

# **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<br>Pre-Professional Courses  | LEVEL 2<br>Professional Courses  | LEVEL 3<br>Student Teaching   |
|--|--|---|
| ED220 - Educational Psychology<br>ED221 - Ed. Psy. Fld. Pl.<br>ED225 - Exceptional Child<br>ED226 - Ex. Child Fld. Pl. | ED280 - Literacy I<br>ED281 - Literacy I: Fld. Pl.<br>ED282 - Literacy II<br>ED283 - Literacy II: Fld. Pl.<br>ED310 - Curriculum & Methods<br>ED311 - El. Curr./Mthds.- Fld. Pl.<br>ED312 - Cl. Mgmt. El/MS Tchrs. | ED455 – Student Teaching Seminar<br>ED470 - Student Teaching<br>ED500 - Perspectives in Educ. |

**FIGURE 3**

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.



| <b>SAMPLE COURSE SEQUENCE<br/>ELEMENTARY TEACHING CERTIFICATE</b>   |   | <b>KEY:<br/>(GENERAL EDUCATION COURSES)<br/>*Pre-Professional Education Courses<br/>**Professional Education Courses<br/>Major/Minor Courses</b>                           |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
|---|---|--|--|--|--|---|---|--|------------------------------|--|---|--------------------------------|--|---|--|---|--|---|--|---|--|----------------------|--|-----------------------------|--|
| <b>STATUS</b>   | <b>FALL</b>   | <b>SPRING</b>  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <b>FRESHMAN</b>   | (FIRST YEAR SEMINAR) 2<br>(EXPOSITORY WRITING I) 4<br>(HEALTH DYNAMICS) 2<br>(FOREIGN LANGUAGE) 4<br>(CULTURAL HERITAGE I) <u>4</u><br>16                                       | (IDS 200 – Encounter with Cultures) 4<br>(NATURAL SCIENCE I) 4<br>(ARTS I) 4<br>(CULTURAL HERITAGE II) <u>4</u><br>16  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <b>SOPHOMORE</b>  | *ED220-Educational Psych. 3<br>*ED221-Educational Psych.-Fld. Pl. 1<br>(RELIGION I) 2<br>(MATH FOR ELEMENTARY TEACHERS) 4<br>(NATURAL SCIENCE II) 4<br>(ARTS II) <u>2</u><br>16 | *ED225-Exceptional Child 3<br>*ED226-Exceptional Child-Fld. Pl. 1<br>(SOCIAL SCIENCE II) 2<br>(RELIGION II) 4<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> <u>2</u><br>16 |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <b>JUNIOR</b>   | **ED280-Literacy I 3<br>**ED281-Literacy I-Fld. Pl. 1<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> <u>4</u><br>16                                      | **ED280-Literacy II 3<br>**ED281-Literacy II-Fld. Pl. 1<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> <u>4</u><br>16                               |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <b>SENIOR</b>   | **ED310-Ele. Curr.& Methods 5<br>**ED311-Ele. Curr.& Methods-Fld. Pl. 1<br>**ED312-Classroom Management 2<br><i>Major/Minor</i> 4<br><i>Major/Minor</i> <u>4</u><br>16          | **ED500-Perspectives in Educ. 3<br>**ED470-Student Teaching 9<br>**ED455-St. Teaching Seminar 1<br>(IDS-SENIOR SEMINAR) <u>3</u><br>16                                     |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <b>TOTAL: 128 CREDITS (126 required for graduation)</b>   |   |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| <p><b>SUGGESTED COURSES:</b> (These and similar courses enhance the liberal arts experience while also fulfilling General Education core curriculum requirements.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">MATH 205 - Math for the Elementary Teacher I</td> <td style="width: 50%;">GEMS 152 – Atmosphere &amp; Environmental Change</td> </tr> <tr> <td>MATH 206 - Math for the Elementary Teacher II</td> <td>GEMS 153 – Populations in Changing Environments</td> </tr> <tr> <td>MATH 207 - K-8 Mathematics Software Applications</td> <td>GEMS 154 – Stars and Planets</td> </tr> <tr> <td>MATH 208 – Problem Solving for Elementary Teachers</td> <td>GEMS 160 – The Chemistry of Our Environment</td> </tr> <tr> <td>ENG 379 - Writing for Teachers</td> <td></td> </tr> <tr> <td>ENG 373 - Literature for Children &amp; Adolescents</td> <td></td> </tr> <tr> <td>IDS 160 - Arts for the Elementary Teacher</td> <td></td> </tr> <tr> <td>GEMS 100 – Mathematics for Public Discourse</td> <td></td> </tr> <tr> <td>GEMS 151 – Science and Technology for Everyday Life</td> <td></td> </tr> <tr> <td>GEMS 201 – Dinosaurs</td> <td></td> </tr> <tr> <td>GEMS 210 - Science of Power</td> <td></td> </tr> </table> <p><i>(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.)</i></p> |   |  |  | MATH 205 - Math for the Elementary Teacher I | GEMS 152 – Atmosphere & Environmental Change | MATH 206 - Math for the Elementary Teacher II | GEMS 153 – Populations in Changing Environments | MATH 207 - K-8 Mathematics Software Applications | GEMS 154 – Stars and Planets | MATH 208 – Problem Solving for Elementary Teachers | GEMS 160 – The Chemistry of Our Environment | 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 201 – Dinosaurs |  | GEMS 210 - Science of Power |  |
| MATH 205 - Math for the Elementary Teacher I  | GEMS 152 – Atmosphere & Environmental Change  |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| MATH 206 - Math for the Elementary Teacher II   | GEMS 153 – Populations in Changing Environments   |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| MATH 207 - K-8 Mathematics Software Applications  | GEMS 154 – Stars and Planets  |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| MATH 208 – Problem Solving for Elementary Teachers  | GEMS 160 – The Chemistry of Our Environment   |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| 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 201 – Dinosaurs  |   |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |
| GEMS 210 - Science of Power   |   |  |  |  |  |   |   |  |                              |  |   |                                |  |   |  |   |  |   |  |   |  |                      |  |                             |  |

**FIGURE 5**

**USE THIS FORM TO CHART COURSEWORK**

| STATUS                                | FALL   | SPRING   | MAY/JUNE/JULY  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|
| <p align="center"><b>FRESHMAN</b></p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> |  |  |  |
|                                       | <p align="center"><b>SOPHOMORE</b></p>   | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> |  |  |
|                                       |  | <p align="center"><b>JUNIOR</b></p>  | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> |  |
|                                       |  |  | <p align="center"><b>SENIOR</b></p>  | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> | <p><u>Course</u><br/><u>Credit</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p align="center">TOTAL _____</p> |

**TOTAL CREDIT HOURS = \_\_\_\_\_ (126 required for graduation)**

**FIGURE 6**

**THE  
ELEMENTARY CERTIFICATION  
PROGRAM**

(Updated June 2004)

**STATE OF MICHIGAN AUTHORIZED MAJOR/MINOR  
REQUIREMENTS**

| <b>DISCIPLINE</b>   | <b>MAJOR</b> | <b>MINOR</b> |
|---|--------------|--------------|
| <b>ENGLISH FOR ELEM TEACHER</b>   | <b>X</b>     |              |
| <b>FINE ARTS GROUP (COMPOSITE)</b>  | <b>X</b>     |              |
| <b>LANGUAGE ARTS GROUP (COMPOSITE)</b>  | <b>X</b>     | <b>X</b>     |
| <b>SCIENCE GROUP (COMPOSITE)</b>  | <b>X</b>     | <b>X</b>     |
| <b>SOCIAL STUDIES GROUP (COMPOSITE)</b>   | <b>X</b>     | <b>X</b>     |
| <b>MOST OF THE FOLLOWING MINORS ARE DEPARTMENTAL<br/>MINORS AND ARE THE SAME AS A MINOR FOR SECONDARY<br/>TEACHERS. THE CERTIFICATION TESTS ARE THE SAME.</b> |              |              |
| <b>MATHEMATICS FOR ELEM TEACHER</b>   |              | <b>X</b>     |
| <b>PHYSICAL EDUCATION (KINESIOLOGY)</b>   |              | <b>X</b>     |

**FIGURE 7**

# 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, Science Group, and Social Studies Group.

Minors may be declared in a number of areas, including some of those listed above. 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, the option for teaching at the middle school level is available.

## 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 at least 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 at least 36 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); 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, a group (composite) minor of 24 credit hours, or a planned program (substantive) minor 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 credit hours in a specific discipline or a group (composite) minor of 24 credit hours. 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.

### Group (composite) Minors: 24-26 credit hours

Group (composite) minors are available in: Language Arts, Science, and Social Studies. For the minor, credits are generally evenly spread among several disciplines (e.g. - In the Social Studies Composite Minor, students must take courses in the areas of Economics, Geography, History and Political Science).

### Academic Minor: 20-24 credit hours

A student may select a straight academic minor of 20-24 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 “group (composite) minor” or “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, group (composite) 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:

| Grade   | Semester |
|---|----------|
| ED225/226 - Exceptional Child (3) and Field Placement (1) | _____    |
| ED241 - Introduction to Emotionally Impaired (3)          | _____    |
| ED242 - Field Experience-Emotionally Impaired (1)         | _____    |
| ED253 - Introduction to Learning Disabilities (3)         | _____    |
| ED254 - Field Experience-Learning Disabilities (1)        | _____    |

|  |       |       |
|--|-------|-------|
| ED251 - Introduction to Assessment (4)                   | _____ |       |
| SW242 - Child Welfare (2)                                | _____ |       |
| PSY230 - Developmental Psychology (4)                    | _____ |       |
| PSY320 - Physiological Psychology (4)                    | _____ |       |
| PSY340 - Cognitive Psychology (4)                        |       | _____ |
| PSY370 - Behavior Disorders (4)                          | _____ |       |
| ED451 - Classroom & Behavior Management (2)              | _____ |       |
| ED453 - Computers & Technology in Special Education (2)  | _____ |       |
| ED454 - Current Issues & Trends in Special Education (2) | _____ |       |

**FIGURE 8**