificate if the student has chosen to withhold certification.

A criminal records check may be conducted by ISD's or other educational agencies including the Michigan State Department of Education.

A certification fee of \$160.00 will be billed to the applicant directly by the State Department of Education at the time of application for a Provisional Certificate. The certification process takes approximately two weeks.

NOTE: A teaching certificate may be denied by the MDE OR take several additional weeks to process for an individual who has been convicted of a misdemeanor or felony.

All certificates are valid for six years and expire on June 30th of the expiration year listed on the certificate.

PROVISIONAL CERTIFICATE

Elementary Certificate:

- 1) Valid for six years
- 2) Qualified to teach:
 - i) all subjects; K-8 all subjects in self-contained classroom (must take and pass elementary test)
 - ii) grades 6-8 in subject area majors and minors in departmentalized rooms (must take and pass subject area test(s))

Secondary Certificate:

- 1) Valid for six years
- 2) Qualified to teach: 6-12 in subject area majors and minors (must take and pass subject area major and minor tests)

CERTIFICATE ENDORSEMENTS

Elementary Teaching Certificate with K-12 Endorsement:

- 1) Majors: Spanish and dance
- 2) Qualified to teach:
 - i) all subjects; K-8 all subjects in a self-contained classroom
 - ii) Major areas listed above, grades K-12

Secondary Teaching Certificate with K-12 Endorsement:

- 1) Majors include: visual arts, music (vocal or instrumental), kinesiology (physical education) or dance
- 2) Qualified to teach:
 - i) major areas listed above, grades K-12
 - ii) minor areas, 6-12 (no minor is required for visual arts or music majors)

Special Education Endorsement:

- 1) Learning Disabilities K-12; K-5 all subjects; and K-8 all subjects in a self-contained classroom
- 2) Emotionally Impaired K-12; K-5 all subjects; and K-8 all subjects in a self-contained classroom

Additional Endorsements:

The holder of a Provisional or Professional Certificate may qualify for an additional endorsement by completing a planned program with a sponsoring college or university with a minimum of 18 semester hours in general elementary education or 20-25 hours in an area appropriate to the secondary level and by taking and passing the Michigan Test for Teacher Certification in the new subject area of study.

PROFESSIONAL CERTIFICATE

A teacher will be eligible for a Professional Certificate when he/she has completed the following requirements:

- 1) Three successful years of teaching experience since receiving the provisional certificate. NOTE: Substitute teaching will count toward the three years of teaching with the following stipulations:
 - a) the applicant teaches at least 2 1/2 hours in a day to count it as a full day of teaching,
 - b) one-hundred fifty (150) days of substitute teaching is equivalent to one full year of teaching,
 - c) substitute teaching in the major or minor areas only at the secondary level is required in order to count toward the three-year teaching requirement.
- 2) An 18-semester hour planned program of study. These hours can be taken in the major, minor, professional education, or a new certification area. The planned program must be approved by a sponsoring institution. Coursework (300 level or above) must be taken from a four-year teacher education approved institution. (Credit will not be accepted from a community college.) The hours may or may not be for graduate credit.
 - a) The student may identify with any teacher education institution in Michigan, including Hope College, as the sponsoring institution for the Professional Certificate. Procedures will be determined by each institution.

- b) Students who identify Hope College must plan a program with definable goals and have this program approved by the Director of Certification.
- 3) **As of July 1, 2009**, an additional three hours of reading beyond the requirements at the undergraduate level will be required for all elementary and secondary certificate holders as part of the planned program for the Professional Certificate.

A certification fee of \$160.00 will be billed to the applicant directly by the State Department of Education at the time of application for a Professional Certificate.

The Professional Certificate is valid for five years from date of issuance.

CERTIFICATE RENEWAL AND REINSTATEMENT

If a provisionally certificated teacher does not qualify for the Professional Certificate within the six-year period, a three-year renewal may be granted with the completion of 9-semester hours of credit since issuance of the Provisional Certificate or an earned masters or doctoral degree. A second, three-year renewal may be granted with the completion of 18-semester hours of credit. A professional fee of \$100.00 will be billed to the applicant by the State Department of Education at the time of application for a renewal of the Provisional Certificate.

As of July 1, 1992, all persons issued a Professional Certificate will be required to renew that certificate every five years on the basis of 6-semester hours of academic credit from an approved teacher preparation institution or 18 Continuing Education Units (CEU's) which have been granted by programs approved by the State Board of Education. Application forms for the Professional Certificate are available from your school district (not through the colleges or universities) and are to be submitted directly to the State Department of Education. A professional fee of \$160.00 will be billed to the applicant by the State Department of Education at the time of application for a renewal of the Professional Certificate.

RECIPROCITY WITH OTHER STATES

The Michigan Department of Education maintains reciprocity agreements with many other states. Reciprocity, in this context, is defined as "acceptance of an out-of-state teacher education program." In other words, a Michigan teaching certificate would meet requirements for teacher licensure in those particular states that have reciprocity.

However, most individuals seeking out-of-state teacher licensure will be asked to fulfill additional requirements (i.e., basic skills and/or content areas tests such as the Praxis I and II) prior to being issued a teaching certificate in that particular state. Some states issue a temporary teaching certificate for a one or two year period during which time additional requirements must be completed in order to qualify for that state's initial certificate.

Visit individual State Department of Education websites for their teacher certification requirements and application procedures.

8/10/09

II.

POLICIES TO ADDRESS INDIVIDUAL NEEDS

APPEALS PROCESS

Students who have been denied admission to the Teacher Education Program, denied permission to continue on in the education sequence of courses or denied permission to Student Teach may appeal the decision of the Department. Appeals will generally be limited to the following issues:

- A. Cumulative grade point below 2.75
- B. Failure to take or pass the MTTC Basic Skills test
- C. Any grades below a C+ in any level II course or field placement
- D. A compelling need to take ED 220/221-Educational Psychology and EDUC-225/226 concurrently

The following procedure applies for A, B & C above:

1. An appeals Information form (available in the Education Department office) should be completed, along with a typed letter of appeal. Both should be submitted to the Teacher Education Appeals Committee Chairperson for consideration by the committee.
2. The letter of appeal should include:
 - a. the reason for appeal, including the terms of denial;
 - b. a specific request;
 - c. a rationale for the request; and,
 - d. supporting evidence.
3. The Appeals Committee will provide written notification to the student regarding decisions and/or recommendations.
4. Students may appeal the decision of the Teacher Education Appeals Committee to the Hope College Student Standing and Appeals Committee. Procedures are outlined in the Hope College Catalogue. Additional information may be available through the Dean for the Social Sciences or the Provost.

The following procedure applies to D above:

1. An appeals information form specifically designated for those who need to take ED220/221-Educational Psychology and ED225/226-Exceptional Child should be completed. Please ask for the appeals form for ED 220 & ED 225 in the Education Department office.
2. The Appeals Committee will provide written notification to the student regarding decisions and /or recommendations.

Revised/Adopted 12/04/02

STUDENT SUPPORT SYSTEM

The Education Department has developed specific procedures and requirements to be accepted into the Teacher Education Program. Despite this, each year, a small, but consistent number of students have “fallen through the cracks” in one way or another. Some of these students have exhibited difficulties with professional behaviors (i.e.-attendance, responsibility, social skills, etc.), while others have allowed grade point averages to drop below acceptable levels. In any case, this can create a problematic situation. A procedure has been developed to systematically address concerns with these students in an effort to provide both support and focus towards rectifying the situation and continuing towards a successful experience in the Teacher Education Program.

When a professor identifies a concern about a student, he or she will meet with the student to address the concerns and determine an appropriate course of action. If the concerns continue, the professor then has the option of presenting the concern at a designated departmental meeting for discussion. The Department will determine if any additional action is needed; this might consist of an individual conference with the student and referring professor or a meeting with the Student Support Committee. At this point, the student would develop a plan of action/contract, which would then be reviewed by the committee. At each point, the student will be encouraged to accept responsibility for the development of the plan and the necessary follow-through. Education Department faculty will serve as “coaches” to assist the student until the terms of the plan/contract are completed.

The intent of this procedure is to provide encouragement and support when a student is experiencing some type of difficulty before or after having been accepted into the Teacher Education Program, but prior to the student teaching experience. It is hoped that in doing so, the student will be aided in successfully completing the requirements of the Teacher Education Program.

Sexual Harassment and Grievance Procedure

In all matters involving sexual harassment, sexualization, and gender, the Education Department is guided by the Hope College Policy on Sexual Harassment. A complete copy of the Sexual Harassment Policy can be found at Hope’s Van Wylen Library, Provost’s office, Human Resources office, and Dean of Students office. It is also available on Hope College’s Web site (<http://www.hope.edu/admin/documents/sexualh.html>).

Racial/Ethnic Harassment and Grievance Procedure

In all matters involving racial and ethnic harassment, intimidation, or humiliation, the Education Department is guided by the Hope College Policy on Racial and Ethnic Harassment. A complete copy of the Racial and Ethnic Harassment Policy can be found at Hope’s Van Wylen Library, Provost’s office, Human Resources office, and Dean of Students office. It is also available on Hope College’s Web site (<http://www.hope.edu/about/policies/pdf/RacialHarassment.pdf>).

Code for Academic Integrity

In all other matters, including student cheating (Code for Academic Integrity at Hope College or College Catalog (pp.81-82), the Department follows the guidelines and procedures described in the Faculty Handbook (<http://www.hope.edu/student/development/policies/handbook/integrity.html>).

III.

THE ELEMENTARY EDUCATION PROGRAM

ELEMENTARY EDUCATION PROGRAM OVERVIEW

Upon graduation and being granted provisional certification, individuals seeking elementary teaching certification in the State of Michigan are able to teach in all subject areas, kindergarten through 5th grade (K-5). They may teach all subjects in the 6th through 8th grades if classes are self-contained or in their major or minor subjects (if the school is departmentalized) and the individual has received endorsements in those subject areas.

Besides completing coursework in the general education liberal arts curriculum and a declared academic or group (composite) major, elementary education students also fulfill requirements for a minor. In addition to these academic courses, students must successfully complete coursework in the professional education sequence and meet criteria to student teach.

Several courses designated as “Level 1” allow the prospective education student to explore the field of education prior to being admitted to the Teacher Education Program. However, in order to continue in professional-level coursework (Level 2), the student must be accepted into the Department. The chart below designates Pre-Professional vs. Professional coursework for students seeking elementary teaching certification.

LEVEL 1 Pre-Professional Courses	LEVEL 2 Professional Courses	LEVEL 3 Student Teaching
ED220 - Educational Psychology ED221 - Ed. Psych. Field Placement ED225 - Exceptional Child ED226 - Ex. Child Field Placement	ED280 - Literacy I ED281 - Literacy I Field Placement ED282 - Literacy II ED283 - Literacy II Field Placement ED310 – Elem./M.S. Curriculum & Methods ED311 - Elem./M.S. Curr. & Mthds. Field Placement ED312 - Classroom Management for the Elementary & Middle School Teacher	ED455 - Student Teaching Seminar ED470 - Student Teaching ED500 - Perspectives in Education

Application to the program generally occurs during the sophomore year, while student teaching most often takes place during the first or second semester of the senior year. Exceptions occur with graduate or transfer students or those students in an appeals process.

NOTE: Major and minor requirements change at times due to revisions at the state level. Students are encouraged to periodically check the Education Department’s website (<http://www.hope.edu/academic/education/>) and consult with their advisors so as not to be at risk.

THE ELEMENTARY CERTIFICATION PROGRAM

(Updated September 2009)

STATE OF MICHIGAN AUTHORIZED MAJOR/MINOR REQUIREMENTS

DISCIPLINE	MAJOR	MINOR
Dance (DAEL)	(see K-12 certification for Elementary Dance Major requirements)	✓
English (ENEL)	✓	No minor
Fine Arts Group (FIAC)	✓	No minor
Kinesiology (KIEL) - Physical Education	No major	✓
Language Arts Group (LAN)	✓	No minor
Mathematics (MAEL)	✓	✓
Integrated Elementary Science Group (SCI)	✓	No minor
Social Studies Group (SSTE)	✓	No minor
Spanish (SPEL)	(see K-12 certification for Elementary Spanish Major requirements)	No minor

APPROVED MAJORS AND MINORS FOR ELEMENTARY EDUCATION STUDENTS

The student who elects to pursue a straight elementary teaching certificate (K-5) must choose at least one of 5 approved majors at Hope College. For purposes of state certification in elementary education, the following majors may appear on the teaching certificate: English, Fine Arts Group, Language Arts Group, Integrated Science Group, and Social Studies Group.

Minors may be declared in three areas. The chart (Figure 7) details elementary level, State-approved majors and minors available at Hope College. When planning for the major and/or minor, the student may want to coordinate courses with requirements for the General Education program.

Students must take and pass the state certification (MTTC) test for Elementary Education. They may elect to also take and pass subject area tests in the major and/or minor areas of study. In doing so, teacher candidates are eligible to teach at the middle school level in their major/minor area..

Major Requirements - Elementary

The prospective elementary teacher has the option of fulfilling the major area of study requirement specified by the State of Michigan by completing a major of a minimum of 30 credit hours in one discipline (more than 30 credit hours may be required for Hope College graduation in some majors) or a group (composite) major of 36 credit hours in a combination of disciplines. Courses taken on a Pass/Fail basis are not permitted in the major area of study.

Group (composite) Majors:

Because of the organization and approach of the typical elementary school (i.e. multi-disciplinary), it is recommended that most prospective elementary teachers take a group (composite) major. A group (composite) major consists of 36-38 credit hours in three related fields with a core area of significant credits and the additional hours in two or more other areas. The principal composite areas are: Language Arts (literature, writing, speaking and listening); Integrated Science (GEMS, biology, physics, geology/earth science, and chemistry); and Social Studies (history, political science, geography, and economics). The Fine Arts composite includes art, dance, music and theatre.

Academic Majors:

If a prospective elementary teacher contemplates teaching in the upper elementary grades, at the middle school, or in departmentalized situations, it may be advisable to consider a straight academic major. In planning for this academic major, one should consider minimum requirements of both the appropriate department and the state in which he/she intends to be certified. The State of Michigan requires a minimum of 30 hours, regardless of the departmental requirements. The student must meet the higher requirement of either the state or the department.

Minor Requirements - Elementary

The prospective elementary teacher has the option of fulfilling the requirement of a minor by completing a regular minor of at least 20 credit hours in one discipline, or a planned program (substantive) minor of a minimum of 20 credit hours. Although Hope College does not require a minor for graduation, the State Department of Education does require a minor for certification.

Students are strongly encouraged to complete a minor of 20-25 credit hours in a specific discipline. Courses taken on a Pass/Fail basis are not permitted in the minor area of study. Under the new certification code, an individual teaching in a middle school will only be qualified to teach in his/her major or minor area.

Academic Minor: 20-25 credit hours

A student may select a straight academic minor of 20-25 semester hours in one discipline.

Liberal Arts Planned Program (Substantive) Minor: 20 credit hours

In meeting the requirements for graduation from Hope College, students automatically fulfill the planned program (substantive) minor requirements. This minor consists of general education requirements but does not include courses in the major area of study, professional education courses or in the areas of religion, kinesiology/physical education, or philosophy.

A “liberal arts planned program (substantive) minor” should not be listed on the Major/Minor Declaration form as Hope College does not recognize this as a minor. This minor will only be indicated for certification purposes when appropriate. Students need to be deliberate in planning so as to create a balanced liberal arts planned program (substantive) minor.

SPECIFIC GUIDELINES
FOR EACH MAJOR AND MINOR FOR ELEMENTARY EDUCATION
ARE AVAILABLE BY ACCESSING
THE HOPE COLLEGE EDUCATION DEPARTMENT’S WEB PAGE.

MAINSTREAMING/INCLUSION MINOR

Mainstreaming/Inclusion is one of the most predominant trends currently in force in the field of special education. This is reflected in the Individuals with Disabilities Education Act (1990) approved by Congress. This Act requires of all states:

Procedures to insure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (U.S. 94th Congress, 1975, pg. 19)

With the Inclusive Education movement coming to the fore in recent years, efforts to maintain all students in the regular education classroom are increasing nationwide. Teachers in these classrooms find increasingly diverse groups of students at all levels. Many teachers now discover the need for retraining in order to meet the needs of an ever-changing and challenging classroom.

In recognition of this need, the Hope College Education Department has identified a sequence of courses for a 20-hour “minor.” The mainstreaming/inclusion minor is offered to better prepare teachers-in-training for the challenges of the classroom as well as to alert prospective employers to the additional coursework completed in this critical area of teacher preparation. The student who elects to complete the mainstreaming/inclusion minor should understand that this “minor” is not officially recognized by either the State or Hope College. It also does not replace the required minor (straight, or planned program (substantive)), but rather supplements it. While it will be identified in the credential packet that goes out to prospective employers, it is not listed on the teaching certificate. All students planning to pursue this “minor” must meet with a special education faculty member.

In order to fulfill requirements for the mainstreaming minor, the student must successfully complete 20 hours selected from the following courses				
Course	Title	Credit Hours	Semester	Grade
ED 225	Exceptional Child	3		
ED 226	Field Placement - Exceptional Child	1		
ED 241	Introduction to Emotionally Impaired	3		
ED 242	Field Experience - Emotionally Impaired	1		
ED 253	Introduction to Learning Disabilities	3		
ED 254	Field Experience - Learning Disabilities	1		
ED 251	Introduction to Assessment	4		
SW 242	Child Welfare	2		
PSY 230	Developmental Psychology	4		
PSY 320	Physiological Psychology	4		
PSY 340	Cognitive Psychology	4		
PSY 370	Behavior Disorders	4		
ED 434	Secondary Special Education: Instructional Design	2		
ED 453	Computers & Technology in Special Education	2		
ED 454	Current Issues & Trends in Special Education	2		

WORKSHEET - ELEMENTARY TEACHING CERTIFICATE

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (30 or 38 hours)		MINOR (20 or 25 hours)	
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL					
English 113 -Expository Writing I (4 hrs.)							
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)					
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.)		ED221-Educational Psychology-Field Placement (1 hr.)					
Natural Science I (Lab)		ED225-Exceptional Child (3 hrs.)					
Natural Science II		ED226-Exceptional Child-Field Placement (1 hr.)					
May include mathematics, computer science, GEMS, other natural science disciplinary courses.		PROFESSIONAL					
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172							
Religion (6 hrs.)	Religion I	ED280-Literacy I (3 hrs.)					
	Religion II	ED281-Lieracy I-Field Placement (1 hr.)					
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		ED282-Literacy II (3 hr.)					
Social Science II		ED283-Literacy II-Field Placement (1 hr.)					
The Arts (6 hrs.)	Arts I	ED310-Elem./M.S. Curriculum and Methods (5 hr.)					
	Arts II	ED311-Elem./M.S. Curriculum and Methods-Field Placement (1 hr.)					
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230		ED312-Classroom Management for the Elementary and Middle School Teacher (2 hrs.)					
Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>		ED470-Student Teaching in the Elem./Middle School (9 hrs.)					
Senior Seminar (3 hrs.)	IDS 400+	ED455-Student Teaching Seminar (1hr)					
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures		ED500-Perspectives in Education (3 hrs.)		TOTAL _____		TOTAL _____	

**SAMPLE COURSE SEQUENCE
ELEMENTARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours
FRESHMAN	(FIRST YEAR SEMINAR)	2	(IDS 200 - Encounter with Cultures)	4
	(EXPOSITORY WRITING)	4	(NATURAL SCIENCE I)	4
	(HEALTH DYNAMICS)	2	(ARTS I)	4
	(FOREIGN LANGUAGE)	4	(CULTURAL HERITAGE II)	4
	(CULTURAL HERITAGE I)	4		
	TOTAL	16	TOTAL	16
SOPHOMORE	*ED220-Educational Psychology	3	*ED 225- Exceptional Child	3
	*ED221-Educational Psychology-F. P.	1	*ED226-Exceptional Child-F.P.	1
	(RELIGION I)	2	(SOCIAL SCIENCE II)	2
	(MATH FOR ELEMENTARY TEACHERS)	4	(RELIGION II)	4
	(NATURAL SCIENCE II)	4	<i>Major/Minor</i>	4
	(ARTS II)	2	<i>Major/Minor</i>	2
	TOTAL	16	TOTAL	16
JUNIOR	**ED280-Literacy I	3	**ED282-Literacy II	3
	**ED281-Literacy I-Field Placement	1	**ED283-Literacy II-Field Placement	1
	<i>Major/Minor</i>	4	<i>Major/Minor</i>	4
	<i>Major/Minor</i>	4	<i>Major/Minor</i>	4
	<i>Major/Minor</i>	4	<i>Major/Minor</i>	4
	TOTAL	16	TOTAL	16
SENIOR	**ED310-Elem./M.S. Curriculum & Methods	5	**ED500-Perspectives in Education	3
	**ED311-Elem./M.S. Curriculum & Methods-F.P.	1	**ED470-Student Tchg.-Elem./M.S.	9
	**ED312-Classroom Management	2	**ED455-Student Teaching Seminar	1
	<i>Major/Minor</i>	4	(IDS-SENIOR SEMINAR)	3
	<i>Major/Minor</i>	4		
	TOTAL	16	TOTAL	16
TOTAL: 128 CREDITS (126 required for graduation)				

SUGGESTED COURSES: (These and similar courses enhance the liberal arts experience while also fulfilling General Education core curriculum requirements.)

- | | |
|--|---|
| MATH 205 - Math for the Elementary/M.S. Teacher I | GEMS 100 – Mathematics for Public Discourse |
| MATH 206 - Math for the Elementary/M.S. Teacher II | GEMS 151 – Science and Technology for Everyday Life |
| MATH 207 - K-8 Mathematics Software Applications | GEMS 152 – Atmosphere & Environmental Change |
| MATH 208 – Problem Solving for Elem./M.S. Teachers | GEMS 153 – Populations in Changing Environments |
| ENG 379 - Writing for Teachers | GEMS 154 – Stars and Planets |
| ENG 373 - Literature for Children & Adolescents | GEMS 160 – The Chemistry of Our Environment |
| IDS 160 - Arts for the Elementary Teacher | GEMS 201 – Dinosaurs |
| | GEMS 210 - Science of Power |

(Thirty-eight hours have been allotted towards the major and minor areas of study. While this will accommodate most majors, additional courses may need to be scheduled during May, June or July sessions in order to fulfill minor requirements. Some General Education Courses may be included in the major/minor areas of study.)

USE THIS FORM TO CHART COURSEWORK

STATUS	FALL	SPRING	MAY/JUNE/JULY			
FRESHMAN	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
SOPHOMORE	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
JUNIOR	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
SENIOR	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____

TOTAL CREDIT HOURS = _____ (126 required for graduation)

IV.

THE SECONDARY EDUCATION PROGRAM

SECONDARY EDUCATION PROGRAM OVERVIEW

Upon graduation and being granted provisional certification, individuals seeking secondary teaching certification are able to teach grades 6 through 12 in the major and minor areas of study. These individuals may teach in middle school, junior high or senior high school settings.

Secondary students must declare an academic major or social studies group major and an academic minor. In addition to these academic courses, students must successfully complete coursework in the general education liberal arts curriculum, the professional education sequence, and meet specific criteria to student teach.

Courses designated as “Level 1” allow the prospective education student to explore the field of education prior to being admitted to the Teacher Education Program. However, in order to continue in professional-Level 2 coursework, the student must be accepted into the Teacher Education Program. The chart below designates, the levels of coursework for students seeking secondary teaching certification.

LEVEL ONE Pre-Professional Courses	LEVEL TWO Professional Courses	LEVEL THREE Student Teaching
ED220-Educational Psychology ED221-Educational Psychology-Fld. Plcmt. ED225-Exceptional Child ED226-Exceptional Child-Fld. Plcmt.	<p><u>SECONDARY BLOCK - 3 courses taken concurrently:</u></p> ED285-Sec. Rdg/Lang. Arts ED286-Sec. Rdg/Adol. Design-Fld. Plcmt. ED287-Instructional Design/Classroom Mgmt. <p>_____-Special Methods course in Major/Minor area(s)*</p> ED360-Secondary Principles ED361-Secondary Principles-Fld. Plcmt. <p><i>*Specialized methods classes are offered on a rotating basis. Care should be taken when planning the course of study to include this class <u>when it is offered</u>. Independent study in a methods course is not often available.</i></p>	ED455 - Student Teaching Seminar ED480 - Student Teaching ED500 - Perspectives in Ed.

Application to the program generally occurs during the sophomore year, while student teaching most often takes place during the first or second semester of the senior year. Exceptions occur with graduate or transfer students or those students in an appeals process. Secondary students will maintain an academic advisor in their major field. An advisor in the Education Department (see Section I) is also suggested.

NOTE: Major and minor requirements change at times due to revisions at the state level. Students are encouraged to periodically check the Education Department website (<http://www.hope.edu/academic/education/>) and consult with their advisors so as not to be at risk.

THE SECONDARY CERTIFICATION PROGRAM

(Updated September, 2009)

STATE OF MICHIGAN AUTHORIZED MAJOR/MINOR REQUIREMENTS

DISCIPLINE	MAJOR	MINOR
Biology (BIOE)	✓	✓
Chemistry (CHEE)	✓	✓
Dance (DASC)	No major	✓
English (ENSC)	✓	✓
French (FRED)	✓	✓
Geology/Earth Science (GEOE)	✓	✓
German (GERE)	✓	No minor
Health Education (HLTH)	No major	✓
History (HIED)	✓	✓
Kinesiology (KISC) (Physical Education)	✓	✓
Latin (LATN)	✓	✓
Mathematics (MASC)	✓	✓
Physics (PHYE)	✓	✓
Political Science (POLE)	✓	✓
Psychology (PSYE)	No major	✓
Social Studies Group (SSTS)	X	No minor
Spanish (SPAE)	X	No minor

MAJOR AND MINOR REQUIREMENTS FOR SECONDARY EDUCATION STUDENTS

Students seeking teaching certification at the secondary level must declare and complete requirements in both an academic or group (composite) major and a minor area of study (with exception of Music and Visual Arts). State certification tests (MTTC) must also be passed in order to receive endorsements in these areas. When planning for the major and minor, the student may want to coordinate courses with requirements for the General Education liberal arts curriculum.

Major - Secondary

All prospective secondary teachers are required to have an academic major of a minimum of 30 credit hours in one discipline or 38 credit hours in a group (composite) major. (Pass/Fail courses may not be counted in the major.) In planning for a regular major, minimum requirements of both the appropriate department and the state must be considered. The State of Michigan requires a minimum of 30 credit hours regardless of the departmental requirements. The student must meet the higher requirement of either the state or the academic department.

Minor - Secondary

The prospective secondary teacher must complete a minor by earning 20-25 credit hours (with exception of Music and Visual Arts) in one discipline (Pass/Fail courses may not be counted in the minor).

SPECIFIC GUIDELINES
FOR EACH MAJOR AND MINOR FOR SECONDARY EDUCATION
ARE AVAILABLE BY ACCESSING
THE HOPE COLLEGE EDUCATION DEPARTMENT'S WEB PAGE.

WORKSHEET - SECONDARY TEACHING CERTIFICATE

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (30 or 38 hours)	MINOR (20 or 25 hours)
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL			
English 113 -Expository Writing I (4 hrs.)					
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)			
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.)		ED221-Educational Psychology-Field Placement (1 hr.)			
Natural Science I (Lab)		ED225-Exceptional Child (3 hrs.)			
Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.		ED226-Exceptional Child-Field Placement (1 hr.)			
		PROFESSIONAL			
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172		ED285-Secondary Reading/Language Arts (3 hrs.)			
	Religion I	ED286-Secondary Reading/Adolescent Design Field Placement (1 hr.)			
	Religion II	ED287-Instructional Design/Classroom Mgmt. (2 hr.)			
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		ED____-Special Methods * (2 hrs.)			
Social Science II		ED360 Secondary Principles (3 hrs.)			
		ED361- Secondary Principles Field Placement (1 hr.)			
The Arts (6 hrs.)	Arts I	ED480-Student Teaching (9 hrs.)			
	Arts II	ED455-Student Teaching Seminar (1 hr.)			
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230		ED500-Perspectives in Education (3 hrs.)			
	Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>	*NOTE: The specialized methods classes are often offered on a rotating basis. Students should take care when charting out coursework to schedule this class WHEN IT IS OFFERED!			
Senior Seminar (3 hrs.)	IDS 400+			TOTAL _____	TOTAL _____
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures					

**SAMPLE COURSE SEQUENCE
SECONDARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours	May/June/July	Credit Hours
FRESHMAN	(FIRST YEAR SEMINAR)	2	(NATURAL SCIENCE I)	4	(ARTS II)	2
	(EXPOSITORY WRITING I)	4	(RELIGION I)	2		
	(HEALTH DYNAMICS)	2	(ARTS I)	4		
	(FOREIGN LANGUAGE)	4	(MATH/GEMS)	2		
	(CULTURAL HERITAGE I)	4	(CULTURAL HERITAGE II)	4		
	TOTAL	16	TOTAL	16	TOTAL	2
SOPHOMORE	*ED220-Educational Psychology	3	*ED 225- Exceptional Child	3	<i>Major/Minor</i>	4
	*ED221-Educational Psychology- Field Placement	1	*ED226-Exceptional Child- Field Placement	1		
	(RELIGION II)	4	(SOCIAL SCIENCE II)	2		
	(IDS200-ENCOUNTER W/ CULTURES)	4	<i>Major/Minor</i>	4		
	(NATURAL SCIENCE II)	4	<i>Major/Minor</i>	4		
	TOTAL	16	TOTAL	16	TOTAL	4
JUNIOR	**ED285-Secondary Reading/Language Arts	3	<i>Major/Minor</i>	4	<i>Major/Minor</i>	4
	**ED286-Secondary Reading/Adolescent Design Field Placement	1	<i>Major/Minor</i>	4		
	**ED287-Instructional Design/Classroom Management	2	<i>Major/Minor</i>	4		
	<i>Major/Minor</i>	2	<i>Major/Minor</i>	4		
	<i>Major/Minor</i>	4				
	TOTAL	16	TOTAL	16	TOTAL	4
SENIOR	**ED360-Secondary Principles	3	**ED500-Perspectives in Education	3		
	**ED361-Secondary Principles Field Placement.	1	**ED480-Student Teaching- Secondary	9		
	**ED____-Special Methods (check availability)	2	**ED455-Student Teaching Seminar	1		
	<i>Major/Minor</i>	2	(IDS-SENIOR SEMINAR)	3		
	<i>Major/Minor</i>	4				
	TOTAL	16	TOTAL	16		

TOTAL: 136 CREDITS

Fifty-four (54) hours have been allotted towards the major and minor areas of study. Some coursework from the general education program may count towards the major or minor. Additional courses may need to be scheduled for May, June or July sessions. Check the Education Department website for information about requirements for specific majors and minors.

USE THIS FORM TO CHART COURSEWORK

STATUS	FALL		SPRING		MAY/JUNE/JULY	
FRESHMAN	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	TOTAL	_____
	TOTAL	_____	TOTAL	_____		
SOPHOMORE	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	TOTAL	_____
	TOTAL	_____	TOTAL	_____		
JUNIOR	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	TOTAL	_____
	TOTAL	_____	TOTAL	_____		
SENIOR	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	TOTAL	_____
	TOTAL	_____	TOTAL	_____		

TOTAL CREDIT HOURS = _____ (126 required for graduation)

v.

K-12 ENDORSEMENT

THE K-12 ENDORSEMENT PROGRAMS

(updated September, 2009)

Art, Dance, Music, Kinesiology/Physical Education and Spanish

STATE OF MICHIGAN AUTHORIZED MAJOR/MINOR REQUIREMENTS

DISCIPLINE	MAJOR	MINOR
Dance (DANE) - <i>Elementary OR Secondary track</i>	✓	No minor
Instrumental Music (MUSI) - <i>Secondary track, no minor required</i>	✓	No minor
Kinesiology (KITE) (Physical Education) - <i>a major only on Secondary track</i>	✓	No minor
Spanish (SPEL) - <i>Elementary track</i>	✓	No minor
Visual Arts Education (ARTE) - <i>Secondary track, no minor required</i>	✓	No minor
Vocal Music (MUSV) - <i>Secondary track, no minor required</i>	✓	No minor

OVERVIEW ART, DANCE, MUSIC, KINESIOLOGY/PHYSICAL EDUCATION, SPANISH

In five disciplines--art, dance, music (instrumental or vocal) and kinesiology/physical education--Hope College is authorized to offer an endorsement that spans grades kindergarten through twelve. The student thus prepared for K-12 would be a specialist in the elementary schools while also being able to teach that discipline in secondary schools. Students electing Art, Music, and P.E. must follow the secondary education program sequence. Spanish must follow elementary track and Dance may follow either elementary or secondary track. Special requirements include methods courses in the major field at both the elementary and secondary levels as well as ten hours of student teaching with experience at both the elementary (K-6) and secondary (7-12) levels.

NOTE: Major and Minor requirements change at times due to revisions at the state level. Students are encouraged to periodically check the education department's website (<http://www.hope.edu/academic/education/>) and consult with their advisors so as not to be at risk.

**SPECIFIC GUIDELINES
FOR EACH K-12 ENDORSEMENT AREA
ARE AVAILABLE BY ACCESSING
THE HOPE COLLEGE EDUCATION DEPARTMENT'S WEB PAGE.**

**WORKSHEET - ELEMENTARY TEACHING CERTIFICATE
K-12 ENDORSEMENT – DANCE AND SPANISH**

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (30 or 38 hours)	MINOR (20 or 25 hours)
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL		Special Methods _____ (Elem. level)	_____
English 113 -Expository Writing I (4 hrs.)					
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)		Special Methods _____ (Elem. level)	_____
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.) Natural Science I (Lab) Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.		ED221-Educational Psychology-Field Placement (1 hr.)			
		ED225-Exceptional Child (3 hrs.)			
		ED226-Exceptional Child-Field Placement (1 hr.)			
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172		PROFESSIONAL		_____	_____
Religion (6 hrs.)	Religion I	ED280-Literacy I (3 hrs.)		_____	_____
	Religion II	ED281-Lieracy I-Field Placement (1 hr.)		_____	_____
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		ED282-Literacy II (3 hr.)		_____	_____
	Social Science II	ED283-Literacy II-Field Placement (1 hr.)		_____	_____
The Arts (6 hrs.)	Arts I	ED310-Elementary Curriculum and Methods (5 hr.)		_____	_____
	Arts II	ED311-Elementary Curriculum and Methods-Field Placement (1 hr.)		_____	_____
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230		ED312-Classroom Management for the Elementary and Middle School Teacher (2 hrs.)		_____	_____
Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>		Ed 470-Student Teaching Elementary (9 hrs.) ED485-Student Teaching K-12 (2 hrs.)		_____	_____
Senior Seminar (3 hrs.)		ED455-Student Teaching Seminar (1hr)		_____	_____
	IDS 400+			TOTAL _____	TOTAL _____
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures		ED500-Perspectives in Education (3 hrs.)		_____	_____

TOTAL _____
 * * * * *
**Refer to the Dance
Education handbook
for specific course
sequence information.**

**WORKSHEET - SECONDARY TEACHING CERTIFICATE
K-12 ENDORSEMENT - ART, DANCE, KINESIOLOGY/PHYSICAL EDUCATION**

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (30 -40 hours)	MINOR (20 or 25 hours)
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL		Special Methods _____ (Elem. level)	_____
English 113 -Expository Writing I (4 hrs.)					
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)		Special Methods _____ (Elem. level)	_____
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.)		ED221-Educational Psychology-Field Placement (1 hr.)			
Natural Science I (Lab)		ED225-Exceptional Child (3 hrs.)			
Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.		ED226-Exceptional Child-Field Placement (1 hr.)			
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172		PROFESSIONAL		_____	_____
Religion (6 hrs.)		ED285-Secondary Reading/Language Arts (3 hrs.)		_____	_____
Religion I		ED286-Sec. Rdg./Adolescent Design Field Plcmt. (1 hr.)		_____	_____
Religion II		ED287-Instructional Design/Classroom Mgmt. (2 hr.)		_____	_____
Social Science (6 hrs.)		* ED_____-Special Methods – Elem. (2 hrs.)		_____	_____
ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		* ED_____-Special Methods – Sec. (2 hrs.)		_____	_____
Social Science II		ED360 Secondary Principles (3 hrs.)		_____	_____
		ED361- Secondary Principles Field Placement (1 hr.)		_____	_____
The Arts (6 hrs.)		ED485-Student Teaching K-12 (9 hrs.)		_____	_____
Arts I		ED455-Student Teaching Seminar (1 hr.)		_____	_____
Arts II		ED500-Perspectives in Education (3 hrs.)		_____	_____
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230		* NOTE: The specialized methods classes are often offered on a rotating basis. Students should take care when charting out coursework to schedule these classes WHEN THEY ARE OFFERED!		_____	_____
Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>				_____	_____
Senior Seminar (3 hrs.) IDS 400+				_____	_____
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures				TOTAL _____	TOTAL _____

WORKSHEET - SECONDARY TEACHING CERTIFICATE K-12 ENDORSEMENT – VOCAL MUSIC / INSTRUMENTAL MUSIC

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (69 hours–Vocal Music / 75 hours–Instrumental Music)	
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL		Special Methods _____ (Elem. level)	
English 113 -Expository Writing I (4 hrs.)					
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)		Special Methods _____ (Elem. level)	
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.)		ED221-Educational Psychology-Field Placement (1 hr.)			
Natural Science I (Lab)		ED225-Exceptional Child (3 hrs.)		_____	
Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.		ED226-Exceptional Child-Field Placement (1 hr.)			
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172		PROFESSIONAL		_____	
Religion (6 hrs.)	Religion I	ED285-Secondary Reading/Language Arts (3 hrs.)			
	Religion II	ED286-Sec. Rdg./Adolescent Design Field Plcmt. (1 hr.)		_____	
		ED287-Instructional Design/Classroom Mgmt. (2 hr.)			
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		* ED_____-Special Methods – Elem. (2 hrs.)		_____	
Social Science II		* ED_____-Special Methods – Sec. (2 hrs.)			
		ED360 Secondary Principles (3 hrs.)		_____	
		ED361- Secondary Principles Field Placement (1 hr.)			
The Arts (6 hrs.) Note: This requirement is fulfilled by courses completed for the Bachelor of Music degree.		ED485-Student Teaching K-12 (9 hrs.)		_____	
		ED455-Student Teaching Seminar (1 hr.)			
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230		ED500-Perspectives in Education (3 hrs.)		_____	
Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>		*NOTE: The specialized methods classes are often offered on a rotating basis. Students should take care when charting out coursework to schedule these classes WHEN THEY ARE OFFERED!			
Senior Seminar (3 hrs.)	IDS 400+				
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures					

**SAMPLE COURSE SEQUENCE
SECONDARY TEACHING CERTIFICATE
K-12 ENDORSEMENT**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours
FRESHMAN	(FIRST YEAR SEMINAR)	2	(NATURAL SCIENCE I)	4
	(EXPOSITORY WRITING I)	4	(RELIGION I)	2
	(HEALTH DYNAMICS)	2	(ARTS I)	4
	(FOREIGN LANGUAGE)	4	(MATH)	2
	(CULTURAL HERITAGE I)	4	(CULTURAL HERITAGE II)	4
	TOTAL	16	TOTAL	16
SOPHOMORE	*ED220-Educational Psychology (or Spring)	3	*ED 225- Exceptional Child (or Fall Junior Year)	3
	*ED221-Educ.. Psychology-Field Placement	1	*ED226-Exceptional Child- Field Placement	1
	(RELIGION II)	4	(SOCIAL SCIENCE II)	2
	(IDS200-ENCOUNTER W/ CULTURES)	4	<i>Major/Minor</i>	4
	(ARTS II)	2	<i>Major/Minor</i>	4
	(NATURAL SCIENCE II)	4	<i>Major/Minor</i>	2
	TOTAL	18	TOTAL	16
JUNIOR	**ED285-Secondary Reading/Language Arts	3	<i>Major/Minor</i>	4
	**ED286-Secondary Reading/Adolescent Design Field Placement	1	<i>Major/Minor</i>	4
	**ED287-Instructional Design/Classroom Management	2	<i>Major/Minor</i>	4
	<i>Major/Minor</i>	2	<i>Major/Minor</i>	4
	<i>Major/Minor</i>	4		
<i>Major/Minor</i>	4			
	TOTAL	16	TOTAL	16
SENIOR	**ED360-Secondary Principles	3	**ED500-Perspectives in Education	3
	**ED361-Secondary Principles Field Placement.	1	**ED485-Student Teaching - K-12	9
	**ED____-Special Methods (Sec.)	2	**ED455-Student Teaching Seminar	1
	**ED____-Special Methods (Elem.)	2		
	<i>Major/Minor</i>	2	(IDS-SENIOR SEMINAR)	3
<i>Major/Minor</i>	4			
<i>Major/Minor</i>	2			
	TOTAL	16	TOTAL	16

TOTAL: 130 CREDITS

Forty-four (44) hours have been allotted towards the major and minor areas of study. Some coursework from the general education program may count towards the major or minor. Additional courses may need to be scheduled for May, June or July sessions. Check the Education Department website for information about requirements for specific majors and minors.

USE THIS FORM TO CHART COURSEWORK

STATUS	FALL	SPRING	MAY/JUNE/JULY
FRESHMAN	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	TOTAL _____	TOTAL _____	TOTAL _____
SOPHOMORE	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	TOTAL _____	TOTAL _____	TOTAL _____
JUNIOR	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	TOTAL _____	TOTAL _____	TOTAL _____
SENIOR	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____	<u>Course</u> _____ <u>Credit</u> _____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	TOTAL _____	TOTAL _____	TOTAL _____

TOTAL CREDIT HOURS = _____ (126 required for graduation)

VI.

**SPECIAL EDUCATION
ENDORSEMENTS**

**THE
SPECIAL EDUCATION
ENDORSEMENT
PROGRAMS**
(updated September 2009)

STATE OF MICHIGAN AUTHORIZED MAJOR/MINOR REQUIREMENTS

DISCIPLINE	MAJOR	MINOR
Emotional Impairments (SEEI)	✓	No minor
Learning Disabilities (SELD)	✓	No minor

L.D./E.I. SPECIAL EDUCATION MAJORS

PLEASE NOTE:

Although several sample Learning Disabilities program plans in this Handbook suggest enrollment in Education courses as soon as the second semester of the Freshman year, this may not always be feasible or possible due to enrollment limitations.

SPECIAL EDUCATION PROGRAM OVERVIEW

The Education Department offers an elementary provisional teaching certificate with endorsements in the special education areas of Learning Disabilities or Emotional Impairments. Unlike other disciplines where students complete most major coursework in that academic department, students who declare majors in either of the special education areas take many courses within the Education Department. Course work from the Psychology and Sociology Departments is also included.

The entire special education program includes a significant field experience component as students move from their freshman to senior years. This allows students to increasingly apply theory and models studied in course work to the classroom setting, while developing the knowledge, skills, values and attitudes to make professional decisions.

Prior to admission to the Teacher Education Program, students may enroll in a number of Level 1 pre-professional courses. After admission, students continue with the remainder of professional level courses. The following charts list courses required for each major.

REQUIRED COURSE WORK

Area	LEVEL 1 Pre-Professional	LEVEL 2 Professional Courses	LEVEL 3 Student Teaching
E.I.	PSY230-Developmental Psych. (4) ED241-Intro. to E.I. (3) ED242- Intro. to E.I. Fld. Pl. (1) SW242-Child Welfare (2) ED251-Intro. to Assessment (4)	PSY370-Behavior Disorders (4) ED333- Sec. Sp. Ed. Transitions (2) ED342-Strat./Prog. - EBD (3) ED352-Assmt., Pres. & Remed. (1) ED358-01-Field Experience-E.I. (3) ED359-Instructional Design (4) ED356-Classroom & Behavior Mgmt. (2) ED434-Sec. Sp. Ed. Instr. Design (2) ED453-Computers & Technology (2) ED454-Current Issues & Trends (2)	ED455-St. Teaching Sem.(1) ED465-St. Teaching-E.I. (9)
L.D.	ED225-Exceptional Child (3) ED226-Exceptional Child Fld. Pl. (1) ED253-Intro. to L.D. (3) ED254-Intro. to L.D. Fld. Pl. (1) ED251-Intro. to Assessment (4) PSY230-Developmental Psych. (4)	PSY320-Physiological Psych. (4) ED333- Sec. Sp. Ed. Transitions (2) ED352-Assmt., Pres. & Remed. (1) ED357-01-Field Experience-L.D. (3) ED359-Instructional Design (4) ED356-Classrm. & Behavior Mgmt. (2) ED434-Sec. Sp. Ed. Instr. Design (2) ED453-Computers & Technology (2) ED454-Current Issues & Trends (2)	ED455-St. Teaching Sem.(1) ED460-St. Teaching-L.D. (9)
<i>Students must meet the general education diversity requirement by completing the IDS 200-Encounter with Cultures course (effective Fall 2001)</i>			

Programs in learning disabilities and emotional impairments enable students to teach in a variety of educational settings at the elementary, middle and high school levels. Graduates are also prepared to meet the needs of students in increasingly diverse general education classrooms. The special education programs at Hope are designed to fully prepare students to address the challenges in the field of education.

SPECIFIC GUIDELINES FOR
THE MAJORS IN EMOTIONALLY IMPAIRMENTS AND LEARNING DISABILITIES
ARE AVAILABLE BY ACCESSING
THE HOPE COLLEGE EDUCATION DEPARTMENT’S WEB PAGE.

WORKSHEET – EMOTIONALLY IMPAIRED ENDORSEMENT ELEMENTARY TEACHING CERTIFICATE

GENERAL EDUCATION PROGRAM	PROFESSIONAL EDUCATION SEQUENCE	MAJOR (49 HOURS)
First-Year Seminar (2 hrs.)	PRE-PROFESSIONAL	PRE-PROFESSIONAL
English 113 -Expository Writing I (4 hrs.)		
Health Dynamics (2 hrs.)	ED220-Educational Psychology (3 hrs.)	Psy230-Developmental Psychology (4 hrs.)
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.) Natural Science I (Lab) Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.	ED221-Educ. Psychology-Field Placement (1 hr.)	<u>Taken concurrently, SPRING ONLY:</u> ED241-Introduction to Emotional Impairments (3 hrs.) ED242-Introduction to E.I. - Field Placement (1 hr.)
	ED225-Exceptional Child (3 hrs.)	
	ED226-Exceptional Child-Field Placement (1 hr.)	SW242-Child Welfare (2 hrs.)
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172	PROFESSIONAL	ED251-Introduction to Assessment (FALL ONLY) (4 hrs.)
Religion (6 hrs.) Religion I Religion II		PROFESSIONAL
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed. Social Science II	ED280-Literacy I (3 hrs.)	
The Arts (6 hrs.) Arts I	ED281-LiTeracy I-Field Placement (1 hr.)	PSY370-Behavior Disorders (4 hrs.)
	ED282-Literacy II (3 hr.)	ED333-Secondary Sp. Ed.: Transitions (FALL ONLY) (2 hrs.)
Arts II	ED283-Literacy II-Field Placement (1 hr.)	Taken Concurrently, SPRING ONLY: ED352-Assessment, Prescription & Remediation/Sp. Ed. (1 cr.)
	ED310-Elementary Curriculum and Methods (5 hr.)	ED356-Classroom & Behavior Management (2 hrs.)
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230 Cultural Heritage II (Modern Period) IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>	ED311-Elementary Curriculum and Methods-Field Placement (1 hr.)	ED358-Field Experience: Emotionally Impaired (3 hrs.)
	ED470-Student Tchg. in Elem./M.S. (9 hrs.)	ED359-Instructional Design/Special Education (4 hrs.)
Senior Seminar (3 hrs.) IDS 400+	ED455-Student Teaching Seminar (1hr)	<u>Taken concurrently, FALL ONLY, with ED465 or ED470:</u> ED434-Secondary Spec. Education Instructional Design (2 hrs.) ED453-Computers & Technology: Special Education (2 hrs.) ED465-Student Teaching, Emotional Impairments (9 hrs.)
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures	ED500-Perspectives in Education (3 hrs.)	ED455-Student Teaching Seminar (1 hr.)

**SAMPLE COURSE SEQUENCE – E.I. MAJORS
ELEMENTARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours
FRESHMAN	(FIRST YEAR SEMINAR)	2	(IDS 200 - Encounter with Cultures)	4
	(EXPOSITORY WRITING)	4	(NATURAL SCIENCE II)	4
	(HEALTH DYNAMICS)	2	(ARTS I)	4
	(FOREIGN LANGUAGE)	4	(CULTURAL HERITAGE I)	4
	(NATURAL SCIENCE I)	4		
	TOTAL	16	TOTAL	16
SOPHOMORE	*ED220-Educational Psychology	3	*ED 225- Exceptional Child	3
	*ED221-Educational Psychology-F. P.	1	*ED226-Exceptional Child-F.P.	1
	(RELIGION I)	2	*ED241-Introduction to E.I.	3
	(MATH FOR ELEMENTARY TEACHERS)	4	*ED241-Intro. to E.I.-Field Placement	1
	(CULTURAL HERITAGE II)	4	<i>PSY230-Developmental Psychology</i>	4
	(SOCIAL SCIENCE II)	2	(RELIGION II)	4
	TOTAL	16	TOTAL	16
JUNIOR	**ED280-Literacy I	3	**ED352-Assessment, Prescription, Remediation in Special Education	1
	**ED281-Literacy I-Field Placement	1	**ED356-Classroom/Behavioral Mgmt.	2
	**ED251-Introduction to Assessment	4	**ED358-Field Experience-E.I.	3
	**ED333-Secondary Spec. Educ. Transitions	2	**ED359-Instructional Design	4
	**ED342-Strategies/Programs-EBD	3	<i>PSY370-Behavior Disorders</i>	4
	<i>SW242-Child Welfare</i>	2	(ARTS II)	2
	TOTAL	15	TOTAL	16
SENIOR	**ED282-Literacy II	3	(IDS-SENIOR SEMINAR)	3
	**ED283-Literacy II-Field Placement	1	**ED455-Student Teaching Seminar	1
	**ED310-Elem./M.S. Curriculum & Methods	5	**ED470-Student Tchg.-Elem./M.S.	9
	**ED311-Elem./M.S. Curriculum & Methods-F.P.	1	**ED500-Perspectives in Education	3
	(ELECTIVE)	2		
	(ELECTIVE)	4		
	TOTAL	16	TOTAL	16
FIFTH YEAR	**ED434-Sec. Sp. Ed. Instructional Design	2		
	**ED453-Computers & Technology	2		
	**ED454-Current Issues & Trends	2		
	**ED455-Student Teaching Seminar	1		
	**ED465-Student Teaching-E.I.	9		
	TOTAL	16		

TOTAL: 144 CREDITS

SUGGESTED COURSES: (These and similar courses enhance the liberal arts experience while also fulfilling General Education core curriculum requirements.)

- | | |
|--|---|
| MATH 205 - Math for the Elementary/M.S. Teacher I | GEMS 100 – Mathematics for Public Discourse |
| MATH 206 - Math for the Elementary/M.S. Teacher II | GEMS 151 – Science and Technology for Everyday Life |
| MATH 207 - K-8 Mathematics Software Applications | GEMS 152 – Atmosphere & Environmental Change |
| MATH 208 – Problem Solving for Elem./M.S. Teachers | GEMS 153 – Populations in Changing Environments |
| ENG 379 - Writing for Teachers | GEMS 154 – Stars and Planets |
| ENG 373 - Literature for Children & Adolescents | GEMS 160 – The Chemistry of Our Environment |
| IDS 160 - Arts for the Elementary Teacher | GEMS 201 – Dinosaurs |
| | GEMS 210 - Science of Power |

(Some general education courses may be included in the major/minor areas of study. Additional courses may need to be scheduled during May, June or July sessions in order to fulfill all requirements.)

**SAMPLE COURSE SEQUENCE – E.I. MAJORS
ELEMENTARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours	MAY/JUNE/ JULY	Cr. Hrs
FRESHMAN	(FIRST YEAR SEMINAR)	2	*ED220-Educational Psychology	3	(ARTS I)	4
	(EXPOSITORY WRITING)	4	*ED220-Ed. Psy. Field Plcmt.	1		
	(HEALTH DYNAMICS)	2	(IDS 200-Enc. w/ Cultures)	4		
	(FOREIGN LANGUAGE)	4	(NATURAL SCIENCE II)	4		
	(NATURAL SCIENCE I)	4	(CULTURAL HERITAGE I)	4		
	TOTAL	16	TOTAL	16	TOTAL	4
SOPHOMORE	*ED220-Exceptional Child	3	*ED241-Introduction to E.I.	3	(RELIGION II)	4
	*ED226-Exceptional Child-F.P.	1	*ED241-Intro. to E.I.-Field Plcmt.	1		
	(RELIGION I)	2	**ED280-Literacy I	3		
	(MATH – ELEM. TEACHERS)	4	**ED281-Literacy I-Field Plcmt.	1		
	(ARTS II)	4	<i>PSY370-Behavior Disorders</i>	4		
	(SOCIAL SCIENCE II)	2	(CULTURAL HERITAGE II)	4		
	TOTAL	16	TOTAL	16	TOTAL	4
JUNIOR	**ED282-Literacy II	3	**ED310-Elem./M.S. Curriculum & Methods	5		
	**ED283-Literacy II-Field Plmt.	1	**ED311-Elem./M.S. Curriculum & Methods-Field Placement	1		
	**ED251-Intro. to Assessment	4	**ED352-Assessment, Prescription/Remediation-Sp.Ed.	1		
	**ED333-Sec. SpEd. Transitions	2	**ED356-Classroom/Beh. Mgmt.	2		
	**ED342-Strat./Programs-EBD	3	**ED358-Field Experience-E.I.	3		
	<i>SW242-Child Welfare</i>	2	**ED359-Instructional Design	4		
	TOTAL	15	TOTAL	16		
SENIOR	**ED434-Secondary Special Education- Instructional Design	2	(IDS-SENIOR SEMINAR)	3		
	**ED453-Computers & Tech.	2	**ED455-St. Teaching Seminar	1		
	**ED454-Cur. Issues & Trends	2	**ED465-Student Teaching- E.I.	9		
	**ED455-St. Teaching Seminar	1	**ED500-Perspectives in Educ.	3		
	**ED470-St. Tchg. Ele./M.S.	9	TOTAL	16		
	TOTAL	16	TOTAL	16		

TOTAL: 131 CREDITS

SUGGESTED COURSES: (These and similar courses enhance the liberal arts experience while also fulfilling General Education core curriculum requirements.)

MATH 205 - Math for the Elementary/M.S. Teacher I	GEMS 100 – Mathematics for Public Discourse
MATH 206 - Math for the Elementary/M.S. Teacher II	GEMS 151 – Science and Technology for Everyday Life
MATH 207 - K-8 Mathematics Software Applications	GEMS 152 – Atmosphere & Environmental Change
MATH 208 – Problem Solving for Elem./M.S. Teachers	GEMS 153 – Populations in Changing Environments
ENG 379 - Writing for Teachers	GEMS 154 – Stars and Planets
ENG 373 - Literature for Children & Adolescents	GEMS 160 – The Chemistry of Our Environment
IDS 160 - Arts for the Elementary Teacher	GEMS 201 – Dinosaurs
	GEMS 210 - Science of Power

(Thirty-eight (38) hours have been allotted towards the major and minor areas of study. While this will accommodate most majors, additional courses may need to be scheduled during May, June or July sessions in order to fulfill minor requirements. Some general education courses may be included in the major/minor areas of study.

NOTE: Enrollment in ED220/21 in the Freshman year requires special application and approval by the Education Department. Details will be provided in First-year Seminars prior to the Fall Registration.

NOTE: Concurrent enrollment in ED220/221 and ED225/226 is not encouraged and requires permission from the Education Department.

WORKSHEET – LEARNING DISABLED ENDORSEMENT ELEMENTARY TEACHING CERTIFICATE

GENERAL EDUCATION PROGRAM		PROFESSIONAL EDUCATION SEQUENCE		MAJOR (48 HOURS)	
First-Year Seminar (2 hrs.)		PRE-PROFESSIONAL		PRE-PROFESSIONAL	
English 113 -Expository Writing I (4 hrs.)					
Health Dynamics (2 hrs.)		ED220-Educational Psychology (3 hrs.)		ED225-Exceptional Child (3 hrs.)	
		ED221-Educ. Psychology-Field Placement (1 hr.)		ED226-Exceptional Child-Field Placement (1 hr.)	
Mathematics & Natural Science (10 hrs.) Mathematics (2 hrs.)		PROFESSIONAL		Psy230-Developmental Psychology (4 hrs.)	
Natural Science I (Lab)				ED253-Introduction to Learning Disabilities (3 hrs.)	
Natural Science II May include mathematics, computer science, GEMS, other natural science disciplinary courses.				ED254-Introduction to L.D. - Field Placement (1 hr.)	
Foreign Language (4 hrs.) Most complete second semester of first-year language, therefore, must minimally complete courses numbered 102, 122, 172				ED251-Introduction to Assessment (FALL ONLY) (4 hrs.)	
Religion (6 hrs.) Religion I Religion II				PROFESSIONAL	
Social Science (6 hrs.) ED 220/221-Ed. Psy. & Ed 500-Persp. in Ed.		ED280-Literacy I (3 hrs.)			
Social Science II		ED281-Literacy I-Field Placement (1 hr.)			
The Arts (6 hrs.) Arts I		ED282-Literacy II (3 hr.)		PSY320-Physiological Psychology (SPRING ONLY) (4 hrs.)	
Arts II		ED283-Literacy II-Field Placement (1 hr.)		ED333-Secondary Sp. Ed.: Transitions (FALL ONLY) (2 hrs.)	
Cultural Heritage (8 hrs.) Cultural Heritage I (Ancient Period) IDS 171, English 231, History 130, Philosophy 230 Cultural Heritage II (Modern Period)		ED310-Elementary Curriculum and Methods (5 hr.)		ED356-Classroom & Behavior Management (2 hrs.)	
		ED311-Elementary Curriculum and Methods-Field Placement (1 hr.)		ED357-Field Experience: Learning Disabilities (3 hrs.)	
IDS 172, English 232, History 131, Philosophy 232 <i>Note: Ancient-period course must be taken</i>		ED470-Student Tchg. Elem./M.S. (9 hrs.)		ED359-Instructional Design/Special Education (4 hrs.)	
Senior Seminar (3 hrs.) IDS 400+		ED455-Student Teaching Seminar (1hr)		<u>Taken concurrently, FALL ONLY, with ED465 or ED470:</u> ED434-Secondary Spec. Education Instructional Design (2 hrs.)	
CULTURAL DIVERSITY COURSE Must complete IDS 200 – Encounter w/ the Cultures		ED500-Perspectives in Education (3 hrs.)		ED453-Computers & Technology: Special Education (2 hrs.)	
				ED460-Student Teaching, Learning Disabilities (9 hrs.)	
				ED455-Student Teaching Seminar (1 hr.)	

**SAMPLE COURSE SEQUENCE – L.D. MAJORS
ELEMENTARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours
FRESHMAN	(FIRST YEAR SEMINAR)	2	(IDS 200 - Encounter with Cultures)	4
	(EXPOSITORY WRITING)	4	(NATURAL SCIENCE I/GEMS)	4
	(HEALTH DYNAMICS)	2	(ARTS I)	4
	(FOREIGN LANGUAGE)	4	(CULTURAL HERITAGE II)	4
	(CULTURAL HERITAGE I)	4		
	TOTAL	16	TOTAL	16
SOPHOMORE	*ED220-Educational Psychology	3	*ED 225- Exceptional Child	3
	*ED221-Educational Psychology-F. P.	1	*ED226-Exceptional Child-F.P.	1
	(RELIGION I)	2	PSY230-Developmental Psychology	4
	(MATH FOR ELEMENTARY TEACHERS)	4	(RELIGION II)	4
	(ARTS II)	2	(NATURAL SCIENCE II/GEMS)	4
	(ELECTIVE)	4		
	TOTAL	16	TOTAL	16
JUNIOR	**ED280-Literacy I	3	**ED352-Assessment, Prescription, Remediation in Special Education	1
	**ED281-Literacy I-Field Placement	1	**ED356-Classroom/Behavioral Mgmt.	2
	**ED251-Introduction to Assessment	4	**ED357-Field Experience-L.D.	3
	*ED253-Introduction to L.D.	3	**ED359-Instructional Design	4
	*ED254-Intro. to L.D.-Field Placement	1	PSY320-Physiological Psychology	4
	**ED333-Secondary Spec. Educ. Transitions	2	(SOCIAL SCIENCE II)	2
	(ELECTIVE)	2		
	TOTAL	16	TOTAL	16
SENIOR	**ED282-Literacy II	3	(IDS-SENIOR SEMINAR)	3
	**ED283-Literacy II-Field Placement	1	**ED455-Student Teaching Seminar	1
	**ED310-Elem./M.S. Curriculum & Methods	5	**ED470-Student Tchg.-Elem./M.S.	9
	**ED311-Elem./M.S. Curriculum & Methods- F.P.	1	**ED500-Perspectives in Education	3
	(ELECTIVE)	2		
	(ELECTIVE)	4		
	TOTAL	16	TOTAL	16
FIFTH YEAR	**ED434-Sec. Sp. Ed. Instructional Design	2	NOTE: With 2-3 May Terms, students could also complete a 20-hour minor.	
	**ED453-Computers & Technology	2		
**ED454-Current Issues & Trends	2			
**ED455-Student Teaching Seminar	1			
**ED460-Student Teaching-L.D.	9			
TOTAL	16			

TOTAL: 144 CREDITS

SUGGESTED COURSES: (These & similar courses enhance the liberal arts experience while fulfilling General Education core curriculum requirements.)

MATH 205 - Math for the Elementary/M.S. Teacher I
MATH 206 - Math for the Elementary/M.S. Teacher II
MATH 207 - K-8 Mathematics Software Applications
MATH 208 – Problem Solving for Elem./M.S. Teachers
ENG 379 - Writing for Teachers
ENG 373 - Literature for Children & Adolescents
IDS 160 - Arts for the Elementary Teacher

GEMS 100 – Mathematics for Public Discourse
GEMS 151 – Science and Technology for Everyday Life
GEMS 152 – Atmosphere & Environmental Change
GEMS 153 – Populations in Changing Environments
GEMS 154 – Stars and Planets
GEMS 160 – The Chemistry of Our Environment
GEMS 201 – Dinosaurs
GEMS 210 - Science of Power

(Some general education courses may be included in the major/minor areas of study. Additional courses may need to be scheduled during May, June or July sessions in order to fulfill all requirements.)

**SAMPLE COURSE SEQUENCE – L.D. MAJORS
ELEMENTARY TEACHING CERTIFICATE**

KEY:
(GENERAL EDUCATION COURSES)
*Pre-Professional Education Courses
**Professional Education Courses
Major/Minor Courses

STATUS	FALL SEMESTER	Credit Hours	SPRING SEMESTER	Credit Hours	MAY/JUNE/JULY	Cr. Hrs
FRESHMAN	(FIRST YEAR SEMINAR)	2	*ED220-Educational Psychology	3	(RELIGION I)	2
	(EXPOSITORY WRITING)	4	*ED220-Ed. Psy. Field Placement	1		
	(HEALTH DYNAMICS)	2	(IDS 200-Enc. w/ Cultures)	4		
	(CULTURAL HERITAGE I)	4	(ARTS I)	4		
	(FOREIGN LANGUAGE)	4	(CULTURAL HERITAGE II)	4		
	TOTAL	16	TOTAL	16	TOTAL	2
SOPHOMORE	*ED225-Exceptional Child	3	**ED280-Literacy I	3		
	*ED226-Exceptional Child-F.P.	1	**ED281-Literacy I-Field Plcmt.	1		
	PSY230-Developmental Psych.	4	PSY320-Physiological Psych.	4		
	(MATH - ELEM. TEACHERS)	4	(RELIGION II)	4		
	(NATURAL SCIENCE I/GEMS)	4	(SOCIAL SCIENCE II)	2		
			(NATURAL SCIENCE II/GEMS)	2		
	TOTAL	16	TOTAL	16		
JUNIOR	**ED282-Literacy II	3	**ED310-Elem./M.S. Curriculum & Methods	5		
	**ED283-Literacy II-Field Placement	1	**ED311-Elem./M.S. Curriculum & Methods-Field Placement	1		
	**ED251-Intro. to Assessment	4	**ED352-Assessment, Prescription/Remediation-Sp.Ed.	1		
	*ED253-Introduction to L.D.	3	**ED356-Classroom/Beh. Mgmt.	2		
	*ED254-Intro. to L.D.-Field Plmt.	1	**ED357-Field Experience-L.D.	3		
	**ED333-Sec. Sp.Ed. Transitions (ARTS II)	2	**ED359-Instructional Design	4		
		2				
	TOTAL	16	TOTAL	16		
SENIOR	**ED434-Secondary Special Education- Instructional Design	2	(IDS-SENIOR SEMINAR)	3		
	**ED453-Computers & Tech.	2	**ED455-St. Teaching Seminar	1		
	**ED454-Cur. Issues & Trends	2	**ED460-Student Teaching- L.D.	9		
	**ED455-St. Teaching Seminar	1	**ED500-Perspectives in Educ.	3		
	**ED470-Student Tchg. Elem./M.S.	9				
	TOTAL	16	TOTAL	16		

TOTAL: 132 CREDITS

SUGGESTED COURSES: (These and similar courses enhance the liberal arts experience while also fulfilling General Education core curriculum requirements.)

- | | |
|--|---|
| MATH 205 - Math for the Elementary/M.S. Teacher I | GEMS 100 – Mathematics for Public Discourse |
| MATH 206 - Math for the Elementary/M.S. Teacher II | GEMS 151 – Science and Technology for Everyday Life |
| MATH 207 - K-8 Mathematics Software Applications | GEMS 152 – Atmosphere & Environmental Change |
| MATH 208 – Problem Solving for Elem./M.S. Teachers | GEMS 153 – Populations in Changing Environments |
| ENG 379 - Writing for Teachers | GEMS 154 – Stars and Planets |
| ENG 373 - Literature for Children & Adolescents | GEMS 160 – The Chemistry of Our Environment |
| IDS 160 - Arts for the Elementary Teacher | GEMS 201 – Dinosaurs |
| | GEMS 210 - Science of Power |

Some general education courses may be included in the major/minor areas of study. Additional courses may need to be scheduled during May, June or July sessions in order to fulfill all requirements.

NOTE: Enrollment in ED220/21 in the Freshman year requires special application and approval by the Education Department. Details will be provided in First-year Seminars prior to the Fall Registration.

NOTE: Concurrent enrollment in ED220/221 and ED225/226 is not encouraged and requires permission from the Education Department.

USE THIS FORM TO CHART COURSEWORK

STATUS	FALL	SPRING	MAY/JUNE/JULY			
FRESHMAN	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
SOPHOMORE	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
JUNIOR	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____
SENIOR	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____	<u>Course</u> _____	<u>Credit</u> _____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	TOTAL	_____	TOTAL	_____	TOTAL	_____

TOTAL CREDIT HOURS = _____ (126 required for graduation)

***Contents of this Handbook are subject to periodic change as State and institutional regulations are altered. It is the responsibility of the student to maintain communication with the Education Department.**

HOPE COLLEGE EDUCATION DEPARTMENT WEBSITE

<http://www.hope.edu/academic/education>

Check the website for information and deadlines.

HOPE COLLEGE EDUCATION DEPARTMENT

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