

**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

We believe that all students can learn. Because of this belief, the Education Department at Hope College is committed to holding the highest standards of excellence in teacher preparation. A significant component of preparing future educators is helping them to see themselves as professionals. Becoming a teacher is far more complex than simply completing a sequence of courses. Exemplary teachers must possess the basic dispositions and behaviors needed to be members of this profession. Additionally, they must acquire a set of professional competencies and abilities during courses and fieldwork experiences which comprise the teacher education sequence.

Gary A. Griffin reminds us in his *Changes in Teacher Education: Looking to the Future* in the NSSE 1999 Yearbook:

*When most of us recall the teachers who influenced us most, we remember the teachers who consistently demonstrated personal concern for our well-being, the teachers who surrounded our work together with good humor, women and men whose warm acceptance of us demonstrated a belief that we were individuals of worth, and others who were persistent in their in- and out-of-school admonitions for us to aim higher than we may have imagined reasonable or possible.*

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

-dependable	-energetic	-passionate	-optimistic	-integrity
-honest	-creative	-introspective	-respectful	-responsible
-compassionate	-tactful	-mature	-courageous	
-empathetic	-collegial	-confident	-resilient	
-dedicated	-enthusiastic	-flexible	-nurturing	

In addition, we believe that teachers should demonstrate a positive attitude and a sense of humor about themselves, the profession and life in general. They need to keep their responsibilities and efforts in perspective while showing initiative as they approach complex situations or see work that needs to be done.

All teachers are in a position to be among the most influential adults in the lives of many individuals--students and colleagues. Prospective teachers should begin to see themselves as professionals starting with their first course in education. Professional dispositions will become increasingly evident during the time an individual is preparing to enter the classroom. Because we believe that teachers should become change agents in schools and society, we expect our students to develop leadership skills throughout the course of the teacher education program.

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:

- ◆ 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 exceptionalism,
- ◆ 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, and
- ◆ involvement in professional organizations or activities.

While seeking positive personal dispositions and professional behaviors, certain behaviors in coursework or field placements are considered unprofessional, inappropriate, unacceptable and/or dangerous. Demonstration of these behaviors on a consistent and on-going basis threatens to damage the integrity of the Teacher Education Program, Hope College, the various school systems and the profession. These behaviors include, but are not limited to:

- ◆ An inappropriate attitude toward learning and supervision such as a hostile, disrespectful or resistant attitude towards peers, faculty or placement supervisors,
- ◆ Repeated failure to perform effectively or carry out assignment in field placement settings,
- ◆ Chronic absenteeism from class or field placements,
- ◆ Inappropriate or disruptive behavior in the college course or related field experience,
- ◆ Behavior that is irresponsible, damaging, harmful or dangerous to the students in a field placement,
- ◆ Documented chemical dependency or use of illegal drugs during one's course of study or field placement experiences,
- ◆ Breaking a law in the field placement setting or conviction of a criminal activity during the course of study, and,
- ◆ Consistent mental or physical health issues that affect the student's performance repeatedly in course work or field.

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

If a faculty member or field experience mentor has concerns about any of the above dispositions or behaviors, a conference with you will be scheduled. A plan will be developed at that time to address and monitor the identified concerns. If concerns continue beyond this point or into subsequent courses, you will be asked to meet with the Student Support Committee. (A description of this process can be found in Section II of the Education Student Handbook.)

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. At key points in the teacher education sequence, you will also be required to revisit and reflect on your commitment to teaching and your growth as a professional.

*"I have read the Statement of Commitment to Professionalism developed and adopted by the Education Department of Hope College. I understand that these standards will be used to evaluate my performance in course work and in related field experiences. I further understand that failure to demonstrate the behaviors and dispositions as outlined in this Statement may result in not being accepted into the Teacher Education Program, not be approved to Student Teach, or not being recommended for certification."*

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*Print Your Full Name*

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*Student I.D. #*

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*Signature*

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*Date*

*Entry-Level Standards for Michigan Teachers.* Lansing, MI: Michigan State Board of Education, July 1998.

*Middle Cities Education Association Teacher Specifications.* Grand Rapids Public Schools, November, 1996.

Griffin, Gary A., Ed. *The Education of Teachers: 98<sup>th</sup> Yearbook of National Society for the Study of Education.* (Chicago: University of Chicago Press, 1999).

Noddings, Nel. *The Education of Teachers: 98<sup>th</sup> Yearbook of National Society for the Study of Education.* (Chicago: University of Chicago Press, 1999).

# 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 \$24.00 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. (course TBA later), Pol. 220 (2.0 hr.)

***The Arts***

*Arts I* - Intro level course – Art 109, Art 110, 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 the 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).

## 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 30 credit hours, while the minor is usually comprised of 20 credit hours of study. Group (composite) majors of 36 credit hours and group (composite) minors of 24 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 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 at any point prior to certification. These tests are generally offered three to four times each year. Registration booklets are available in the Education Department Office. (Further information about the subject area tests can be found in Section I of this Handbook.)

## 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	SOPHOMORE	JUNIOR	SENIOR
<ul style="list-style-type: none"> <li>• Take General Education courses in first semester</li> <li>• Continue to take General Education courses in the second semester</li> <li>• Complete IDS 200-Encounter with Cultures course to meet general education diversity requirement (effective Fall 2001)</li> <li>• Occasionally there are a few seats available to freshman in Level I Teacher Education course: <b>ED 220/221</b>—Educational Psychology (in the second semester)</li> </ul>	<ul style="list-style-type: none"> <li>• Take General Education courses both semesters</li> <li>• Explore possible areas of major &amp; minor study</li> <li>• Take initial Level 1 Teacher Education courses: <b>ED 220/221</b> - Educational Psychology <b>ED 225/226</b> - Exceptional Child</li> <li>• Declare major and minor areas of study</li> <li>• Begin major/minor areas of study</li> </ul>	<ul style="list-style-type: none"> <li>• Continue major and minor areas of study</li> <li>• Continue taking Level 2 courses in Teacher Education program</li> </ul> <div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>** IMPORTANT **</b> APPLY FOR PERMISSION TO STUDENT TEACH</p> </div> <p style="text-align: center;"><b>December</b> for those planning to student teach Fall Semester of final year</p> <p style="text-align: center;">... <b>By 1st Friday in April</b> for those planning to student teach Spring Semester of final year</p>	<ul style="list-style-type: none"> <li>• Complete courses in major and minor areas of study</li> <li>• Complete Level 2 courses in Teacher Education Program</li> <li>• Take/Pass MTTC Certification Tests</li> <li>• Student Teach (either semester) Level 3 of Teacher Education Program</li> <li>• Apply for Provisional Certificate during the Student Teaching Seminar</li> <li>• Complete Teacher Education Program</li> </ul>
<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>** IMPORTANT **</b> "MAY" TAKE/PASS MICHIGAN BASIC SKILLS TEST</p> </div> <p>Registration booklets available in the Education Department office or on-line: <a href="http://www.mttc.nesinc.com">www.mttc.nesinc.com</a></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>** IMPORTANT **</b> "MUST" TAKE/PASS MICHIGAN BASIC SKILLS TEST</p> </div> <p>Registration booklets available in the Education Department office or on-line: <a href="http://www.mttc.nesinc.com">www.mttc.nesinc.com</a></p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>JUNIOR/SENIOR</b></p> </div>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <p>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> </div>
<div style="border: 1px dashed black; padding: 5px;"> <p><b>** IMPORTANT **</b> APPLY TO THE TEACHER EDUCATION PROGRAM</p> </div> <p>Application forms are available in the Education Dept. office, or you may apply on-line via the Hope College Education Dept. website. <b>ED 225/226</b> -- Exceptional Child ...</p> <p>... <b>By 1<sup>st</sup> Friday in October</b> - Fall Semester</p> <p>... <b>By 1<sup>st</sup> Friday in March</b> - Spring Semester</p>	<div style="border: 1px dashed black; padding: 5px;"> <p><b>** IMPORTANT **</b> MTTC CERTIFICATION TESTS</p> </div> <p>Registration booklets available in the Education Department office or on-line: <a href="http://www.mttc.nesinc.com">www.mttc.nesinc.com</a></p> <p>... <b>and minor areas of study</b> (required for certification) <b>** Recommend taking test semester PRIOR to student teaching</b></p>	<div style="border: 1px dashed black; padding: 5px;"> <p>Complete requirements for Professional Certificate within 6 years after issuance of Provisional Certificate</p> </div>	

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

**FIGURE 2**

FIELD PLACEMENT

SCOPE

AND

SEQUENCE



Revised July 2001

LEVEL ONE

FOCUS: CHOOSING TEACHING

PURPOSE: At this stage the college student is examining the multiple dimensions of teaching and deciding if teaching is an appropriate career choice.

- 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.

COURSES:

- ED 220 -- Educational Psychology
ED 221 -- Educational Psychology Field Placement
ED 225 -- Exceptional Child
ED 226 -- Exceptional Child Field Placement

FIELD PLACEMENT SUPERVISOR'S ROLE:

- Mentors the student.
• Evaluates teaching potential.
• Recommends continuation in Hope's education sequence.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Dependable
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to be accepted as a candidate in Hope's Teacher Education Program, a student must have....

- ✓ a 2.5 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

LEVEL TWO

ADMISSION TO TEACHER EDUCATION DEPARTMENT

FOCUS: LEARNING HOW TO TEACH

PURPOSE: At this stage the candidate is learning about and applying the teaching process.

- 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.

COURSES:

- ED 280/281, 282/283, 285/286, & 287 (Literacy Sequence)
ED 310/311, 312 & 361 (Elementary/Secondary Methods and Principles)
ED 251, 254, 333, 342, 352, 356, 357, 358, 359, 434, 453, 454 (Special Education Sequence)
ED 295, 395, 488, 495 (May, June, Summer Experiential Courses)

FIELD PLACEMENT SUPERVISOR'S ROLE:

- 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.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Dependable
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to be accepted as a student teacher, a candidate must have....

- ✓ 2.5 Overall GPA 2.5 Major GPA
✓ 2.5 Minor GPA 2.5 Edu. GPA
✓ Written Application
✓ Field Recommendations
✓ Selected course-related assessments

LEVEL THREE

FOCUS: APPLYING LEARNING THROUGH TEACHING

PURPOSE: At this stage the student teacher is applying knowledge, skills, and attitudes developed in the education sequence.

- 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.

COURSES:

- ED 460, 465, 470, 480, 485, 500 including Student Teaching Seminar

FIELD PLACEMENT SUPERVISOR'S ROLE:

- 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 coordinator.
• Recommends for teacher certification.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Nurturing
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to receive certification, a student teacher must have....

- ✓ 11 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.

### **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. During the pre-registration process, students must meet with the department manager for pre-enrollment. Prior to registration, students must further obtain a "Permit to Register" for upper level Education courses.
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.

# ADMISSION 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.

## PROCEDURES

Each student seeking admission to the Teacher Education Program is required to complete an application. These forms are available in the Education Department office (VZN 288). You can also apply on-line via the Hope College Education Department website.

## DEADLINES

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

- **1<sup>st</sup> 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 booklets are available in the Hope College Education Department office or you can register on-line at [www.mttc.nesinc.com](http://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

- Compilation of an **overall GPA of 2.5 on all coursework attempted to date.**
- Completed application to the Education Department requesting admittance to the Teacher Education Program.
- Successful completion of the Michigan Basic Skills Test from the Michigan Test for Teacher Certification.
- Three Faculty Recommendations for approval to the Program, one of which must be from an Education Department faculty member.
- Declaration of and acceptance to an academic discipline for major course of study (Departmental approval required).
- Read and sign "Statement of Commitment to Professionalism."
- Successful field placement evaluations from ED 221 - Educational Psychology and ED 226 - Exceptional Child.
- Negative TB test. (Don't forget to follow through on this!)

- Completed essay for Special Education Majors - “Why I Want to Major in E.I. or L.D.”

### “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. In order to register for upper level Education coursework, they will need to pickup a “Permit to Register” form from the Education Department office. The permit does not guarantee placement in a particular course or section. Students will not be allowed to register for Level 2 or Level 3 courses without Permits.

### NOTIFICATION

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 TWO AND THREE**

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.***

In order to be approved to student teach, students must have a 2.5 or higher in major, minor, Education, and college GPAs. Approval will be withdrawn if any of the GPAs fall below a 2.5 before the student teaching experience begins.

***\*Policy adopted August 19, 2003.***

# APPROVAL PROCEDURE FOR STUDENT TEACHING

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 December of Junior year for students wishing to student teach during the Fall semester of the Senior year.
- \* 1st Friday in April 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 2.5 (on a 4.0 scale) in:
  - 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 2.5, before the student teaching experience begins.

***Approved by Education faculty on August 19, 2003***

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 (and minor area of study if student teaching is to be in the minor field).
8. Evidence of grades of C+ or higher in all Level 2 and Level 3 education coursework.

### PROCEDURES

1. A Student Teaching Application and Student Teacher Information Form must be completed. Sample forms are available in the Education Department. The computer program is available in any of the student computer labs on campus.

To access the program click on "Start" and go to "Word Processing" and then to "Microsoft Word". Click on File/Open. Select the Look in: to "Course on 'Orange'(W:)". Double click on "Ed," then double click on "Application Materials for Student Teaching." The menu will display two files: "Application Form" and "Directions, Tips and Helpful Hints." After reading "Directions, Tips and Helpful Hints," double click on "Application Form" and then open the "Student Teaching Application Form." After completing the form, save the information to an **UNUSED** formatted computer disk.

**Students are to submit a printed paper copy of the Student Teaching Application and Student Teacher Information Form to Cher Schairer, Assistant Director of Student Teaching, in the Education Department and retain the disk until further notice. DO NOT TURN IN YOUR DISK!!!!**

2. The Education Department will request an endorsement from the chairperson of the department of the major field of study (and the minor area of study if student teaching is to be in the minor field).

3. 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) Hope-Liverpool Exchange Program

\*Off-campus options are significantly limited during the Spring Semester.
4. Students majoring in K-12 Dance must student teach in Chicago 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.

### 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 will 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 - Perspectives in Education are offered in a special five-week format. Completion of these courses is followed by an eleven-week student teaching experience.

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 should plan to 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 will be evaluated in all four of these components 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 will 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 will work with at least one cooperating teacher; others may work with up to three. Every student teacher will also be observed by a College Supervisor. The College Supervisor will visit the student teacher 4-6 times during the 11-week placement and will be responsible for

assigning the final grade. Secondary student teachers will have at least one observation from a faculty member in their major department.

## 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 from the Education Department.

**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....

1. Only the Elementary Education only, Test. (self-contained).
2. Both the Elementary Education middle

#### Will Be Able to Teach....

1. At the elementary level  
K-5 (K-8 self-
2. At the elementary and

test and the major/minor subject  
subjects  
area tests.  
major/

school levels, K-5 all  
(K-8 self-contained),  
minor areas 6-8.

In response to current 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 the school setting.

## PROCEDURES FOR APPLICATION

1. For Elementary Certification, the student must complete a:
  - a) 30-credit hour major or 36-38 credit hour group (composite) major
  - b) 20-credit hour minor or 24-26 credit hour group (composite) minor or a 20-credit hour planned program (substantive) minor
  - c) 37-credit hour professional education sequence
  - d) Bachelor's degree
  - e) Teacher Candidate Credentials Form
  - f) Passing score on Michigan Test for Teacher Certification (MTTC) - Basic Skills Test
  - g) Passing score on MTTC Elementary Education Test. Subject area test(s) is optional. (Scores are valid for 5 years.)
  - h) 2.5 or higher GPA in major, minor, and professional education areas
  - i) CPR (infant/child/adult) and First Aid course or certification (must be valid at the time of application for Michigan Provisional Certificate)
  
2. For Secondary Certification, the student must complete a:
  - a) 30-credit hour major or 36-38 credit hour group (composite) major
  - b) 20-credit hour minor or 24-26 credit hour group (composite) minor in social studies or natural science (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) Teacher Candidate Credentials Form
  - f) Passing score on Michigan Test for Teacher Certification (MTTC) - Basic Skills Test
  - g) Passing scores on MTTC subject area tests for major and minor areas of study (Scores are valid for 5 years.)
  - h) 2.5 or higher GPA in major, minor, and professional education areas
  - i) CPR (infant/child/adult) and 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.

1. A qualified person must complete application for provisional certification within five years after the requirements have been met. If, however, program changes are made by either the State Department of Michigan or the Hope College Education Department, the new requirements will need to be met before being recommended for a teaching certificate. After the five-year period, new requirements must be met, including re-taking the MTTC exams which expire five years after the test date.
2. Certification may be withheld during those five years.
  - a) Reasons may include: graduate school, travel, mission work, etc.
  - b) 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.
3. A criminal records check may be conducted by ISD's or other Educational agencies including the Michigan State Department of Education.

A professional fee of \$125.00 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 two to four weeks.

Note: This process can take up to six weeks for an individual being recommended for teacher certification 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:
  - a) all subjects; K-8 all subjects in self-contained classroom (must take and pass elementary test)
  - b) 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: 7-12 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. Major: dance
2. Minor: dance
3. Qualified to teach:
  - a) all subjects; K-8 all subjects in a self-contained classroom
  - b) major or minor areas listed above, K-12

#### Secondary Teaching Certificate with K-12 Endorsement:

1. Majors include: art, music (vocal or instrumental), kinesiology (physical education) or dance
2. Minor: dance
3. Qualified to teach:
  - a) major or minor area not listed above, grades 7-12
  - b) major or minor areas listed above, K-12

#### 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 minimum of 18 semester hours in general elementary education or 20-24 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 five-year Professional Certificate when he/she has completed the following requirements:

1. Evidence of 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) 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.

A professional fee of \$125.00 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 10-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.

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 \$125.00 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. Check with the Hope College Director of Certification or the appropriate State Department of Education for details.