

## TEACHER EDUCATION PROGRAM REQUIREMENTS

The process for pursuing teacher certification has four steps, whether a student is enrolled in baccalaureate, post-degree or graduate programs. Each step requires an application and admission process.

**Step 1. Entry into Teacher Education.** Students who wish to begin taking teacher education courses must schedule an appointment with the Director of Graduate & Undergraduate Academic Services of the College of Liberal Arts & Education, who will assist the student with a plan of work toward the desired level of certification.

In order to continue their studies in Education, beyond EDU 401/402, students are required to pass all sections (reading, writing, and mathematics) of the State-required Michigan Basic Skills Test (MBST) within the first two semesters of enrollment.

At this point, students can begin taking courses to complete the University Core, their major and their minor. See appropriate Program of Studies for Elementary (pages 8-14) and Secondary (pages 17-22) for a list of these courses and their prerequisites.

**Step 2. Entry into the Teacher Education Program.** Upon completion of the MBST and at least 12 credit hours in the major and 9 credits in the minor with a 2.7gpa, students are eligible for entry into the Teacher Education Program. Two personal recommendations, an evaluation of work with groups of children at the desired certificate level (K-8 or 7-12) and a felony statement are required, as well as an overall grade point average of 2.50. See the following "Path to Teacher Certification" on the next page for further information. Application packages for the Teacher Certification Program are available from the Department of Education Reno Hall and Briggs 122.

Upon acceptance into the Teacher Education Program, students must complete all remaining education courses, including the methods courses. See appropriate Program of Studies.

**Step 3. Student Teaching.** After finishing all Education coursework, the student must apply to do student teaching. Application must be made by February 1 for the following fall semester (Term I), and by October 1 for the following winter semester (Term II). Applications are available from the Coordinator of Student Teaching Placements in Reno Hall.

**Step 4. Recommendation for Certification.** Students may apply for certification after successful completion of student teaching. Students cannot be recommended for certification to the State of Michigan until all degree requirements and certification requirements have been completed, including the passing of the appropriate Michigan Test for Teacher Certification (MTTC) content area tests in the candidate's major and minor. Those seeking certification at the Elementary level MUST also pass the Elementary level test. Whereas, those seeking certification at the Secondary level MUST pass BOTH the major AND minor tests. Candidates at both level MUST now show proof of current First Aid & CPR Certification.

These four steps must be completed by every student seeking teacher certification through the College of Liberal Arts and Education at the University of Detroit Mercy.

PATHWAY TO TEACHER CERTIFICATION

**ADMISSION TO A COLLEGE**

- receive a Plan of Study
- register for course work
- Students are expected to take the MBST prior to enrolling in Edu401/402 courses.

Students who have not passed the MBST must take a placement test for Mathematics and/or Writing with UAS and follow through with the remediation suggested.

**APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

*(MUST be made prior to registering for any EDU "methods" courses)*

Obtain an application in the CLAE (Briggs Hall 122)

Application consists of:

- passing all three subtests of the MI Basic Skills Test (MBST)
- overall gpa of at least 2.5
- completion of 12 graded credits in major with 2.7 and 9 credits in the minor with a 2.7 gpa

returning:

- two recommendations from professional educators (one being a professor at UDM)
- evaluation of work with groups of children (15 hrs.) at the desired certificate level (K-8 or 7-12)
- felony statement

Action by the Teacher Education Council: Accept/No Action/Reject

**APPLICATION FOR STUDENT TEACHING**

*(prior to February 1 for Fall placement; October 1 for Winter placement)*

Obtain application in Reno Hall from the Coordinator of Student Teacher Placements

Prerequisites:

- acceptance as a teacher certification candidate
- completed "methods" course the grades of "C" or better or be registered to complete them during the term immediately preceding student teaching
- earn 96cr. with a minimum of 24 cr. in the teaching major and 15cr. in the teaching minor
- have earned a 2.7 gpa in the teaching major, minor and in professional education sequence
- a recent medical examination including a TB test

\*NOTE: *Students should NOT plan to take any courses during the term they are registered for student teaching unless for Financial Aid or graduation reasons.*

**APPLICATION FOR MI TEACHER CERTIFICATION**

*(obtain application in Briggs 121)*

Prerequisites:

- complete degree requirements                      Obtain First Aid & CPR Certification
- complete major/minor requirements with a gpa of 2.7
- complete Education courses with a gpa of 2.7
- pass MTTC in subject areas of endorsements
- pass student teaching and complete a notarized Teacher's Oath

### **Admission To The Teacher Education Program**

Admission to the University of Detroit Mercy or to the College of Liberal Arts and Education and a declaration of a desired program of study **DOES NOT ADMIT A STUDENT** to the Teacher Education Program.

When the requirements as stated on the previous page are met, the student must complete an application to request formal acceptance into the Teacher Education Program. The Teacher Education Council acts on the requests for admission to the teacher education program prior to the fall and winter registration periods.

A student not satisfied with the decision may appeal through the Appeals Committee of the Education Department.

### **Commitment to Professionalism**

Every faculty member in the Education Department is committed to making the highest standards of professionalism a significant component of the process of preparing future educators. Learning to become a professional is far more complex than completing a sequence of courses.

Teacher education emphasizes a high level of responsibility, honesty, commitment, integrity, work habits, interpersonal skills, enthusiasm, creativity, sense of humor, leadership, judgment, potential for growth, and other qualities and characteristics valued by the profession.

Teachers are in a position to become the most influential adults in the lives of many students. Individuals who wish to become teachers must be aware that evidence of professionalism does not begin the day a college student graduates or is awarded a teaching certificate. Indicators of professionalism must be readily evident during the time an individual is preparing to enter the profession.

Some behaviors indicating the likelihood that an individual will perform as a professional include:

1. Regular and punctual class attendance with substantive participation
2. Promptness in completion of field work requirements
3. Willingness to engage in a variety of field placement opportunities with children and youth
4. Involvement in professional groups or activities
5. Understanding of education-related issues;
6. Comprehension of professional literature;
7. Awareness of community, state, national, and world events which impact the teaching profession
8. Willingness to make a contribution to the profession, including educational research and writing; and
9. Willingness to build collegiality by working with peers in collaborative, reflective and problem-solving settings.

The faculty will take the accumulated information into consideration when making formal decisions regarding admission to the department, permission to student teach, or departmental awards. When concerns accumulate over time and/or are observed by several members of the faculty, students may be requested to meet with their advisors, the departmental chairperson, or a committee of the faculty to:

1. Explore the nature of the concern(s);

2. Hear the student's perception of the reason for the concern(s); and/or
3. Discuss any corrective or remedial actions which may be appropriate and/or the feasibility of continuing in the professional education sequence.

Completion of the teacher education program of study does not guarantee recommendation for certification. The student must demonstrate ethical, moral standards, and emotional stability in order to be recommended for certification.