



# SPRING ARBOR

U N I V E R S I T Y



## **School of Education**

## **Undergraduate Student**

## **Handbook**

## **2015-2016**

# Michigan Professional Educator's

# CODE of ETHICS

**Preamble:** Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

**Ethical Standards:** The following ethical standards address the professional educator's commitment to the student and the profession.

**1** *Service toward common good*

**Ethical Principle:** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

**2** *Mutual respect*

**Ethical principle:** Professional educators respect the inherent dignity and worth of each individual.

**3** *Equity*

**Ethical principle:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

**4** *Diversity*

**Ethical principle:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

**5** *Truth and honesty*

**Ethical principle:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.





# SPRING ARBOR

## U N I V E R S I T Y

### **STUDENT AGREEMENT**

It is the responsibility of each School of Education student to know the policies, procedures and requirements as delineated in this handbook.

By signing this form I am acknowledging that I have read and understand that I am responsible for the policies, procedures and requirements outlined in the School of Education Handbook that govern the teacher education program offered by the School of Education at Spring Arbor University. If anything is unclear, it is my responsibility to seek clarification from the appropriate School of Education faculty or staff member.

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Student Printed Name

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Student Signature

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Date



¡Greetings y Dios te bendiga!

On behalf of the Spring Arbor University School of Education (SOE) faculty and staff, welcome to our teacher education preparation program. We look forward to developing and empowering your growth as a professional educator, so that you graduate in a timely manner as caring, competent, and qualified teachers, “best of the best” of all Michigan new teachers.

I recently read this quote by the educator and psychologist Hiam Ginott, and it made me think. *“I am a survivor of a concentration camp. My eyes saw what no person should witness. Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education. My request is: help your students become more human. Your efforts must never produce learned monsters, skilled psychopaths, or educated Eichmanns. Reading, writing, and arithmetic are important only if they serve to make our children more human.”* I think that you can become well educated at any university, but through our program I believe you will become a teacher who can educate with excellence and also strive to help your students grow more in the image of their Creator - even if your students don't actually know Christ in the moment when your life intersects theirs.

Be assured that the quality of our teacher preparation programs is evidenced in the standards by which we are measured, and by the care that we show. All of our programs are fully approved by the Michigan Department of Education. The School of Education has been nationally accredited as a teacher preparation institution of distinction from 1994-2011 with NCATE and from 2011 to the present with TEAC/CAEP. The School of Education has also been placed in the highest category of quality in the Michigan Department of Education's annual ranking of Michigan Educator Preparation Institutions since the inception of the system in 2006. Our SOE faculty are committed Christians who are leaders in their fields, either within the state of Michigan or within Christian higher education, and who desire to be here to teach you. Our SOE staff members are also committed Christians that are knowledgeable, friendly, and ready to answer questions and otherwise assist you. We are all motivated to be here because we value serving the Lord by teaching and working with students like you.

You have been given a tremendous blessing by the Lord to be here with us through the prayer, hard work, and encouragement of your parents, family, and friends. We ask that you place primary value on that blessing by dedicating your time and giving your top academic effort to your studies.

This student handbook has been compiled to provide you with the necessary information, policies, and procedures to guide you in successfully completing your teacher preparation program. The better you understand what is in this handbook, the more successful your journey will be. **It is your responsibility to read, study, and revisit this handbook early ... and often.**

The School of Education is located in Sayre-DeCan Hall 103 and 104 on SAU's main campus. Please do not hesitate to call (517.750.6409) if you have questions. Feel free to visit with any faculty or staff member as often as you wish.

I wish you God's best as we travel this part of your life journey together.

In Christ, Respectfully,



Reuben A Rubio II, Ph.D.  
Interim Dean, School of Education



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## STUDENT RESPONSIBILITY

It is the responsibility of each candidate planning to enter the School of Education (SOE) to know the SOE policies, procedures and requirements as delineated in this handbook. Students involved in off-site SOE programs who are uncertain how certain policies and procedures apply to their circumstances are encouraged to seek advice from the SOE Academic Advisor to determine answers for such questions. The Advisor will collaborate with the Coordinator for Undergraduate Program Compliance to find solutions for problems that go beyond the scope of routine academic advising issues.

After acceptance into Spring Arbor University (SAU), all students should activate their SAU email account as soon as possible. Students may get help in doing this from their admissions representative. **Students are expected to use SAU web mail in order to receive the frequent important announcements, reminders, and deadlines** from the SOE regarding the teacher education program. **Students are expected to check their University e-mail account on a regular basis, including periods of time when they may not be enrolled in a class, such as interim and summer.**

### **Family Educational Rights and Privacy Act (FERPA)**

Spring Arbor University (SAU) complies with the Family Educational Rights and Privacy Act (FERPA). This Act protects the privacy of education records. SAU does not release educational information about a student to anyone outside the institution without the student's written signature signifying permission to release information. The only information SAU may release without a signature is directory information which includes the student's name, address (including email address), telephone number, major field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, enrollment status, degrees and awards received.

In addition, School Of Education personnel cannot discuss a student's education program with their spouse or families without the student's written permission. These information release forms are available in the School of Education office.

Note: In EDU140, the student will be requested to sign a form granting permission for appropriate SAU Academic Departments to receive their Michigan Test for Teacher Certification (MTTC) scores. The application process for student teaching will also include a form requesting the education student's signature to release the educational record to prospective placement personnel. It is necessary for this form to be signed for placement purposes.

### **Campus Safety – Students' Right to Know**

A paper copy of SAU's annual Clery Act safety report, which includes campus security information, statistics, and related safety information is available upon request at the Campus Safety office by calling .517.750.6621 or by visiting the office located at 106 East Main, in Spring Arbor, Michigan. The report can be accessed online through <http://www.arbor.edu>.

# THE SPRING ARBOR UNIVERSITY MISSION

Spring Arbor University, an evangelical Christian university affiliated with the Free Methodist Church, is committed to excellence in liberal arts, professional and graduate studies. Through the influence of an affirming academic community where a faculty of Christian scholars integrates faith with experiential learning, students develop intellectually, grow as persons, and are challenged by the call to vibrant Christian service.

## THE SPRING ARBOR CONCEPT

Since the University became a four-year liberal arts college in 1963 the touchstone for the academic programs, including the School of Education, has been the Spring Arbor University Concept, which states:

*Spring Arbor University is a community of learners distinguished by our life-long involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.*

## SCHOOL OF EDUCATION MISSION AND GUIDING PRINCIPLES

Our Christ-centered mission is to develop and empower dedicated professional educators committed to student learning in a global society.

### Guiding Principles

- A Christian perspective informs who we are and what we do
- Our teaching and learning leads to competence in the domains of the conceptual framework
- Transformational learning leads to the development of dedicated professional educators
- We prepare students to be critical participants in issues of diversity, equity and global responsibility.

# SCHOOL OF EDUCATION MODEL FOR TEACHER EDUCATION

The School of Education has identified as its conceptual framework the Model of Teacher Education, with four foundational domains, six domains for effective teaching, and a centerpiece that is the integration of faith and learning.

The Spring Arbor University icon is the artistic representation for the Spring Arbor University Concept. Placing it at the center of the Model for Teacher Education conceptual framework, through which all the other integrated domains intersect, demonstrates the importance and impact the Concept has on the School of Education and its programs.



*Model for Teacher Education*

## Definitions of Components (Domains) in Model for Teacher Education

- **Integrating Faith and Learning** enhances the development of professionally empowered educators who exhibit the principles of service to mankind with Christ as the model in personal and professional situations.
- **Pedagogy**, or the art and science of teaching, includes a repertoire of instructional strategies with learning as the central focus. Effective teachers have the ability to adapt learning to individual student needs through a variety of teaching methods.

- **Assessment** involves selecting, developing, and using appropriate strategies and instruments to measure achievement of program goals and instructional objectives. It includes an understanding of the effective use of different forms and timing of classroom assessment as an integral part of learning and teaching.
- **Diversity** encourages an understanding of how students differ in their approaches to learning and the need to create instructional opportunities that are adapted to diverse populations. This domain recognizes the influence of culture, language, race, ethnicity, gender, religion, and cognitive and physical abilities on student learning; supports the learning of the exceptional child, and promotes development of an inclusive environment.
- **Content Knowledge** encompasses the theories, principles, and concepts of a particular discipline. This includes deep knowledge of the subject itself as well as an understanding of how that content is integrated and best taught across the curriculum.
- **Management and Organization** involves planning to maximize learning; organizing time, materials, equipment, and data to enhance academic performance; minimizing interruptions and behavioral problems; and motivating learners.
- **Collaboration with Stakeholders** involves building working relationships and communicating effectively with stakeholders to enhance learning; promoting effectiveness; advocating for change and developing practical strategies and processes through which people can effect change, solve problems and improve practices.
- **Professional Dispositions and Skills** are habits of thinking and action that emanate from professional attitudes, values, and beliefs. They are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.
- **Global Perspective** enhances an awareness, understanding and appreciation of the world beyond oneself, one's community, and one's culture, as reflected in teachers' choices and actions.
- **Leadership and Scholarship** includes the ability to provide exceptional guidance and direction as classroom teachers and in the larger educational arena through mentoring, service, and advocacy. This domain encourages an understanding of the value and role of scholarship and intellectual engagement to inform and enhance professional performance.
- **Technology**, a universal tool in contemporary culture, calls for literacy, skill, and intent to appropriately use it in all aspects of effective teaching. Technology competency encompasses electronic media, hardware, software, and other devices and applications.

# Goals

## Program Assessment

We assess the quality of our program annually according to the following claims:

- The Spring Arbor University Model for Teacher Education guides our programs;
- Our program completers demonstrate competence in each domain/element of the Model;
- Our assessment processes are reasonable and consistent, and our data is used to inform decisions;
- The School of Education intentionally monitors student and program outcomes and collaborates to make improvements, and our faculty uses evidence to make program changes and improvements; and
- The School and University infrastructures adequately support the preparation of teacher candidates.

## Foundation

The School of Education will provide for the exploration of the historical and philosophical foundations of American education.

Upon completion of the program, the student will:

- Have developed a personal philosophy of education; and
- Be able to analyze and synthesize data about the historical, social, and legal forces that have shaped contemporary American school systems.

## Development

The School of Education will provide for learning experiences relative to the physical, social, emotional, and mental development of human beings and the relationship of these developmental factors to the education process.

Upon completion of the program, the student will:

- Understand individual differences as they relate to physical, social, emotional, and mental development;
- Be able to state several learning theories and their application to instruction;
- Be able to evaluate and assess student progress and interpret test data; and
- Be able to identify instructional strategies for students with exceptional needs.

## **Pedagogy**

The School of Education will provide a strong background in professional education that reflects current research based methods and techniques. Faculty will be encouraged to demonstrate and model a variety of methods of instruction.

Upon completion of the program, the student will:

- Be able to put learned theory into practice;
- Be able to critically reflect upon one's own teaching practices and adapt one's behavior as a result of the self-evaluation;
- Be able to develop and utilize effective teaching strategies (including motivational techniques), effective classroom management techniques (including discipline), and effective lesson planning; and
- Be able to integrate technology into teaching and learning as appropriate to the curriculum and setting.

## **Practicum**

The School of Education will provide supervision and consultation as the students apply their learning in instructional observations and field experiences throughout the teacher preparation program and significantly during the student teaching experience.

Upon completion of the program, the student will:

- Put theory into practice using various strategies of instruction;
- Collaborate with professional colleagues, stakeholders, and other students to move towards desired learning, and
- Solve problems in the field related to lesson and curriculum design and to classroom management.

## **Academic Specialization**

The School of Education will provide for in-depth study in one or more content areas.

- An Elementary Education Program participant must successfully complete a major or two minors.
- A Secondary Education Program participant must successfully complete a major and a minor or a "comprehensive" major (Refer to the catalog issued in the year of entry for options).

Upon completion of the program, the student will have invested in comprehensive study in earning the major/minors in content areas so that the student will be appropriately equipped to successfully pass the MTTC.

## **General Education**

The School of Education is an integral part of the Spring Arbor University academic program during which the teacher candidates will experience a foundational background in general education, which focuses on liberal arts, multiculturalism, and Christian perspective (CORE courses).

Upon completion of the program, the student will:

- Satisfactorily complete the required general education, content area, multi-cultural, and CORE coursework; and
- Understand the importance of a liberal arts education for critical participation in the contemporary world and provide effective instruction in their professional practice.

## ACADEMIC ADVISING

EDU 140 students will be assigned to the SOE Academic Advisor who will partner with them through their admission into the teacher education program. A requirement for successfully completing EDU 140 is that each student will set up an appointment to meet individually with the Advisor to develop a teacher education graduation (“4 year”) plan and be prepared to submit that plan via the SAU Portal. An additional opportunity for individual academic advising is for students to call the School of Education to set up individual advising sessions. Students at off-site locations should plan to periodically communicate with the Advisor.

The goal for advising extends beyond creating an academic plan for program completion. Our goal is for the student to partner with a professor and the Advisor) to successfully plan his or her career, and to possibly develop a mentor relationship. Once the student is admitted into the SOE he/she will be assigned to a faculty/mentor advisor consistent with his/her major/minor/EDU concentration. The purpose for this advising strategy is to accommodate opportunity for the faculty/mentor advisor to help the student to be successful and encourage the student to be strong in their faith throughout his/her professional preparation program. It is expected that the student and the assigned SOE faculty will communicate often. The student will continue to work with the Advisor with scheduling/plan issues throughout their program. At off-site locations where a full-time faculty advisor is not available, students will work with the Advisor.

Continual advising for each student is the standard with emphasis on frequent personal contact between advisor and advisee. Students are encouraged to contact their advisor via phone or email, but also to stop by the SOE as often as possible. **Members of the SOE are available to answer questions or provide assistance, but the ultimate responsibility to meet all graduation and certification requirements in a timely manner belongs to the student.**

It is expected that students will **proactively** make appointments with and/or make themselves fully available to advisors’ requests for meetings and attend annual “meeting by major”, special SOE meetings for future student teachers, and other meetings as announced.

If the main campus student’s faculty advisor is not a professor in his/her major or minor, it is the student’s responsibility to consult with a professor in her/his **major/minor** to assist him/her with study in the content area.

All Spring Arbor main campus **Post BA** students will work and **off-site students** will work with the SOE Academic Advisor to receive academic advising and student support services.

### SAU Career Development

Job and internship opportunities as well as career search resources and an online job board system – (College Central Network) can be found at

<http://www.arbor.edu/resources/offices/career-development/students/jobs-internships/>

For further information contact Chad Melton, Career Advisor, Office of Career Development, [chad.melton@arbor.edu](mailto:chad.melton@arbor.edu), 517.750.6416 (x1416).

For education job placement assistance contact Professor John Williams, [john.williams@arbor.edu](mailto:john.williams@arbor.edu), 517.750.6631 (x1631).



## Epsilon Chi – Education Connection

**Epsilon Chi (EX)**, a student organization for the Spring Arbor University School of Education, was organized in the summer of 2002. The purpose of this organization is twofold: to connect new and continuing teacher education students to each other on SAU’s campus, and to connect teacher education students to the world of education—inside SAU, locally, and nationally.

We accomplish this purpose by holding monthly meetings, activities, social events, etc., planned by the members, according to the interests of education students. In addition, Epsilon Chi members participate in and assist with School of Education Colloquia.

*education\_students@arbor.edu* is a listserv (email mailing list) that enables interested people to get information about teacher education, to ask questions of each other and share answers, and a place for faculty and staff to post education job announcements. To subscribe, follow the directions at the following: [http://mailman.arbor.edu/mailman/listinfo/education\\_students](http://mailman.arbor.edu/mailman/listinfo/education_students).

## ADA POLICIES AND ACADEMIC SUPPORT

### Academic Student Connections Information

During the regular University terms (fall, interim, and spring), the Academic Student Connections staff is available and encourages referrals of students who may need writing assistance (planning, development, editing or proofreading), support in a course in terms of a tutor or study group, or consultation regarding learning differences. Students who are interested in becoming a tutor or a facilitator of study groups are encouraged to contact the ASC office. Education students needing support for the PRE (Professional Readiness Exam) may contact the ASC office to establish a study group.

Academic Student Connections (ASC) does not test/diagnose students formally. However, the ASC personnel discuss the challenges of students and in some cases refer them to appropriate areas for diagnosis. All students with diagnosed disabilities are urged and requested to register at ASC upon matriculation to SAU. The staff is prepared to assist students who are committed to success in finding the proper avenues of assistance for optimum academic performance.

Professor Willie Lewis ADA Accommodations Officer 517.750.6479 (x1479)	Dr. Bonita Miller Academic Learning Specialist 517.750.6480 (x1480)
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The Spring Arbor University Academic Student Connections is located in the lower level of Kresge Student Center (past the Campus Security and Career Placement offices). Call 517-750-6481, or x1481 on campus, for more information or to schedule an appointment.

Academic Student Connections is open only during the traditional academic year (September–May).

<http://www.arbor.edu/resources/offices/academic-student-connections/>

ASC services include:

- Writing Research Assistance
- Academic Student Support Programs
- Peer Tutoring
- GES Course Offerings
- Tutoring for Michigan Professional Readiness Exam (PRE)

## **Americans with Disabilities Act (ADA)**

The Academic Student Connections is responsible for working with eligible students both on campus and at the various SAU sites in **determining academic accommodations** as outlined by the ADA and **Section #504 legislation**. It is Spring Arbor University's intention to be non-discriminatory and attempt to remove as many barriers as possible. **If a student with proper professional documentation requests accommodations at SAU**, he/she will receive a VISA (Verified Individualized Services and Accommodations letter) from the ASC for each of their courses. The student will make an appointment with the professor to discuss needed accommodations and make arrangements for accommodations outlined in the VISA, prior to or during the first week of class.

Any time during the semester students may identify themselves as needing accommodations and go through the process with the ASC; they will then bring the VISA and ask for an interview. The professors are only responsible for providing the accommodations AFTER they have been notified.

**In contrast to the very proactive approach required of K-12 schools under the IDEA, under the ADA and Section 504, disabled students must inform the institution of their disability in order for accommodations to be provided.**

*The Section 504 grievance procedure, which pertains to how disability discrimination grievances will be handled by the University, is posted on the University's website and is contained in the employee handbook and the student handbook, which are also available online. A copy of the grievance procedure can also be obtained from the Section 504 Grievance Administrator, by calling 517.750.6479 (or x1479 on campus), or by visiting the University's Human Resources Office on campus.*

## **Writing Center Tutoring**

Students may set up an appointment with a tutor from The Writing Center located in White Library. Tutors give feedback and direction during the writing process for courses in many disciplines. The tutors can help students with papers in progress by working on inventing, composing, revising, and editing. The Writing Center is a free service! You can make an appointment via the online calendar at <https://sites.arbor.edu/writingcenter/> or by calling 517.750.6440 (or x1440 on campus).

# TESTING

The SOE requires all students to pass specific Michigan Department of Education (MDE) standardized tests prior to being admitted and eventually certified. The first is the **Professional Readiness Examination (PRE)**, which is a test of basic understanding of reading, mathematics, and writing. Michigan law mandates that a teacher candidate must pass all three sections (Reading, Mathematics, and Writing) of the PRE or successfully meet the Alternative Pass Measures in all three areas (or a combination of the above options) prior to student teaching. Spring Arbor students satisfy this requirement as a condition for admission to the School of Education. Students must register and provide proof of registration for the PRE prior to completion of EDU 140.

Each student will also have to pass one or more Michigan Test for Teacher Certification (MTTC) subject area exams near the end of their academic program to be eligible for student teaching, initial certification, and to be considered a highly qualified teacher under the provisions of the No Child Left Behind (NCLB) Act of 2002. Students will not be considered highly qualified to teach a subject, even if it is an academic major or minor, unless they have passed an MTTC in that subject (elementary education is considered a minor by the MDE with its own test; special education students will have additional requirements to be highly qualified. Please contact Dr. Bergman, the program director, for more information). *Students who are eligible for testing accommodations, whether on the main campus or at off-site locations, should request accommodations from the MDE testing agency when registering for the tests.*

## **Professional Readiness Exam (PRE) and Alternative Pass Measures**

Beginning October 1, 2013, the Professional Readiness Exam replaced the Michigan Basic Skills Test (MBST). Students who have passed any or all sections of the MBST prior to this date will be considered to have satisfied the corresponding sections of the PRE requirement.

### PRE Information:

- Students seeking Elementary Education or Secondary Education certification must pass all three sections of the **Professional Readiness Exam** or a **state-approved alternate measure**. A minimum passing score is 220 on each section. Students who pass the PRE will receive a “passed” notification from the testing service for each section successfully passed. The actual passing score is not provided. Students who fail any section(s) of the PRE will receive the actual numerical score that was earned on each section failed.
- Students should register for the PRE at: <http://www.mttc.nesinc.com>. The PRE is offered every month; paper-based tests are offered only in January, April, July, and October, while computer-based tests (which are more expensive) are offered once in each of the remaining months. When registering, it is important that students indicate that SAU should receive the official score report. This ensures that students’ scores are documented and verified in the SOE. (Without this noted as part of the registration, students will be required to order official score reports to be sent directly from the testing agency to the SOE at an additional cost to the student.) When registering for the PRE, the school code for Spring Arbor to receive test results is 026 or 26. The scores are released about 4 weeks after the test date.

The official score report received by the SOE office with a “passed” notification on all three sections of the PRE is one of the requirements for admission to the School of Education. (See “Admission to School of Education” section in this book for additional requirements.) **A student who has not passed the reading, mathematics, and writing tests will not be admitted to the SOE. Admission to the SOE is required to enroll in several upper level (300’s and 400’s) EDU, SED, ECE, or RDG METHODS courses.**

Please note that a student who fails to receive a satisfactory score on one or more sections of the PRE-must retake those section(s). A satisfactory score on the mathematics section must be obtained within 3 trials. A satisfactory score on the reading and writing sections must be obtained within 2 trials. **A student who fails to receive a passing score on each of the three sections within the above number of trials will not be eligible for admission to the School of Education.**

Appropriate preparation and review of all three sections of the PRE is recommended for students taking the exam the first time. Academic Student Connections offers review courses or review materials focusing primarily on the math section (GES 050 or EDU 050).

Remediation **is strongly encouraged** for anyone who fails any portion of the PRE upon the first trial. The SOE has set up a one credit hour course that is meant to help students to prepare for the test, either for the first time or as a retake. Check with any SOE faculty member or the SOE Academic Advisor for more information. The SOE suggests that remediation for any basic skills deficiency can be accomplished through a number of other means, including but not limited to:

- Signing up for PRE review sessions that are offered on the SAU main campus prior to the October, November, January, and April test dates through the Academic Student Connections Center. **The Academic Student Connections Center is closed during the summer months.**
- Reviewing test materials that may be downloaded from the website of the testing service at <http://www.mtc.nesinc.com>; these are also available in the SOE and SAU White Library and through the SAU partner school library.
- Paying an additional charge to “rent” a practice test from the testing service; these are available at <http://www.mtc.nesinc.com>.
- Registering for a GES course offered through the Office of Academic Student Connections.

#### Alternative Pass Measures (to meet the PRE requirement)

The Michigan Department of Education has approved alternative measures for satisfying the requirement to pass the Professional Readiness Exam (PRE). Alternative pass measures include minimum scores on specific sections of the ACT (originally American College Testing, required for admission to SAU) or MME (Michigan Merit Exam, taken by Michigan high school students since 2008) assessments:

- ACT alternative pass measures:
  - ACT Reading minimum score of 22 = PRE Reading
  - ACT Mathematics minimum score of 22 = PRE Mathematics
  - ACT English+Writing minimum score of 24 = PRE Writing
- MME alternative pass measures (only applied to Michigan high school students)

- MME Reading minimum score of 1108 = PRE Reading
- MME Mathematics minimum score of 1116 = PRE Mathematics
- MME Writing minimum score of 1129 = PRE Writing

Score reports must be sent directly from the testing agency to Spring Arbor University to be considered official. If a student has taken both the ACT English and Writing subtests, but does not have an English+Writing score to report, the SOE is authorized to calculate that score from the student's English and Writing sections. The SOE is not authorized to make that calculation without the scores of both subtests.

If you believe that you qualify for an alternative pass measure, please schedule an appointment with the SOE Academic Advisor.

## Testing Requirements for Teacher Certification

All students must pass their required MTTC subject area test (see bulleted details below) and the School of Education must receive documentation of success from the testing agency prior to the student's first day of student teaching. When registering for the MTTC, the school code for Spring Arbor to receive test results is 026 or 26. The MTTC is offered in both paper- and computer-based formats; the computer-based version costs more, but is offered more frequently. Check the website (<http://www.mttc.nesinc.com>) for the MTTC to get a schedule of which test is offered at which site, and when. Be sure to plan accordingly, so the timing will allow you to qualify for student teaching.

If you are planning to student teach in the **Fall** semester, the School of Education strongly recommends that you take the appropriate MTTC test(s) in January through April immediately preceding the professional semester. If you are planning to student teach in the **Spring** semester, take the appropriate MTTC test(s) in September through December immediately preceding the professional semester.

- Students seeking certification in **Elementary Education** must pass the Elementary Education MTTC. Optional tests may be taken in the appropriate subject area(s) (major or minors) and, if passed, the student will be eligible to add subject area endorsements to the K-5 Elementary Provisional Certificate for grades 6- 8, K-8, K-12 depending on the major or minor. Both the student and the School of Education receive notification of test scores from the testing service about 4 weeks after the test date. The minimum passing score is 220.
- Students seeking certification in **Secondary Education must pass the subject area test in the appropriate major**. Students who successfully complete the MTTC will be eligible for a Secondary Provisional Certificate with endorsements in the appropriate subject area(s) (major or minors) for grades 6-12 or K-12 depending on the major or minor. Passing the MTTC subject area test in the minor is optional, but strongly recommended for increased marketability. Both the student and the School of Education receive notification of test scores from the testing service about 4 weeks after the test date. The minimum passing score is 220.
- Students seeking **Secondary Certification with a Learning Disabilities major** are highly encouraged to take the Elementary Education MTTC in addition to the subject

area test in the major. Passing the test in the area of the minor is optional, but is highly recommended for marketability. Passing the Elementary Education MTTC will help to make the student more highly qualified. There may be additional requirements depending on the teaching assignment secured after completion of the program. Both the student and the School of Education receive notification of test scores from the testing service about 4 weeks after the test date. The minimum passing score is 220.

To register for the MTTC, log onto <http://www.mttc.nesinc.com>. See this website for a detailed schedule of all tests.

## Preparing for the MTTC

Copies of the test objectives can be downloaded from the MTTC website at <http://www.mttc.nesinc.com>. There are several other resources available to ensure success in taking and passing the MTTC.

- Free practice materials and tests for most MTTC subject areas are available on Blackboard. **Students should expect to review these materials prior to the MTTC;** contact Professor Tovah Sheldon, [tovah.sheldon@arbor.edu](mailto:tovah.sheldon@arbor.edu), 517.750.6452 (x1452), at least six weeks prior to your test date to be added to the Bb site. These materials should be studied and reviewed on your own.
- At no cost, the testing service has created study guides that may be downloaded from <http://www.mttc.nesinc.com> for every subject area being tested.
- For an additional charge, the testing service has created practice tests in any subject area; these are available at <http://www.mttc.nesinc.com>.

**Students preparing for subject area tests should check with professors in their major and minor areas for extra help.**

## Additional MTTC Information for Certification

The MDE considers the results of an MTTC subject area exam to be valid for five years prior to being recommended for initial certification. The MDE allows students to be recommended for certification within five years from the time that all program requirements are completed. Since these may occur at different times, the MDE has mandated that whichever one occurs first sets the starting point of a five-year window for the student to receive initial certification (keep this in mind if you choose to take an MTTC test after graduation). It is the student's responsibility to explicitly contact the SOE Certification Officer at the time that all requirements have been met to request a recommendation for certification.

A passing score for each required test in the student's area(s) of certification **must** be achieved on the Michigan Test for Teacher Certification before the candidate may be recommended by Spring Arbor University for certification in the State of Michigan. Passing scores are determined by the Michigan Department of Education. If you choose the computer-based option for your MTTC and are not successful, you must wait 60 days after taking the computer-based test before retaking the same test via computer. Otherwise, a test may be retaken at the next test date, if a passing score is not achieved at the first administration of the test. There is no limit to the number of times a subject area test may be taken. If Spring Arbor was not indicated as the

institution receiving the student's official PRE (formerly MBST) or MTTC score report when registering for the test, the student must pay the testing service an additional fee to request that an official score report be sent directly to the SOE.

In EDU 140, students will be asked to complete an MTTC RELEASE FORM giving the SOE permission to share MTTC scores for the purpose of advising and gathering assessment data. Scores are shared with SOE and SAU personnel for specific purposes and on a limited basis.

## OTHER ASSESSMENTS

### Analysis of Learning

At the end of each EDU, SED, ECE, RDG, or ESL course, course faculty will require every student to provide an analysis of the course objectives and content **based on the components (or domains) of the School of Education Conceptual Framework**. The lead faculty for the course, who is designated by the School of Education, determines the design or specific structure of this course analysis. Each student should expect to have opportunities to reflect on the course objectives throughout the semester and as a *final course assessment or survey*.

The **PURPOSE** of this course analysis is for School of Education Program assessment and for state and national accreditation purposes. The analysis of learning assignment should **not** be considered an SOE instructor assessment or evaluation tool.

### Professional Learning Plan (PLP)

The purpose for the Professional Learning Plan (PLP) is for students to have an organized system that will be in continual development over the duration of coursework throughout the teacher preparation program. This PLP should house all strategic assignments and papers created in courses while in the program. Documents should include, but not be limited to: autobiographical assignments, professional philosophies, professional skills and disposition forms, all field-based evaluation forms, course analysis of learning assignments, etc. **In EDU 140**, students will create a binder to document students' journey through the EDU teacher preparation program.

In **EDU 430**, students will use this PLP for the summative Analysis of Learning Assessment as well as for creation of the Professional Portfolio to be used by the students in the professional interview process.



# TECHNOLOGY

The Spring Arbor University School of Education is making every effort to keep current with the latest technological advancements for educational enhancement. For example, technology is available and being used at SAU in the following ways:

- Blackboard, a computer-based classroom management program is used campus-wide. It is the student's responsibility to familiarize his or her self with Blackboard and seek technical support from the Help Desk if needed.
- SAU e-mail accounts are accessed online through the MySAU Portal. **Students are expected to monitor their SAU email account regularly for important program information.**
- The entire SAU catalog is available online. The catalog that was issued at the start of the student's initial semester with Spring Arbor defines the individual's program requirements. To access the appropriate catalog, see <http://www.arbor.edu>, and select Programs & Majors, then Course Catalogs.
- SOE forms are available online at <https://sites.arbor.edu/soe/>; select the navigation link named Information for Current Students. This includes the Student Teaching Application Materials for the Professional Semester.
- SOE instructors continue to become familiar with the use of SMARTBoard technology, including the SMART Notebook. SMARTBoards have been installed selectively in some classrooms for use with teacher preparation courses and for modeling this technology in EDU courses.
- Policies outlining mobile technology use (laptops, cell phones, tablets, etc.) during class time are established by the course instructor. The use of mobile technology during the class time is for the facilitation of learning as determined by the professor. The professor has the right to limit or suspend classroom use of mobile technology at any time.
- The School of Education has determined that it is in the best interest of student teachers to NOT invite individuals they are teaching or their parent/caregivers into their social network sites. They are also advised to use discretion when allowing colleagues to join their social networks. Student teachers are also advised to make sure their privacy settings are appropriately set to restrict outside individuals from viewing their sites and that their sites contain appropriate content. SAU will not support student teachers engaging in inappropriate activities with their students. Any student participating in such activities may forfeit the privilege of completing their Professional Semester.

The Help Desk may be contacted at 517.750.1234, or x1234 from campus, or toll-free at 877.728.9880, by email at [helpdesk@arbor.edu](mailto:helpdesk@arbor.edu)

The SAU Portal may be accessed at <https://mysau.arbor.edu>.



## Computer Proficiency Requirement

All education students are required to satisfy a two-part computer proficiency requirement. The first part may be satisfied by taking CPS 150 (Introduction to the Computer) and achieving a grade of C+ or better OR students who have an advanced proficiency in the use of technology may choose to take the SOE Computer Proficiency Exam to satisfy part of their introductory technology requirement. If the computer proficiency test is passed, CPS 150 may be waived. Visit <http://sites.arbor.edu/soe/technology/> for exam times, costs, and material covered. The SOE Computer Proficiency Exam is offered several times a year. Students at off-site locations are asked to contact the SOE Academic Advisor for testing arrangements.

Note that CPS 150 satisfies the general education requirement for mathematics for secondary education students who are not math majors or minors; if you are a secondary student who chooses to take the exam rather than the course, you may still need to take another mathematics course to satisfy this requirement. Please discuss your specific situation with the Advisor.

The second part of the computer proficiency requirement is satisfied by successfully completing EDU 360 (Integrating Technology in Teaching) with a grade of C or better per University policy for education courses. Both parts of this requirement must be satisfied. EDU 360 is a 3-credit hour course focusing on the theory and practice of integrating technology into K-12 teaching and includes a field-based component. *The prerequisite* for EDU 360 is a C+ or better in CPS150 or a passing score on the SOE Computer Proficiency Exam.

## **DETERMINING CAPABILITIES MONITORING STUDENT PROGRESS**

The goal of the School of Education is to prepare all teacher candidates to be exceptional professional educators. Facilitating this goal requires partnerships in communication and commitment toward this common goal. Advisors, professors, and Spring Arbor University support staff are asked to share their observations about students with the School of Education early and often. SOE and SAU advisors and faculty begin monitoring students' progress prior to formal admission into the School of Education Program. Monitoring includes initial interviews, interactions, observations, communication, performance and behavioral indicators beginning in EDU 140 and the Professional Skills Lab and continues throughout all subsequent courses, culminating with the professional semester and student teaching final evaluations.

Additional means of assessing progress include admissions data, grade point average, individual course grades, PRE results, professional and pedagogical dispositions, student teaching evaluations, course evaluations, and subject area certification tests (MTTC).

### **School of Education Executive Team**

The School of Education Executive Team (E-Team) is the designated body created for addressing issues pertaining to students. It is composed of six members, four of whom are permanent: Dean, Professional Semester lead faculty member, Certification Officer, and Academic Advisor. Two other faculty members serve staggered two-year terms and rotate from among the SOE faculty. The student issues include but are not limited to: Professional Dispositions and Skills Reports, Pedagogical Knowledge, Skills and Dispositions Reports, Student Disclosure of Criminal Record Information and Related Issues, Admission into the School of Education including performance on and remediation for the Professional Skills Lab, issues related to Status of Good Standing in School of Education, School of Education petitions, Approval to Student Teach, concerns relating to certification, etc.

Students who fail to meet the minimum standards at any point during their professional preparation may receive counsel from advisors, professors, the School of Education E-Team, and/or the Dean of the School of Education to address areas needing improvement. Counsel may include the creation of a **designated improvement plan**. The SOE E-Team will monitor all improvement plans. Persistent issues will require intervention by the E-Team.

### **Assessment of Dispositions: Process and Protocol**

The Michigan State Department of Education (MDE) and national accrediting bodies require that teacher education institutions assess teacher candidates' pedagogical knowledge and skills as well as professional *dispositions*. "Candidates' work with students, families, and communities [must] reflect the dispositions expected of professional educators as delineated in professional, state and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so." (NCATE 2000 Standards: May 11, 2000, p. 5)

SOE staff members who interact with students (e.g. Advisor, Certification Officer, office personnel, etc.) may submit professional dispositions for students with whom they work. All disposition referrals are given careful consideration in academic decisions.

The faculty of the Spring Arbor University SOE has developed two approaches to assessing behaviors, skills, and dispositions. A description of each approach is given below.

### Professional Dispositions and Skills (PDS) Forms (“The Goldenrod Colored Form”)

Addressing and assessing Professional Dispositions and Skills is a positive and proactive process and is designed to be an opportunity for students to create a personal professional development plan.

The following steps provide a broad outline for this process:

- The Professional Dispositions and Skills form will be introduced in EDU 140 as students begin the process of creating a professional development plan.
- The Professional Dispositions and Skills of each student will be assessed formally throughout the teacher preparation program; there will be both self-assessment and assessment by course faculty for the purpose of identifying growth areas for professional development. The specific courses identified for intentional faculty/student interaction include:
  - EDU 140
  - EDU 202
  - EDU 271 or EDU 273
  - Elementary and Secondary Methods courses, which includes all EDU courses numbered 319 through 358, and includes ECE 365, SED 420 and SED 421
  - EDU 429 (capstone course)
  - EDU 450 (final evaluation and presentation of Professional Development Plan)
- Professors/Instructors in each course are encouraged to include discussions and interactions regarding the PDS process and development with each student throughout their teacher preparation program.
- **The PDS is also an assessment document for faculty use in the event of concern in any of the designated areas OR at any time a member of the SOE faculty/staff deems such assessment and intervention is necessary**, whether or not the course is one in which intentional dispositions are required.
  - Such assessment provides opportunity for the faculty member and student to discuss and share perceptions and evidence of areas of concern when necessary.

- The faculty member and student **MUST** work collaboratively to develop an intervention plan to address stated concerns. The intervention plan and strategies **MUST** be documented on an attached paper and include: intervention strategies, a specified time for the intervention, and procedures for follow-up between faculty member and student.
- **Signatures of BOTH faculty member and student are required** on the PDS form.
- The original copy of the PDS will be placed in the student's file and information about the disposition is entered into a database to provide an electronic record to be used:
  - By the professor of any of the above listed courses where interaction and assessment is required;
  - Any time the PDS is used for specific intervention and/or remediation;
  - For consideration for entry into the School of Education and approval for student teaching; and/or
  - As an assessment method and data for program evaluation for national and state accreditation/approval, which is generally done without the need to identify the student (although occasional auditing of data may require examination of student records).
- The SOE Executive Team is the designated body for student assessment and dispositional issues and will consider the PDS scores for:
  - Evaluation for entry into the School of Education;
  - When intervention plans have been unsuccessful and additional strategies are needed; and/or
  - Application and evaluation for student teaching.
- If at any time throughout the term in **any** education course or in any setting involving education (Ex: advising sessions, meetings with faculty or staff, field experiences in schools, etc.) the student displays any problems in areas designated on the PDS, the professor/staff member will:
  - Initiate the disposition process by completing the form noting the problem area;
  - Meet with the student to discuss the behavior(s) of concern;
  - Develop a plan for improvement during consultation with the student;
  - Obtain BOTH faculty and student signatures on the PDS form;
  - Provide a copy of the PDS to the student for future reference and completion of plan;
  - Retain his/her own copy for reference; and

- Return the original to the SOE front desk staff (main campus) or to the SOE Academic Advisor.
- Students are expected to fulfill all corrective actions as defined in the plan of improvement within the designated timeframe and provide documentation of successful completion to the professor/staff member.
- A PDS that indicates [an] area(s) in need of an action plan for improvement is monitored. The Dean of the School of Education and/or Executive Team will be notified of students receiving multiple and/or continuous PDS referrals and will take appropriate action to help the student assess and address such needs. Further follow-up meetings regarding the action plan for improvement may be required between the professor/staff member that initiated the PDS, the student, other appropriate SAU staff and the SOE Executive Team.
- In the event that intervention strategies/plans are unsuccessful or the student fails to meet the minimum standards, the Executive Team may consider additional interventions and the student can expect to be required to meet with that group to facilitate additional strategies.
- Students who fail to address a problem(s) identified by a PDS may be removed from good standing or be dismissed from the School of Education.
- Student(s) may appeal to the Dean of the School of Education in the event of a disagreement or misunderstanding concerning the PDS forms or reports.

#### Pedagogical Knowledge, Skills and Dispositions Forms (“The Purple Colored Form”)

Students, professors, and mentor teachers involved in any methods course complete the pedagogical dispositions forms. The purpose for this assessment is so that the student can be evaluated in both the university and public/private K-12 environments. The specific courses identified for intentional faculty/student interaction include:

- EDU 350, 354 (Elementary Methods)
- ECE 365
- SED 420, 421
- EDU 319 through EDU 358 (Secondary Methods)

Students who score at an unsatisfactory level for any of the skills or dispositions will be required to develop a plan for improvement to resolve the issue. The pedagogical dispositions form is handled in the same manner as that outlined above for the PDS. Failure to address any problem identified may lead to the student being removed from good standing or dismissed from the School of Education.

## SITE-BASED FIELD EXPERIENCES

### **Important: Disclosure of Criminal Record Prior to Field Experiences**

In many Spring Arbor University EDU courses, students are required to complete classroom observation hours in P-12 schools. All students are also required to complete 120 hours of field experience (see details in the next section). It is every student's responsibility to complete and submit a Conviction Disclosure form (regarding misdemeanor or felony convictions) prior to entering P-12 schools for classroom observations or on-site work of any kind. The Conviction Disclosure form is first required in SAU's EDU 140 as part of the application process to the SOE and again at subsequent times. If the student plans to participate in observation experiences prior to EDU 140 or other education classes, it is the student's responsibility to obtain the Conviction Disclosure form from the SOE receptionist (main campus) or from the SOE Academic Advisor (off-site locations) and submit the completed form to the SOE receptionist (main campus) or the Advisor (off-site locations) prior to beginning any classroom observations.

Our institution recognizes the commitment each school has to protecting the PK-12 students enrolled in their district. To ensure that our candidates are prepared to work with a vulnerable population (PK-12 students), we will support the expectations of our PK-12 partners by requiring the following of SAU students taking a School of Education class:

1. Students **must** self-report prior to visiting PK-12 classrooms for required observation hours.
2. Students **must** pay a small fee to have an ICHAT check performed at the time of the first SAU methods course, prior to site-based work.
3. The semester immediately prior to student teaching, prospective student teachers will be **required** to:
  - a. Register with a substitute teaching service and provide proof to the School of Education that the appropriate check has been done and that no prohibitions to school employment under MCL 380.1230 and MCL 380.1230a were found. An e-mail from the service to the SOE Undergraduate Program Secretary noting eligibility to substitute teach will suffice; OR
  - b. Have a Criminal History Record Check done by the school where they will student teach, and ask the school to provide proof to the School of Education that there no prohibitions to school employment under MCL 380.1230 and MCL 380.1230a were found; in this case, the student may request a "red-light, green-light" letter from the school that received the CHRI report, to be sent to the SOE Undergraduate Program Secretary

Only after receiving and reviewing the results of the required documents above will we allow students into the field to work with P – 12 students. Questions about any aspect of the Criminal History Check may be directed to the Coordinator of Teacher Certification and Undergraduate Program Compliance.

## 120-Hour Field Placement Experience

Field experience is designed to place the SOE student in a setting where he/she can observe, learn from, and work with a mentor teacher. As an observer, the student can see how the mentor teacher uses technology effectively, adjusts instruction to diverse learners, creates and uses multiple assessments, presents content areas using various approaches, deals with the everyday interruptions of class, and manages the classroom setting. During field observation students will be directed by the course instructor regarding specific requirements for each field observation and to actively participate when invited to do so by either the design of the program or at the invitation of the specific host teacher. With that in mind, the following guidelines have been adopted by the SOE regarding the **minimum** 120 field experience hours that are required prior to student teaching. *If 120 documented hours are not on file by the deadline provided during the pre-student teaching interview, the start of the candidate's student teaching semester will be delayed while the student completes the required hours, prior to officially starting the student teaching experience.*

- All required observation hours must be documented in writing and on file in the SOE. It is the student's responsibility to document this on the SOE Field Experience form. Students should expect to use multiple pages of this form to document all of their hours, and should try to keep all "like" hours on one form (e.g. keeping all the hours for an EDU course on one page). Students should also keep a personal copy of the form before turning it in. In some instances a student may be asked to obtain additional documentation on letterhead from the school at which the experiences were completed.
- Any hours required in an education class over the 120-hour minimum must still be completed. Professors often require field experience hours for a particular class that may or may not put a student over the minimum hours. Typical education classes that require field experiences include 140, 202, 271, 272, 273, the early childhood courses 265, 266, 267, 360, 365, 368 and all methods courses. It is important to remember that students will be responsible for acquiring any additional hours on their own, if the 120-hour minimum is not met through class requirements. **NOTE:** Methods courses require at least 20 hours of classroom site-based experience, including the teaching of at least 2 whole-group lessons, unless otherwise stated in the syllabus. In most situations students are responsible for their own transportation to and from school sites.
- **30 of the 120 hours must be in classrooms where the students can observe classes with populations that are racially and/or culturally diverse or have special needs students.** 15 of the hours must be in the racially/culturally diverse classrooms and the other 15 hours must be in classrooms that have special needs students. The column on the far right of the field experience form should be used to define the populations being observed.
- **15 of the 120 hours must be observed in a classroom focusing on the student's major and/or minor with at least 5 hours minimum in each major and/or minor area.** *The designation for whether the observation took place in a classroom of the major or minor should be made at the top and on the far right of the field experience form.*

It is recommended that the student obtain experience at various grade levels from early elementary through secondary.

- Types of experiences that may be counted include observation in classroom settings; paraprofessional work in classroom settings, tutoring in established programs and observation in a preschool under the auspices of a licensed teacher.
- Post high school experiences within three years of enrollment at Spring Arbor University that can be properly documented may be counted toward a limited number of the 120-hour requirement.
- A MAXIMUM OF 50 HOURS FOR FIELD-BASED EXPERIENCE may be accepted for the following:
  - Documented (verified by a principal on school letterhead) substitute work. Although substitute work beyond that is seen as very valuable, it does not put a student in a situation where there is a mentor or direct supervisor, which is a critical component of the field placement experience. Therefore, work as a substitute is limited to 50 hours as part of the field-based experience requirement; OR,
  - School-based coaching, camp counseling, substitute teaching, and secondary education students tutoring university students in an approved tutoring setting. These experiences must be verified **in writing by a supervisor on official letterhead.**

## **Use of Physical Intervention**

The Michigan Department of Education **does not permit** the use of corporal punishment by teachers or other school personnel; thus, the use of corporal punishment or **use of physical interventions** by a Spring Arbor University School of Education student participating in any field experience or a student teaching experience is prohibited. Violation of this prohibition will result in dismissal from the program. Teacher candidates will learn techniques to control inappropriate student behavior during instruction in specific courses.

In the event that use of **physical restraint** is necessary, the SAU teacher candidate should look for a certified teacher to conduct necessary interventions. In the event that any teacher candidate is involved in any form of physical interaction with a student a verbal report must be provided immediately and a written report **MUST** be filed with the teacher in charge, the building principal, Spring Arbor University supervising professor, the faculty member for the student's section of 450, and the Dean of the Spring Arbor University School of Education within 24 hours.



## ADMISSION TO THE SCHOOL OF EDUCATION

Applying for admission to the SOE is **the student's responsibility**, as a student must be admitted prior to taking many 300- or 400-level courses. Delaying admission to the SOE can/will result in as much as a full semester delay in student teaching placement.

The standards for admission to the School of Education (SOE) include those for admission to Spring Arbor University as well as other criteria as specified by the SOE. Admission to the SOE is determined by two-thirds vote of the SOE Executive Team present at the meeting at which the candidate is considered.

**In order to complete the teacher education program, a student must successfully meet the program requirements (Elementary Education Planned Program and Elementary Professional Program or Secondary Professional Program) that are in effect at the time of the student's first semester of enrollment at Spring Arbor University as defined in the catalog of year of entry.**

When a student is not enrolled for two consecutive semesters and is later readmitted, the student must meet the program requirements in effect at the time of readmission as defined in the catalog year of re-entry.

### **Requirements for Admission into the SOE include the following:**

1. **APPLICATION** for admission to the SCHOOL OF EDUCATION and the SOE "Notification of Status toward Admission to the School of Education" (form on goldenrod) will be provided as part of the EDU 140 course. The procedure for admission to the School of Education will be thoroughly explained to all students. Results of the PSL will be reported to the SOE Executive Team in December and May by the EDU 140 lead faculty or his/her designee. Based on the outcome of EDU 140 and the PSL, each student is placed into one of the following three categories: Recommend, Recommend with Remediation and Do Not Recommend. The Executive Team will examine the performance of each student in each category and vote whether to accept each student's application for admission. For those needing remediation, the Executive Team will collaborate with the lead faculty member for EDU 140 to tailor the remediation to meet the student's specific needs and to promote his/her progress. Remediation must be successfully completed before the SOE Executive Team will consider the student for admission.

The Notification of Status Toward Admission form is provided to the student and it is HER/HIS RESPONSIBILITY to document successful completion of the requirements for being considered for admission to the School of Education. Upon successful completion of all pre-requisites, students present the completed form to the School of Education. Students will be evaluated for admission to the School of Education at the Executive Team meeting following submission of the completed form.

Accurately answering questions on the SOE application regarding conviction or pending conviction of a misdemeanor or felony is expected and required. An inaccurate response can be considered fraud and is possible grounds for denial of admission into the SOE or grounds

for revoking prior admission to the SOE. Convictions of a more serious nature could result in denial of admission to the SOE and/or denial of enrollment in courses at SAU. If you have any questions regarding interpretation of the conviction questions on the application, contact the Certification Officer in the School of Education Office at Spring Arbor University.

2. A cumulative SAU grade point average of at least 2.70;
3. A grade of at least 2.67 (also known as a B- at SAU) in EDU 202, Issues and Trends in American Education;
4. A grade of at least 2.67 (also known as a B- at SAU) in ENG 104, College Writing;
5. A grade of at least 2.0 (also known as a C at SAU) in each of the following courses:
  - EDU 140, Exploring Critical Skills for the Professional Educator;
  - SPE 100, Oral Communication, or SPE 212, Fundamentals of Speech (SPE 212 is required for elementary candidates);
  - PSY 100 Introduction to Psychology;
6. An acceptable recommendation from the Student Development Office is required. This recommendation is initiated by the SOE and is handled between the SOE and the Student Development Office (main campus location) or with an acceptable Professional Dispositions and Skills form from the TESA (off site locations);
7. Official indication of a passing score on the reading, mathematics, and writing sections of the Professional Readiness Exam (PRE) of the Michigan Test for Teacher Certification. See section entitled “Tests” in this handbook regarding maximum number of retakes allowed:
  - Students in EDU 140 must register for the PRE and show proof of registration or provide proof of satisfactorily meeting one of the Alternative Pass Measures (described in the “Testing” section of this handbook);
  - To register for the PRE, log onto <http://www.mttc.nesinc.com>. A paper-based version of the PRE is offered four times each year (October, January, April, and July); a computer-based version (which is more expensive) is offered once in each of the remaining months. See the website for a detailed schedule;
  - No waivers for successfully meeting the PRE requirement will be granted;
  - Satisfactorily meeting the PRE requirement is one of the requirements for admission to the SOE. **A student cannot register for or take 300 level METHODS courses or 400 level EDU, SED, ECE, RDG, or TSL courses until he/she has been admitted to the SOE.** A student may be allowed to complete and sign a Grace Period form that will give a grace period of one semester to satisfactorily meet the PRE requirement. IF the request is granted the student MAY be allowed to register for 300 and 400 level EDU, SED, ECE, RDG, or TSL courses during the one semester grace period. The Grace Period form is available in the SOE Office. Failure to follow through and satisfactorily meet all sections of the PRE requirement may result in removal from any EDU, SED, ECE,

RDG, or TSL 300 or 400 level methods course, even if the requirement is met after the drop period. The student may lose tuition for these classes and drop below the status of full-time student, thus negatively affecting financial aid;

8. Classification as a Sophomore or higher standing; and
9. Acceptable ratings on the Professional Skills and Disposition form. IF a plan for improvement has been discussed with the student, the plan must have been completed successfully by the student and accepted as such by the involved faculty member or the School of Education Executive Team.

### **Status of School of Education Admission**

During EDU 202 and EDU 360, main campus students will evaluate their status of admission to the SOE as directed by their instructor. Off-site students will evaluate their status of admission using the “Status of Admission” Form and submit the form to their advisor when all prerequisites are complete. Students **MUST** be accepted into the School of Education prior to taking any 300 level methods course or any 400 level EDU/RDG/SED/ECE/TSL courses. It is the student’s responsibility to meet the requirements for SOE admittance as outlined in the previous “Admission to the School of Education” section.

# TRANSFER STUDENTS

## Transfer Students from a Partner Institution

ALL transfer students are required to take and successfully complete EDU 140 and pass the Professional Skills Lab.

The School of Education has agreements for students to transfer coursework from:

- Alpena Community College
- Great Lakes Christian College
- Jackson Community College
- Kirtland Community College
- Lansing Community College
- North Central Michigan College (a School of Education partner institution, where SAU has a presence on their campus)

## Methods Courses Must be Taken at SAU

Please be aware that **all “methods” courses must be taken through Spring Arbor University.** The rationale is that necessary assessments of dispositions are completed on all students taking methods courses. If a transfer student has taken a methods course prior to entering the SOE program, a petition may be provided to the SOE Executive Team and student’s major or minor department to consider accepting this course in place of the SAU methods course. A petition would be granted only in an extraordinary and exceptional case. Documentation required for such consideration is the transferring student’s responsibility. Documentation may include, but is not limited to, a copy of the catalog course description, a syllabus and assignment schedule, a grading rubric, any dispositional rating instrument copies, and a letter from the faculty member who taught the course on institutional letterhead addressing the student’s pedagogical knowledge, skills, and dispositions.

## GOOD STANDING IN THE SCHOOL OF EDUCATION

After admission to the School of Education Program, the student must maintain the following standards in order to continue in the program in good standing:

1. A cumulative SAU grade point average of at least 2.70;
2. A cumulative grade point average of at least 2.70 in the Elementary or Secondary Professional Program and Reading courses. Elementary candidates must also keep a minimum 2.70 cumulative GPA in the Elementary Education Planned Program;
3. A cumulative grade point average in each major and minor of at least 2.70;
4. A grade of at least 2.0 in every required, prerequisite or support course for the education program (with the exceptions of ENG 104 and EDU 202, whose minimum grade requirements are 2.67 each - also known as a B- at SAU - and CPS 150 whose minimum grade is 2.33, also known as a C+ at SAU);
5. A grade of at least 2.0 (also known as a C at SAU) in each course in each major and minor;
6. Behavior consistent with Spring Arbor University student policy; and
7. Behavior consistent with Spring Arbor University School of Education Professional Dispositions and Skills and Pedagogical Skills and Dispositions, criminal record reporting, and other guidelines delineated in the School of Education Student Handbook.

Each student's progress will be reviewed at least annually via an academic Audit. Failure of the student to maintain the above standards may result in placing the student on probation for one semester. Failure to meet the standards by the end of the probation semester may result in removal of the student from the program.

### **Course Retakes**

**Students can retake an EDU, SED, RDG, ECE, TSL or other education program prerequisite/support course once.** A second **retake** will be considered only if the student submits a petition to the School of Education Executive Team and receives approval prior to registering for the course.

### **Sharing Students' Coursework**

The faculty and staff of the School of Education often have a need to obtain and show examples of student work (without names) from School of Education courses, including video. For example, faculty may share student work with accrediting bodies or advisory councils in order to keep the SAU education programs in good standing or as exemplars. They may also wish use work as part of the University process for faculty promotion and tenure, or research.

If a student prefers that his/her work not be shared, this request can be made in writing or by email to the instructor of the course.

## Academic Integrity

The University catalog addresses the “SAU Policy on Academic Integrity.” Please refer to that policy in its entirety. Using our common commitment to Jesus Christ as a perspective for learning, members of the SOE acknowledge that truthfulness is essential in our dealings with one another and wish to emphasize some of the ideas and ideals articulated in the policy.

Academic Integrity means that there will be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, or other written material. Violations of this policy by a student will carry such disciplinary consequences as a “zero” on the assignment and/or failure of the course and/or suspension from the University.

Incidents of cheating or plagiarism will be reported immediately to the appropriate chair, dean, or other University employee. Students are required to respond to academic reports in writing. Confidentiality will be honored unless specific written permission is given. No one will be disciplined solely on the testimony of one report without further substantiation.

Anyone not clear about what constitutes plagiarism should review the notes from the ENG 104 course or confer with an education course professor.

All forms of academic dishonesty are of considerable concern to the profession of teaching. It is essential that a future teacher be able to model academic integrity for his/her students. A student found guilty of plagiarism, cheating, or other forms of academic dishonesty **may be denied admission** to the School of Education Program or **may be removed** from the program if already accepted. Appeal for denial of acceptance or removal from the program must be a **written** appeal submitted to the Vice-President for Academic Affairs **within six weeks** from the date of notification.

# PETITIONS

The Michigan Department of Education (MDE) sets policies and standards regarding teacher education programs and certification requirements, to which no exceptions can be made by the SOE. The MDE may change its policies or standards during a student's academic career, and such changes must be implemented on the MDE's stated timeline.

## Spring Arbor University Petitions

**SPRING ARBOR UNIVERSITY POLICIES and requirements cannot be waived by the SOE.** Both the Academic Department of the major/minor and the Registrar must approve exceptions to course requirements for majors/minors. Any petitions **regarding Spring Arbor University policy** should be requested from the Office of the Registrar or downloaded from the SAU Portal. The petition requesting an exception to Spring Arbor University policy must be completed by the student, signed by the student's advisor, and submitted to the Office of Academic Registration and Records (main campus) or to the SOE Academic Advisor (off-site location) by the student. Once the petition has been acted upon by the appropriate Academic Department, the student will receive a copy of the petition indicating the outcome. It is the student's responsibility to file the appropriate documentation through the Office of Academic Registration and Records in a timely manner to allow for consideration at regularly scheduled meetings of various departments. All students should plan accordingly.

## School of Education Petitions

The SOE may consider a petition for the following:

- Request to take a course(s) outside SAU to count toward a certifying major/minor for an endorsement;
- Work while student teaching;
- Coach while student teaching;
- Take course while student teaching;
- Student teach at a distance;
- Participate in a University extracurricular activity; or
- Adjust length of student teaching.

It is important to be aware that all exceptions noted above must be officially documented by **completing the SOE UNDERGRADUATE PETITION FORM** available from the SOE receptionist (main campus) or the SOE Academic Advisor (off-site location). A petition requesting an exception to SOE policy must be completed by the student, signed by the student's advisor, and submitted to the SOE receptionist (main campus) or to the Advisor (off-site location) by the student. Careful consideration of a student petition will be made by the Executive Team and will be influenced by factors such as: the student's well defined narrative **rationale** for the request, GPA, pending or significant disposition issues, and general faculty input. Petitions are invalid unless signed by the student's advisor. Petitions that have been approved by a two-thirds (2/3) vote of the Executive Team of the School of Education will bear

appropriate signatures and dates and are kept in the student's advising file. No verbal agreements shall be considered binding.

For petitions referring to verification of some activity from an outside source, official documentation on an institution's official letterhead must accompany the Petition Form. Contact the SOE Office at the main campus or the TESA for off-site programs to verify whether your petition requires this documentation.

The petition must be submitted in a timely manner to allow for consideration at regularly scheduled meetings of various departments. SOE and other university departments usually do not have regularly scheduled meetings from mid-May until the end of August. All students should plan accordingly.

**NOTE: Students should always retain a copy of all petitions or other specific SOE FORMS and Documents in a personal file.**

## **Grievance/Complaint Process**

Resolving dissatisfaction with a professor or other employee of the School of Education should begin with a conversation between the two parties (student and professor), initiated by the party with the complaint. If such a conversation would seem to cause detriment to the student or satisfactory resolution cannot be worked out between the parties, the procedures listed below should be followed for specific issues.

### Grade Disputes

- **Assignment Grade:** A grievance about an assignment grade **MUST** begin with attempted resolution between the student and the faculty member. If resolution cannot be reached attempts will be made to mediate the disputed grade at the SOE level with the Dean of the School of Education serving as the mediator.
- **Final Course Grade:** The Spring Arbor University catalog provides information regarding a grievance about a final course grade. That information can be found in the **SAU catalog** in the Academic Policies section under "Academic Appeals." This process requires a written appeal and must be submitted to the Office of Academic Affairs within six weeks from the date the grade is issued.

### Dispositions and Behaviors

The SOE adheres to the Community Standards for Campus Life (see SAU Student Handbook or SAU Application Form) at SAU facilities and/or activities. In addition to the SAU Community Standards, the SOE has adopted a set of Professional Dispositions and a set of Skills and Pedagogical Knowledge, Skills and Dispositions that we deem important for the professional development of the student. If any of the previously mentioned areas generate issues of such seriousness, frequency, or intensity that have not been remedied by the candidate, **the candidate may be denied admission to the School of Education or be considered no longer in good standing and be dismissed from the School of Education Program.** An appeal of a denial of



acceptance or removal from the program must be submitted **in writing** to the Office of Academic Affairs **within six weeks** from the date of notification.

### Complaint about an SOE Instructor, Instructional Material, or an Evaluation

Any complaint must begin as a conversation between the student and the professor. If a complaint is deemed by the student to cause detriment to him/her, the student should make an appointment with the Dean of the School of Education (main campus students) or with the Compliance Officer (off-site students). The complaint will be carefully considered and, if deemed appropriate, the Dean or Compliance Officer may confer with the faculty member involved. A complaint from a student may not necessarily result in the particular outcome the student is seeking.

### Complaint about an Employee

Spring Arbor University strives to provide a quality Christian education in a friendly, safe and service motivated environment. At times students may feel personally dissatisfied with a policy, process or particular interaction with a SAU employee. SAU provides steps for students to follow in order to bring attention and resolution to concerns. Academic Affairs has one process for grade appeals as outlined in the SAU Catalog, and Student Success and Learning has a different process for discipline appeals that is covered in the SAU Student Handbook.

**Step One:** When a student has a complaint, resolution should be sought through informal communication (face to face or email) with the appropriate staff member, instructor, dean, or administrative officer who may be able to help rectify or clarify the situation. In the majority of cases, the issue can be resolved at this level.

**Step Two:** If the issue is unresolved through informal communication, then the student may contact the top administrator (e.g. a vice-president) responsible for the area in question, to request the SAU Student Formal Complaint Form, to lodge an official complaint. The student should complete and submit the Complaint Form to the appropriate vice president. Resolution of complaints will be pursued in an efficient and timely fashion according to the complexity of the complaint.

Academic Affairs – Dr. Kimberly Rupert  
Student Success and Learning/Athletics – Dr. Kim Hayworth  
Business Office/Physical Plant/Food Service – Kevin Rose  
Financial Aid & Advancement – Dr. Doug Wilcoxon  
Enrollment – Malachi Crane  
Technology Services – Chris Blackstone

The Assistant Vice President for Human Resources is the Disability Compliance Officer for SAU. If a student would like to lodge a complaint related to a disability, they should directly contact the Director of Human Resources, Melissa Montgomery, [melissa.montgomery@arbor.edu](mailto:melissa.montgomery@arbor.edu), 517.750.6426 (x1426 on campus).

### Disputes about the SOE Program

Students have the right to raise issues regarding the SOE program. A person raising an issue in person may be asked to convey the disputed issue in writing and submit it in written form and sign it, in order to be considered. The initiator of the dispute may be asked to articulate further in person. Disputes about the SOE Program should be addressed to Dr. Reuben Rubio, Interim Dean of the School of Education.

While it may appear expedient to some students or their family members to take a complaint about the School of Education directly to the President of the University, be advised that the President will ask the Dean if he knows of the situation, and refer the handling of the situation to the Dean if he is not aware that a complaint exists.

# STUDENT TEACHING

## Student Teaching Requirements

1. Admittance to the School of Education program and current good standing;
2. An acceptable Criminal History Record check as designated by the SOE and the MDE. See page 22 of this handbook, “**Disclosure of Criminal Record Prior to Field Experiences**”;
3. A minimum **2.70** overall grade point average (GPA calculated only from courses taken at SAU, no transfer courses);
4. A minimum **2.70** cumulative GPA in each content area major and minor;
5. A minimum **2.70** cumulative GPA in the Elementary or Secondary Professional Program and Reading courses. In addition, if elementary, a minimum **2.70** cumulative GPA is required in the Elementary Education Planned Program;
6. A minimum **2.0** grade in every required, prerequisite, or support course for the education program (with the exceptions of ENG 104 and EDU 202 whose minimum grade requirements are 2.67 each - also known as a B- at SAU - and CPS 150 whose minimum grade is 2.33, also known as a C+ at SAU);
7. A minimum 2.00 grade in each course in each major and minor;
8. Completion of all Education courses except Student Teaching Seminar (EDU 430) and Directed Teaching (EDU 450);
9. Completion of all courses in the major(s) and minor(s);
10. Completion of all general education courses required by SAU and the MDE;
11. A favorable recommendation by the student’s major department(s);
12. A favorable recommendation by the student’s minor department(s);
13. A favorable recommendation by the School of Education;
14. An acceptable recommendation by the Student Development Office (main campus location) or an acceptable Professional Behaviors and Dispositions form from the SOE Academic Advisor (off site location);
15. Acceptable Professional Dispositions and Skills evaluations;
16. Acceptable Pedagogical Knowledge, Skills and Dispositions evaluations;
17. Completion of the minimum 120 hours pre-student teaching field experience hours, documented on proper forms, and provided to the School of Education office at the site where the student is enrolled (see section entitled “Field Experiences” in this handbook);
18. Acceptable proof of liability insurance or a signed waiver as designated by the SOE;
19. Presentation of a valid CPR (**Child and Adult**) card and valid First Aid card from one of the MDE’s approved providers. Visit <http://www.michigan.gov/teachercert> to locate this list. These cards must be valid at and through the time the candidate is student teaching (and valid cards are also required for certification. The actual cards must be presented to the

Coordinator of Teacher Education Certification and Undergraduate Program Compliance, SOE receptionist or SOE Academic Advisor; and

20. Elementary candidates must pass the MTTC subject area test in elementary education and secondary candidates must pass the MTTC subject area test in their major prior to the first day of student teaching.

A request for an exception to any one of the student teaching requirements should be considered to the student to be a highly unusual one with no guarantee that it will be granted. In order for it to be granted, it requires approval by vote of two-thirds of the members present at the meeting at which the candidate's petition is considered; this is generally a meeting of the School of Education Executive Team, but could be a meeting of the School of Education faculty.

The procedures for an exception are articulated on p. 31, in the section entitled "School of Education Petitions." For example, students are expected to plan coursework accordingly, so that all their education program coursework is completed prior to the professional semester. If a student has a dire, unavoidable need to take a course concurrent with or after student teaching, the student must initiate the exception to policy waiver by completing a School of Education Undergraduate Petition Form.

## **Student Teaching Application Process**

Before student teaching can begin, the student must take the following steps:

1. Meet with the Placement Coordinator to submit the *Application for Professional Semester*, discuss the placement process, any necessary petitions, required documents that must be in place prior to student teaching, and the most recent SOE audit. Students at off-campus locations must arrange to meet via videoconference.
2. Meet the requirements for student teaching listed on previous page of this SOE handbook.
3. Be approved for student teaching by a vote of the SOE Executive Team. This is based on a review of the student's qualifications and the recommendations of the major/minor departments.
4. **Read for understanding and be responsible for knowing the information in the SOE Student Teacher Handbook.**
5. Register for student teaching with the SOE Placement Coordinator or the SOE Academic Advisor. Registering for the professional semester cannot be completed by the student, but must be submitted by the one of the two staff members above.

Please be aware that if there are MULTIPLE PLACEMENTS during the student teaching assignment(s), registration will most likely be adjusted to include some hours in Interim or May/Summer terms (dependent on the particular situation.) This process is done near the beginning of the professional semester by the Registrar to reflect that the days of actual student teaching are counted during the correct term. The adjustments to registration are communicated to the Business Office and the student will learn about the changes when billed. We strongly encourage students to review their placement schedule

and discuss how this may affect their situation and financial planning with a Financial Aid Counselor.

6. The semester immediately prior to student teaching, prospective student teachers will be **required** to:
  - a. Register with a substitute teaching service and provide proof to the School of Education that the appropriate check has been done and that no prohibition to school employment under MCL 380.1230 and MCL 380.1230a was found. An e-mail from the service to the SOE Undergraduate Program Secretary noting eligibility to substitute teach will suffice; OR
  - b. Have a Criminal History Record Check done by the school where they will student teach, and ask the school to provide proof to the School of Education that no prohibition to school employment under MCL 380.1230 and MCL 380.1230a was found; in this case, the student may request a “red-light, green-light” letter from the school that received the CHRI report, to be sent to the SOE Undergraduate Program Secretary

**Inaccurate answering** of a conviction or pending conviction question is considered fraud and may be automatic cause for denial of teacher certification by the Michigan Department of Education or denial of the privilege to participate in student teaching by the Spring Arbor University School of Education.

7. **Prior to the student teaching semester, all candidates MUST join a professional organization that provides liability insurance to educators for school related activities OR present a signed waiver.** Recommended organizations include:
  - Student Michigan Education Association at <http://www.mea.org>
  - Christian Educators Association International at <http://www.ceai.org>
  - Association of American Educators at <http://www.aeteachers.org/>

Students are responsible for making application and for their own membership fees. This will be explained in greater detail during the placement interview.

## **Important Dates to Remember**

An acceptable application for student teaching must be received in the School of Education Office by the following dates:

- Fall Student Teaching - Candidates who plan to student teach during the fall semester must **submit their completed application packet** to the School of Education Office by **February 1 of the prior spring semester on main campus and February 15 at off-site locations.** Each candidate should also plan to take and pass the required MTTC subject area test between January and April of the prior spring semester.
- Spring Student Teaching - Candidates who plan to student teach during the spring semester must **submit their completed application packet** to the School of Education Office by **September 15 of the prior fall semester on main campus or September 15**

**at off-site locations.** Each candidate should also plan to take and pass the required MTTC subject area test between September and December of the prior fall semester.

- International Student Teaching or Chicago Semester - Candidates desiring to teach overseas or in the “Chicago or Guatemala Semester” should apply one year prior to the targeted professional semester. Students are encouraged to contact the Placement Coordinator for application information and to complete all procedures effectively and efficiently.

## **Pre-Student Teaching Practicum (EDU 385)**

The School of Education may require some student teaching candidates to successfully complete a full semester practicum prior to being granted approval for student teaching. Such decisions are made when there are concerns regarding the student’s content knowledge, pedagogical skills, and/or Professional Skills and Dispositions.

A pre-student teaching practicum requires the student teacher candidate to work in a certified teacher’s classroom all day, every day. A range of 3-6 credit hours will be assessed for this practicum.

## **Student Teaching Placement**

(Refer to the Student Teacher Handbook for policy explanation and requirements.)

Student teachers should prepare themselves for placement by:

1. Contacting and visiting the cooperating teacher as soon as placement is confirmed;
2. Conferring with the cooperating teacher about pre-student teaching classroom visits prior to student teaching to become familiar with routines and materials;
3. Submitting a brochure or letter of introduction to the classroom teacher to be made available to parents and other staff members;
4. Collecting and reviewing materials for student teaching;
5. Clarifying the expectations, times and dates for the start of the placement;
6. Giving the cooperating teacher the student’s contact information, especially summer contact information if applicable; and
7. Communicating any questions, concerns, or placement information corrections to the Placement Coordinator for student teaching.

## **Student Teaching Professional Semester**

The professional student teaching semester should typically be completed in the final semester in which the teacher candidate is at the university. The professional semester shall be governed by

the policies and procedures as articulated in the School of Education *Student Teacher Handbook* (<http://sites.arbor.edu/soe/forms/>).

Some of the policies that the faculty of the SOE deem helpful for the teacher candidate to know prior to the professional semester are listed below. The professional semester is carefully crafted to provide the student teacher with an optimal experience designed for them to gain the professional and pedagogical skills required of all entry-level teachers. Requests for exceptions to SOE policies regarding the professional semester must be initiated by written SOE Undergraduate Petition form available at the SOE front desk staff or the TESA. Consideration of petitions is handled as noted in the “Petitions” section of this handbook.

The focus of the student’s attention during the professional semester must be on student teaching. The SOE will require accurate disclosure of any classes, extracurricular activities, and/or work in which a student wishes to engage during the student teaching semester. If approved by the SOE Executive Team, the SOE still reserves the right to limit or eliminate any or all of these activities (class, work, extracurricular) if deemed that they are negatively affecting the professional semester. Failure to honestly represent one’s involvement or failure to limit or eliminate such activities when directed may result in termination of the student teaching experience.

If a student must work during the professional semester, a limited number of hours per week may be accepted by the SOE. A student who anticipates working or being involved in activities such as coaching must petition with sufficient rationale and schedule detail to show that such activities will not interfere with student teaching responsibilities and attendance at/participation in the required student teaching seminar (EDU 430).

If a student wishes to participate in a University-sponsored activity, such as a varsity sport or a dramatic or musical production, the student must petition with supporting rationale showing that it will not interfere with the student teaching experience. A copy of the performance schedule as well as a copy of the practice/rehearsal schedule must accompany the petition. In some cases a letter from the cooperating teacher may be required so that the SOE has documentation that the cooperating teacher is aware of and does not oppose the unusual exception to expected student teacher availability

Placement farther than a 50-mile radius of the Spring Arbor University campus is considered *student teaching at a distance*. The candidate must initiate a written petition to *student teach at a distance* at least a semester in advance. It is not automatic that a student will be approved for being placed at such a distance from the main campus that SAU personnel cannot supervise and/or provide support in person. **Any additional expenses incurred by SAU for placement of a student teacher outside of normal student teaching placements of 50 miles will be the responsibility of the student.**

If a student is considering student teaching *INTERNATIONALLY, through the GUATEMALA or CHICAGO SEMESTER or is a candidate in the SAU Urban or International Educational Leadership endorsement program, the student must initiate meetings with the Placement Coordinator and the Coordinator of Oversees Student Teaching ONE FULL YEAR* in advance of the expected professional semester.

The **placement of all student teachers will be arranged by the Placement Coordinator** with schools that are willing to act as hosts to our candidates. Each student may request up to three placement locations/districts in which to be placed. Informal contacts made by the candidate should be reported to the Placement Coordinator during the placement interview, so formal contact with the school can be made, if deemed appropriate. But each student should be prepared to live in a location near where the placement is made, even if there is lack of convenience or greater expense.

A good faith effort will be made by the School of Education to place all qualified student teacher candidates. However, student teachers are allowed in a school at the invitation of and continued approval and support from the personnel of the host school system. There are MDE rules, SOE policies, and school districts protocols that must be followed by the SAU Placement Coordinator before a placement can be confirmed. Therefore, Spring Arbor University cannot guarantee placement in response to a student request for a specific teacher or grade level, a certain building, or even within a certain district. The School of Education reserves the right to determine and place student teachers in suitable placements that meet the criteria required for MDE teacher certification.

Once a placement is made, the student teacher should not make any changes in assignment on his or her sole initiative. If the host school makes a change, the student teacher should immediately contact the faculty member under whom he or she is registered for EDU, SED, ECE, or TSL 450.

While a student teacher with a major in **Special Education: Learning Disabilities (LD)** may be permitted to student teach at a distance and take the education seminar (EDU 430) online, it should be noted that if the Special Education: Learning Disabilities seminar is only offered in a face-to-face format on main campus in that term, the student teacher will be required to return to the main campus or other designated site for the Special Education: LD Seminar.

The **duration** for the student teaching experience will be a full school day for a set number of weeks in the spring or fall semester for elementary or secondary certification. The number of weeks varies according to the differing experiences required by the student's selection of major/minor and endorsement areas. A single elementary or secondary placement is 15 weeks. For elementary candidates seeking endorsements in early childhood education or special education, an additional student teaching placement is required. For elementary candidates desiring to student teach in their content area in a Middle School setting, an additional placement is required. A Middle School student teaching experience is advisable for elementary candidates pursuing an endorsement recognized as a "high need" subject area.

**Personal illness, emergencies, weather related cancelation of school**, etc., may require the extension of a placement or placements in order to meet the time requirements established by the SOE. Any exception to this policy must be initiated early and in a timely manner by the applicant through the petition process and approved by 2/3 vote of the E-Team of the SOE.

Students who receive an unsatisfactory disposition (i.e., a "0" or "1") after having been approved to student teach, but prior to starting their student teaching assignment, may have their student teaching semester site location changed or the student teaching semester may be delayed, revoked, and/or implemented under contract.



Students for whom additional support (above and beyond the regular assistance from the University supervisor) is deemed necessary by the SOE will be expected to agree to a CONTRACT as a condition to beginning and/or continuing student teaching. **Failure to comply with the contract on the part of the student may result in termination of the student teaching experience.**

The student teacher is a **Professional Mentored Guest** who is expected to perform and behave accordingly. For those who encounter “challenges” during student teaching the SOE has a policy to support all of the parties involved – the student teacher, the cooperating teacher, the host school, and the classroom students. This policy and its outcomes are available in the Student Teaching Handbook and from the SOE.

**Student Teaching Seminar (EDU 430)** is a required and separate course taken concurrently with the student teaching experience. The Seminar course must be passed with a 2.0 or better. In unusual circumstances, a student may petition to take another class concurrent to Seminar during the professional student teaching semester.

Student teachers will receive a **grade of an “S” for satisfactory or a “U” for unsatisfactory** achievement during student teaching. An “S” is one of the requirements for the student to be recommended by SAU to the Michigan Department of Education for certification and/or endorsement. Details about the expectations, the format, and the evaluation of the student teaching experience are outlined in the *School of Education Student Teacher Handbook*.

## CERTIFICATION REQUIREMENTS

The SOE will recommend those candidates for certification to the MDE who meet the following requirements:

1. Bachelor's degree from SAU or from a regionally accredited college or university.
2. Final "clearance" from the Office of Academic Registration and Records for students completing bachelor's degree with SAU.
3. A minimum cumulative grade point average of **2.70** (GPA calculated only from courses taken at SAU, no transfer courses).
4. A minimum **2.70** grade point average in **each content area major and minor**.
5. A minimum **2.70** grade point average in either the Elementary Planned Program and the Elementary Professional Program and Reading courses **OR** the Secondary Professional Program.
6. A minimum grade of **2.0** in each individual course in the sequence of Education courses (unless a higher grade for the course is specifically noted) and each individual course in the major and minor(s).
7. A satisfactory recommendation from the cooperating teacher(s) for the student teaching final evaluation.
8. A satisfactory recommendation from the university supervisor for the student teaching final evaluation.
9. Presentation of a valid CPR (**Child and Adult**) card and valid First Aid card from one of the MDE's approved providers. Visit <http://www.michigan.gov/teachercert> to locate this list. These cards must be valid at the time the candidate is recommended to the MDE for certification. The actual cards/certificates must be presented to the Coordinator of Teacher Education Certification and Undergraduate Program Compliance, SOE receptionist or SOE Academic Advisor.
10. Submission of completed request form including conviction disclosure statement. A candidate for certification must answer questions regarding conviction(s) or pending conviction(s) of a misdemeanor or felony on the Certification Request Form. Inaccurate responses can be considered fraud by the MDE and may be grounds for automatic denial or revocation of certification by the MDE.
11. Final "clearance" from the SAU Registrar's Office
12. Final "clearance" of account from the SAU Business Office.

13. Successfully passing the appropriate subject area MTTC. To register for the MTTC, log onto <http://www.mttc.nesinc.com>. See the website for a detailed schedule of dates, times, and locations for the test of interest.
- Students seeking **CERTIFICATION in Elementary Education** must pass the Elementary Education MTTC. Optional tests may be taken in the appropriate subject area(s) (major or minors) and, if passed, the student will be eligible to add subject area endorsements to the K-5 Elementary Provisional Certificate for grades 6- 8, K-8, K-12 depending on the major or minor. Students who pass the MTTC will receive a “passed” notification from the testing service about 4 weeks after the test date. The minimum passing score is 220.
  - Students seeking **CERTIFICATION in Secondary Education must pass the subject area test in the appropriate major**. Students who successfully complete the MTTC will be eligible for a Secondary Provisional Certificate with endorsements in the appropriate subject area(s) (major or minors) for grades 6-12 or K-12 depending on the major or minor. Passing the MTTC subject area test in the minor is optional, but strongly recommended for increased marketability. Students who pass the MTTC will receive a “passed” notification from the testing service about 4 weeks after the test date. The minimum passing score is 220.
  - Students seeking **Secondary CERTIFICATION with a Learning Disabilities major** are highly encouraged to take the Elementary Education MTTC in addition to the subject area test in the major. Passing the test in the area of the minor is optional, but is highly recommended for marketability. Passing the Elementary Education MTTC will help to make the student more highly qualified. There may be additional requirements depending on the teaching assignment secured after completion of the program. Students who pass the MTTC will receive a “passed” notification from the testing service about 4 weeks after the test date. The minimum passing score is 220.
14. Submission of the Michigan Online Educator Certification System (MOECS) application. This online application should be completed once **all** requirements (including passing required MTTC tests) have been successfully completed.

### **Recommendation to Michigan Department of Education**

Recommendation for certification must be made within five years of completing the program requirements and successfully passing the required MTTC official scores (with official scores on file at SAU). The five-year window begins with the date of completion of the requirement noted above - whichever date occurs first. Endorsements that are not added at the time of initial certification are subject to the same five-year window. **Students must access the Certification Podcast on the SAU Blackboard to receive specific instructions and forms for initiating the certification process. Access to this blackboard site will be provided to students near the end of their Professional Seminar course during the Professional Semester.**

A recommendation from SAU to the MDE for certification does not guarantee that the applicant will be certified. If the aspiring teacher fails to pay the certification fee to the MDE, or has convictions or pending convictions of certain felonies and/or misdemeanors, or fraudulently covers up such convictions, this may result in denial of certification by the State. The MDE reserves the right to change or update certification requirements at any time. All MDE requirements supersede policies stated in this School of Education Undergraduate Student Handbook and the Spring Arbor University catalog.

Teaching certificates may be transferred from one state to another, if the two states have completed a reciprocity agreement. The National Association of State Directors of Teacher Education and Certification (NASDTEC) has helped broker an agreement between most of the states in the US and provinces in Canada. For more information about transferring a license, please consult <http://www.nasdtec.net/?page=Interstate> and then contact the agency that handles teacher certification in the state or province to which you intend to move. The Michigan Department of Education will not necessarily have the latest information about transferring certificates to another state.

## FINANCIAL AID AND SCHOLARSHIPS

Various types of financial aid and scholarships are available to students of SAU. Information about grants, scholarships, loans, and employment (work study) is available in the Financial Aid Office.

The following scholarship is available to any degree-seeking School of Education student at any site who has an academic major or minor in a high need content area as defined by the U. S. Department of Education.

### **TEACH (Teacher Education Assistance for College and Higher education) Grant –**

The purpose of this grant is to provide tuition assistance to students who agree to teach full-time (at least 51% of the school day) for at least four years in high-need subject areas at schools designated by and registered with the federal government. These schools serve students from low-income families. TEACH grants can be pro-rated for part-time enrollment. In exchange for receiving a TEACH grant, the college student must agree to serve as a full-time teacher in a high need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH grant, a student must teach for at least four academic years within eight calendar years of completing the program of study for which the student received the grant.

Students that are interested in the grant must print the SAU TEACH Grant application documents, complete and submit them to the School of Education for verification. A link to the SAU TEACH Grant Packet can be found at <http://www.arbor.edu/admissions/financial-aid/financial-aid-resources/grants/teach/>. TEACH Grant applicants must also complete TEACH Grant counseling online and sign the Agreement to Serve at the Federal Government website: <https://teach-ats.ed.gov/ats/index.action>.

**After** reading the documents in the SAU TEACH Grant Packet, please contact Rashell Johnson or Pam Gregory with questions. TEACH grant program policies are subject to change per the U. S. Department of Education.

### **SCHOOL OF EDUCATION SCHOLARSHIPS**

The following scholarships are specifically designated for full-time, main campus School of Education students. The recipients are selected by the SOE faculty (unless specifically noted) in the spring and announced at the Spring Honors Chapel. Any changes in the criteria for these scholarships must be made in consultation with original donor(s) or their family.

To assure consideration by the School of Education faculty, students are encouraged to submit an application for one or more of the following scholarships. The forms may be picked up from the SOE Reception Desk or at <http://sites.arbor.edu/soe/forms>. Applications are due by January 15 for scholarships granted during the next academic year, and may be turned in at the SOE Reception Desk or to Pam Gregory. Students who submit an application will receive primary consideration from the faculty. Failure to submit an application does not preclude an award with

the exception of the Jolene Pearl scholarship, for which a student must apply. Please take care to only apply for the Pearl scholarship if you are eligible.

**Roancy (Osborne) Aubin Endowed Scholarship** – Recipient is selected by the School of Education faculty.

The following are criteria for this scholarship:

- (1) Recipient must be accepted into the School of Education
- (2) Recipient must be a full-time student
- (3) Recipient must have a GPA of 3.0 or above
- (4) Recipient must have a financial need, not necessarily shown on a financial aid form
- (5) Recipient must show a strong Christian commitment

**Ken and Estelle Beardslee Family Memorial Endowed Scholarship Fund for Teacher Education** – This scholarship is established with gratitude toward God for many years of marriage and a devoted family. The Ken and Estelle Beardslee family have felt the blessing of God upon their lives in numerous ways. Their four children – Janice, Linda, Kendra, and Paul – have blessed their home; and through hard work, faith, and serving others, they have found fulfillment. Ken devoted forty-one years of his life to Spring Arbor University, serving as professor, coach, business manager, and Vice President for Business Affairs, from 1951 to 1992. Ken and Estelle and their four children are all alumni of SAU. Education has been a priority in their lives, as indicated by the fact that at least twenty-four members of their extended family have become teachers – most of whom are SAU alumni. They wish to pass this legacy on to other young people who believe in the value of Christian higher education.

The following are criteria for this scholarship:

- (1) Recipients must be entering their junior or senior year, pursuing an education major and/or planning to enter the teaching profession.
- (2) Recipients must have a minimum GPA of 3.0.
- (3) The selection of student recipients will be made by the University Financial Aid Committee.
- (4) This fund may be increased at any time by any donor who agrees to the stated guidelines.

**Warren and Myrt Dexter Endowed Scholarship** – The purpose of this scholarship fund is to honor the legacy of Warren T. and Myrt Dexter in the field of education. With over 75 years of combined service to the educational communities of the greater Jackson, Michigan area, including Spring Arbor University, their dedication to education, particularly Christian education, is evident. Warren graduated from Spring Arbor High School in 1961 and met Myrt when they attended Spring Arbor College, both graduating in 1965. They were married soon after graduation and began their careers in education. The Dexter's' personal legacy includes a Christian heritage which their sons, Daryl and Terry, are blessed to present to their families. This scholarship fund is intended to provide financial assistance to Christian elementary education students at SAU as they pursue the dreams and goals that God has set before them in their life's journey.

The following are criteria for this scholarship:

- (1) Recipient must be pursuing a career in elementary education.
- (2) Recipient must have a GPA of 3.0 or above.
- (3) First priority given to students who profess a personal relationship with Jesus Christ.

**Jack E. Esterline Teacher Education Scholarship** – This scholarship was established to assist students preparing for careers in education. Awards from this fund will be granted by the University (with School of Education recommendation) to one student per year. Application from the student is not required.

The following are criteria for this scholarship:

- (1) Recipient must be accepted into the School of Education
- (2) Recipient must be a full-time student
- (3) Recipient must demonstrate a Christian commitment and meet the intent of the SAU Concept.

**Dr. Wayne G. and Marilyn J. Greve Scholarship Fund for Teacher Education** – The purpose of this scholarship fund for teacher education is to provide financial assistance to students of Spring Arbor University who are pursuing careers in education. Dr. Greve is a graduate of Spring Arbor High School, class of 1946, and Spring Arbor Junior College, class of 1950. He earned his doctorate in Education (Ed.D.) from Greenleaf University in St. Louis, Missouri and spent 37 years as an educator, retiring from formal teaching in 1995. Marilyn Greve is a retired business owner. Together, the Greves continue to serve the Lord Jesus and, as a means through which to perpetuate their legacy of honoring Christ in all things, they hereby establish this endowed fund.

The following are criteria for this scholarship:

- (1) Recipients must be preparing for careers in teaching for the educational institutions of the United States or for mission schools around the world.
- (2) Recipients must embrace and profess the high ideals of Christianity.
- (3) Recipients must be well qualified academically and have a minimum GPA of 3.0.

**The Hammond Sisters Teacher Education Scholarship Fund** – The purpose of this scholarship is to honor the legacy of Bernice Hammond Cain, Gladys Hammond Welsh, and Vida Hammond Demaray through scholarship assistance to students in the School of Education at Spring Arbor University. Bernice, Gladys, and Vida attended Spring Arbor High School and Junior College, where they met their respective husbands, in the early 1930's.

It is the hope of the Hammond family that the scholarships provided through this fund will encourage and assist students as they pursue a quality Christian education at SAU ... *a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.*

The following are criteria for this scholarship:

- (1) Recipients must be full-time sophomores, juniors, or seniors enrolled in the SOE.
- (2) Preference shall be given to students who have chosen a Special Education major.
- (3) Recipients must maintain a GPA of 3.0 or higher.

**Marion Harrow Memorial Endowed Scholarship** – This scholarship was established as part of the Fund for Student Excellence to assist students at Spring Arbor University who are preparing for careers in education. To honor the legacy of Marion Harrow the Davison Free Methodist Church helps support the scholarship named in honor of Marion Harrow. She served in public education for decades including as the principal of an elementary school in Flint, Michigan, that is now named in her honor.

The following are criteria for this scholarship:

- (1) Recipients must be eligible to receive scholarship assistance in accordance with the guidelines of the University.
- (2) Preference will be given to students from the Davison Free Methodist Church, and then to others as funds are available.
- (3) Eligible students will be juniors and/or seniors enrolled in Spring Arbor University's teacher education program.

**Robert and Karen Lloyd Endowed Scholarship for Teacher Education** – Believing in the value of private Christian higher education and understanding that costs will continue to increase, we establish this scholarship to assist students with unmet financial need who desire to attend Spring Arbor University.

The following are criteria for this scholarship:

- (1) Award recipients will be selected by the Office of Financial Aid (OFA) using information gathered through the FAFSA and family supplied information; preference may be given to students in the Secondary Education Program.
- (2) Students will be selected from among those who have been awarded any academic (merit-based) SAU aid that still remain among students identified by OFA with significant unmet financial need
- (3) For continued eligibility, recipients will have established/maintained a minimum GPA of 3.2.
- (4) A recipient needing to suspend schooling for a semester due to documented health reasons may be eligible to receive the scholarship award upon returning to the University if all other terms of the scholarship are met.
- (5) Students selected will express appropriate appreciation for the scholarship to the donors and be available to meet with them personally if requested to do so.

**Mark Orchard Educational Scholarship Fund** – This scholarship was established February, 1996, by Howard C. and Zetta V. Orchard as part of the Fund for Student Excellence to assist students for careers in education. The recipient is selected by the School of Education faculty.



The following are criteria for this scholarship:

- (1) Recipient must have a GPA of 3.0 or above
- (2) Recipient must be pursuing a full-time career in education, preferably in Christian education

**Jolene Pearl Christian Impact Scholarship** – The Jolene Pearl Christian Impact Scholarship is established as a part of the Fund for Student Excellence to assist students preparing for a career in education. Awards from this fund will be granted by the university (with recommendation from the School of Education) to one or more students who are pursuing teacher certification from Spring Arbor University.

The following are criteria for this scholarship:

- (1) Recipient must include a written statement of commitment to Jesus Christ
- (2) Recipient must have an acceptable GPA
- (3) Undergraduate recipient must be full time and at junior or senior status the fall semester following the scholarship application process and Post Bachelor recipient must be of acceptable status
- (4) Recipient must be qualified for admission to the School of Education
- (5) Recipient must submit a letter of recommendation, on church letterhead, from his/her pastor or minister along with the application

**Lura M. and Edith Shumway Fund for Future Teachers** – Established in March 1997, for the purpose of assisting Spring Arbor University students preparing for careers in elementary education. The recipient is selected by the School of Education faculty. Application from the student is not required.

The following are criteria for this scholarship:

- (1) Recipient preference is given to students from Branch or Hillsdale Counties, and then to others as funds are available
- (2) Recipient must be enrolled in the School of Education Program with an **emphasis on elementary education**
- (3) Recipient must be an undergraduate student

**Nathalie McDonald Smith Teacher Education Scholarship** – Recipient is granted this scholarship for one year only. He/she is not eligible for this same scholarship again. Recipient is selected by the School of Education faculty.

The following are criteria for this scholarship:

- (1) Recipient has demonstrated scholarly abilities in course work
- (2) Recipient must be at junior status in teacher education at the time of selection
- (3) Recipient must display an orientation for service in educational related activities
- (4) Recipient must appear to have potential for long-term success in the profession
- (5) Recipient must demonstrate the highest standard of Christian life and enrollment
- (6) Recipient must meet the intent of the Spring Arbor University mission

# SPECIAL PROGRAMS FOR SPRING ARBOR UNIVERSITY SCHOOL OF EDUCATION TEACHER EDUCATION CANDIDATES

*The following endorsements are in no way related to or recognized by the MDE.*

## **Association of Christian Schools International (ACSI)**

ACSI is recognized as one of the largest teacher certification bodies for national and international Christian schools and provides an additional teacher certification opportunity for students desiring to teach in Christian schools nationally or internationally.



The SOE is partnering with ACSI to offer a recognized teacher certification for candidates desiring to teach in Christian schools. In addition to a teaching certificate from the MDE, SAU education students will be able to add a second certification desired and recognized by thousands of Christian schools worldwide. A candidate must successfully meet the requirements for certification from the MDE to be eligible to earn this specialized teaching certificate.

Students desiring to add this additional teaching certification to their Michigan Department of Education teacher certification must complete a number of steps. These include:

1. Successful completion of EDU 210 – *Foundations of Christian School Education* with a “C” or better;
2. Successful completion of six (6) hours of Bible courses;
3. 20 hours of structured field experience in a Christian school;
4. Development of a written biblically based philosophy of education;
5. Demonstration of ability to integrate biblical truth and principles within lesson plan and instruction;
6. Make application to and be accepted into the SOE’s ACSI program;
7. Successfully complete specific assignments related to ACSI accreditation within identified regular and special education courses;
8. Successfully complete the SAU specified education program(s) including student teaching; student teaching in a Christian school is not a requirement for ACSI teacher certification but it is encouraged; and
9. Recommendation to the Michigan Department of Education for certification; alternate arrangements may be considered if the candidate is initially certifying outside Michigan, or if the candidate is already certified.

Students also desiring Early Education (EE) certification with ACSI need the following:

1. Students must complete all steps for regular ACSI teacher certification;
2. At time of application, be sure to indicate interest in adding the EE certification;
3. Students must complete a one (1) credit course: Principles and Practices of Christian Early Education (course offered online for \$79);
4. Students must successfully complete Infant/Child CPR; and
5. Student teaching experience in a Christian pre-K program is encouraged.

Process for Students seeking ACSI K-12 Teacher Certification:

1. Students must successfully complete EDU 210 *Foundations of Christian School Education* with a 2.0 (“C”) or better;
2. Students make application to the SOE for acceptance into Christian school education track by submitting a:
  - Written application;
  - Signed intent form stating their understanding of the program requirements and intent to complete the program;
  - Signed form stating their agreement with the ACSI statement of faith;
3. Students develop and submit to Dr. Linton a written biblically based philosophy of education, which he will examine; upon completion of the student teaching experience, ACSI program candidates are expected to submit an updated biblically based philosophy of education.
4. Upon satisfactory completion of the SOE teacher education program and examination of the philosophy of education, ACSI program students complete the appropriate paperwork for ACSI teacher certification. Dr. Linton then submits verification of student eligibility for certification to ACSI; and
5. Students successfully completing the ACSI teacher certification will be recognized for their accomplishment.

Contact Person: Dr. Dale Linton, [dale.linton@arbor.edu](mailto:dale.linton@arbor.edu), 517.750.6413 (x1413)

## **SAU Endorsement in International Education Leadership**

This endorsement *IS HIGHLY RECOMMENDED* for students who anticipate/plan to student teacher and/or teach (post-graduation) in an international setting. Fulfilling these additional requirements will introduce teacher education candidates who have a desire and heart for international education to specific knowledge and skills necessary to be effective in an international setting.

### Required Courses:

EDU 290 Independent Study (1)  
EDU 390 Independent Study (1)  
SOC 311 Racial and Cultural Minorities (3) OR SOC 314 Cultural Anthropology OR COM 368  
International Communication (3)

### Recommended Course:

EDU 210 Foundations of Christian School Education (2)

### Directed Teaching and Seminar

Teaching Internship (EDU 450) done in an international placement is strongly recommended  
Required presentation in EDU 430 Online Seminar  
Comprehensive Thesis Presentation/Documentation

### Cross Cultural Studies

COR 275 Cross Cultural Studies must be in an international setting. Special arrangements will be made for those waiving the requirement due to significant international experience.

### Field Participation Hours

At least 40 hours must be completed in a pre-approved school setting with a significant international school population and/or tutoring a non-native speaker at Spring Arbor University or another approved setting.

Contact Person: Prof. John Williams, [john.williams@arbor.edu](mailto:john.williams@arbor.edu), 517.750.6631 (x1631)

## **SAU Endorsement in Urban Education Leadership**

The Urban Education Leadership Endorsement will cultivate an appreciation and love for urban students through coursework that provides an introduction to the knowledge and skills specific to teaching in the urban education setting.

### Requirements

EDU 210 Foundations of Christian School Education (2)  
EDU 290 Independent Study (2) – field based content/expectation  
EDU 390 Independent Study (2)  
SOC 300 Urban Sociology (3) OR SOC 311 Racial and Cultural Minorities (3)

### Directed Teaching and Seminar

Teaching Internship (EDU 450) must be done in an urban setting  
Required presentation in EDU 430 Online Seminar  
Comprehensive Assessment Presentation/Documentation

### Urban Visits

Candidates participate in two all-day trips arranged by the School of Education.

### Field Participation Hours

At least 40 hours must be completed in a pre-approved urban setting.

### Professional Learning Communities

Participation as designated by the School of Education Endorsement Leadership Team.

Contact Person: Prof. John Williams, [john.williams@arbor.edu](mailto:john.williams@arbor.edu), 517.750.6631 (x1631)

## **Jack Esterline Honors and Leadership Preparation Program**

The Jack Esterline Honors and Leadership Preparation Program is a special program open to teacher education students who are accepted and in good standing with the University's honors program. The E.P. Hart Honors Program is a highly selective Spring Arbor University program that is designed to provide academically gifted students with an enriched general education curriculum that includes collaborative research, one-to-one mentoring, and personal advising with faculty.

The School of Education (SOE) extends an offer to E.P. Hart Honors students who wish to become teacher candidates to challenge you to a higher level of academic rigor, servant leadership training, and contact with education faculty and professionals through the Esterline Honors Program.

The goal of the Esterline Honors Program compliments the goal of the E.P. Hart Honors Program, as we strive to instill in students the desire to pursue God's call to excellence, exemplary and intense study and application of teacher education within a Christian framework. See <http://sites.arbor.edu/soe/honors> for more information.

Admission to the Jack Esterline Honors and Leadership Preparation Program is based upon the following:

- 1) Acceptance into the E.P. Hart Honors Program, and good standing thereafter;
- 2) Acceptance into the School of Education by the end of the first year of study, and good standing thereafter;
- 3) Participation in all activities and events sponsored by education faculty for SOE Honors students, including completion of an education-related honors thesis.

Contact Person: Dr. Reuben Rubio

## USEFUL WEBSITES & FORMS

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### Spring Arbor University School of Education Websites

<http://sites.arbor.edu/soe> (for current students)

<http://www.arbor.edu/academics/school-of-education/> (for prospective students)

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### Michigan Test for Teacher Certification

<http://www.mttc.nesinc.com>

(800) 823-9225

see website for dates and locations; **tests are not offered on all dates or at all locations**

Please note that the cost of computer-based tests is greater than paper-based ones. Computer-based tests are also offered more frequently

(contact Professor Tovah Sheldon, [tovah.sheldon@arbor.edu](mailto:tovah.sheldon@arbor.edu), 517.750.6452 (x1452)  
for Blackboard-based study materials)

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### Teacher Education Computer Proficiency Exam

<http://sites.arbor.edu/soe/technology/>

All Exams are held in White Library Quiet Lab. See URL above for registration and date information.

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### Michigan Department of Education Certification Information

<http://www.michigan.gov/teachercert>

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## Relevant Curriculum Standards

*Common Core and Next Generation Science Standards  
Michigan Merit Curriculum*

<http://www.michigan.gov/mde>

Select “College and Career Ready,” then “Graduation Requirements & Standards,” then “Standards” and then select your area of interest.

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## Relevant Standards for Undergraduate Education

*Program (content) standards for each area (major, minor)  
CSET - Content Standards for Michigan Teachers (elementary)  
InTASC - Professional Standards for Michigan Teachers  
TEAC - Teacher Education Accreditation Council*

<http://sites.arbor.edu/soe/standards/>

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## Application Materials for the Professional Semester

<http://sites.arbor.edu/soe/student-teaching-application/>

Applications are due at the time of the Student Teaching Interview with the Placement Coordinator.

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## SOE Forms

<http://sites.arbor.edu/soe/forms>

**The student should always retain a copy of all petitions and/or other SOE forms and documents in a personal file.** The process of utilizing specific SOE forms is noted in the section of the SOE Handbook indicated below:

- Professional Dispositions and Skills Form – p. 20
- Pedagogical Knowledge, Skills and Disposition Form – p. 22
- Conviction Disclosure Form and Criminal History Report – p. 23
- Field Experience Form – p. 23
- SAU/SOE Petition Forms – p. 32
- Grievance/Complaint Form – p. 33
- Application for Professional Semester – p. 37
- Scholarship Application – p. 46

**Spring Arbor University 2015 - 2016 Academic Calendar\* for Campus Undergraduate Programs**

Fall Semester 2015

University Annual Meeting	August 27	Thursday
New Student Orientation	September 7–9	Mon – Wed
<i>Lo-down Event (sponsored by Student Development)</i>	September 9	Wednesday
Classes begin (7:45 a.m.)	September 10	Thursday
<i>Convocation</i>	September 11	Friday
Last day for class changes	September 15	Tuesday
Constitution Day	September 17	Monday
School of Education Colloquium (5:00 p.m.)	September 21	Monday
<i>Arbor Games Day (shortened class schedule)</i>	September 23	Wednesday
<i>Homecoming Weekend</i>	October 2-3	Fri – Sunday
Meet Your Major	October 7	Wednesday
School of Education Colloquium (5:00 p.m.)	October 19	Monday
Fall Break (no classes)	October 23	Friday
Mid-semester grades due (12:00 noon)	October 27	Tuesday
Last day to withdraw from classes (5:00 p.m.)	November 6	Friday
<i>Fall Commencement</i>	November 21	Saturday
School of Education Colloquium (5:00 p.m.)	November 23	Monday
Thanksgiving Break begins (10:00 p.m.)	November 24	Tuesday
Thanksgiving Break ends (classes begin at 7:45 a.m.)	November 30	Monday
<i>Hanging of the Greens - Christmas Concert</i>	December 11	Friday
End of Fall Semester (Final exams, Dec. 14-16)	December 18	Friday
Final grades due (12:00 noon)	December 22	Tuesday

Interim 2016

Interim classes begin	January 6	Wednesday
Last day to withdraw from classes (5:00 p.m.)	January 14	Friday
Martin Luther King Jr. Day (no classes)	January 18	Monday
Interim exams/Last day of classes	January 26	Tuesday
Interim grades due (12:00 noon)	February 1	Monday

Spring Semester 2016

Classes begin (7:45 a.m.)	January 28	Thursday
Last day for class changes	February 2	Tuesday
School of Education Colloquium (5:00 p.m.)	February 8	Monday
Focus Series (no regularly scheduled classes)	February 17	Wednesday
Spring Break begins (10:00 p.m.)	March 4	Friday
Spring Break ends (classes begin at 7:45 a.m.)	March 14	Monday
School of Education Colloquium (5:00 p.m.)	March 21	Monday
Mid-semester grades due	March 22	Tuesday
Good Friday (no classes)	March 25	Friday
Easter Break (evening classes will meet)	March 28	Monday
Last day to withdraw from classes (5:00 p.m.)	April 1	Friday
Registration for 2016-2017 begins	April 5	Monday
School of Education Colloquium (5:00 p.m.)	April 18	Monday
End of Spring Semester (Final exams, May 11–13)	May 13	Friday
<i>Baccalaureate</i>	May 13	Friday
<i>Spring Commencements</i>	May 14	Saturday
Final grades due (12:00 noon)	May 17	Tuesday

(Summer term classes of varying lengths are offered in May through July.)

\*Where specific circumstances vary from normal procedures and schedules, catalog and university policy supersede dates listed above.