

ELEMENTARY EDUCATION (NEW EFFECTIVE FALL 2022)

The B.A. in Elementary Education is designed for students interested in teaching in a self-contained classroom Birth to Kindergarten, Pre-Kindergarten through 3rd grade, and/or 3rd through 6th grade. The major provides a special focus on the strategies for the unique learning needs of children in these grade ranges. Students in the Elementary Education major are required to choose two concentrations from four options, at least one of which must be a grade band (2 or 3): 1) Birth to Kindergarten, 2) Pre-K to Third Grade; 3) Third Grade to Sixth Grade; 4) English as a Second Language. If a student chooses 1) Birth to Kindergarten, they must also choose 2) Pre-K- Third Grade.

The curriculum is designed for students to complete in sequential phases which are outlined in the Elementary Education Pathway to Teacher Certification. The pathway includes academic coursework, professional preparation (i.e., field experiences), and passing scores on the relevant Michigan Test for Teacher Certification (MTTC) exam(s), during or following student teaching.

Certification

The College of Education, Health, and Human Services recommends students for the Michigan Elementary Standard Teaching Certificate upon successful completion of the program and testing requirements. The Michigan Department of Education ultimately awards the certification.

Standard Teaching Certificate

The initial teaching certificate awarded to the beginning elementary school teacher is the Michigan Standard Teaching Certificate. This certificate is valid for teaching all subjects in Birth through Pre-kindergarten, Pre-kindergarten through third grade, and/or third grade through sixth grade. Students are able to obtain endorsements by completing the course work and successfully passing the Michigan Test for Teacher Certification (MTTC) in their grade band area. The Standard Teaching Certificate is valid for five years and can be renewed an unlimited number of times provided that renewal conditions are met. Legislative or other state action may change these specifications. Therefore, students are advised to contact the College of Education, Health, and Human Services' Office of Student Success (<https://umdearborn.edu/cehhs/cehhs-office-student-success/>) to learn of the most recent policies.

Apprenticeship Semesters

Each student enrolled in a teacher certification program at UM-Dearborn is expected to spend two full academic terms in apprenticeship work. The period of time is called the "apprenticeship semesters." This entails two full day's teaching load and all school-related activities at University-negotiated sites for two seven-week experiences in two different grade levels, ideally within the same school context. The apprenticeship semesters for those majoring in Elementary Education are as follows:

Elementary Apprenticeship Semester I

EDD 401: Apprenticeship I
EDD 449: ESL Methods
EDT 318: Learning Technologies in Content Areas

Elementary Apprenticeship Semester II

EDD 402: Apprenticeship II
EDD 409: Integrated Curriculum Methods

EDT 418: Learning Technologies in the Classroom

Professional Semester/Internship (Student Teaching)

Each student enrolled in a teacher certification program at UM-Dearborn is expected to spend one full academic term exclusively in professional work. This period of time is called the "professional semester." The Internship (student teaching) and its related seminar serve as the core for this particular term. This entails a full day's teaching load and all school-related activities at a University-negotiated site. The professional semester for elementary certification students is as follows:

Elementary Professional Semester

Code	Title	Credit Hours
EDD 435	Dir Teaching: Elementary Sch	10
EDD 437	Seminar: Teaching Elementary Grades	2
Total Credit Hours		12

Opportunities for directed teaching are available only in the University's fall and winter terms. Students wishing to elect the internship in the fall term are required to attend an application meeting the preceding September and those desiring to elect it during the winter term are required to attend an application meeting the preceding March. Meeting dates, times, and locations will be posted on the Field Placement Office website (<https://live-umdd.pantheonsite.io/cehhs/cehhs-office-student-success/field-placement-office/>). Requirements for acceptance into the professional semester are outlined in the Elementary Education Pathway to Teacher Certification.

Incompletes, Unsatisfactory Grades, and Withdrawals

No student will be assigned to, or registered for, directed teaching with incomplete work in the Professional Sequence of courses.

Any student, who has withdrawn from or received an unsatisfactory grade in the internship (student teaching), whether through the action of a school district, the University, or by personal choice, will have a request for future placement carefully reviewed by the College. Reassignment for the internship is not guaranteed, nor is it an automatic process.

Students must complete a remediation plan with the Field Placement Director which is subject to approval by the College's Administrative Council.

General Field Placement Policy

Students in the teacher preparation program are assigned field placements, either as apprentices or as interns (student teachers), in public or private schools. Field placement shall be made in accordance with the policies and procedures set forth by the College of Education, Health, and Human Services and in compliance with accreditation standards.

The student is expected to maintain professional dispositions in order to conform to the expectations of the placement school and the University. Appropriate academic preparation is required as outlined in the elementary and secondary programs of the College. Professional responsibilities during the Internship (Student Teaching) term are detailed in the "**Department of Education Clinical Experience Handbook**" which is located on the CEHHS Student Teaching Eligibility website. (<https://umdearborn.edu/cehhs/cehhs-office-student-success/field-placement-office/student-teaching-eligibility/>)

The public and private schools exercise the right to screen the University's students. Acceptance or rejection of students is not controlled by the University. A placement school may reject a University student for several reasons, including a lack of placement positions in the school or a determination that the University student's presence in the school or classroom may disrupt or interfere in some way with the educational process.

Currently there is no way in which the University can require the placement school to state specific reasons for rejection.

If a University student is repeatedly denied placement by the field schools, the College of Education, Health, and Human Services will recommend career counseling and terminate matriculation in the teacher certification program.

Licensure Statement

The pathways in our Educator Preparation Program were designed to satisfy educational prerequisites to initial and advanced licensure in only the state of Michigan. We encourage students to contact the appropriate licensing agency in the state in which they are located or, if different, the state in which they intend to seek licensure for more information. While the Educator Preparation Program pathways may or may not fully satisfy educational prerequisites to licensure in other states, academic advisors (<https://umdearborn.edu/cehhs/cehhs-office-student-success/academic-advising/>) work with students on an individual basis and are available to discuss teaching certifications and reciprocity opportunities in other states. In addition, the Education Commission of the States website (<https://www.ecs.org/teacher-license-reciprocity-state-profiles/>) provides solid information as to the expectations each state and the District of Columbia has for obtaining licensure beyond Michigan licensure.

Dearborn Discovery Core (General Education)

All students must satisfy the University's Dearborn Discovery Core requirements (http://catalog.umd.umich.edu/undergraduate/gen_ed_ddc/), in addition to the requirements for the major.

Core Course Requirements - 52 Credit Hours

Code	Title	Credit Hours
EXPS 298	Exploring Writing to Communicate, Learn, & Teach	3
EDM 290	History Education in Elementary Schools	3
EDM 291	Democracy and Education	3
MATH 381	Mathematics for Elementary Teachers 1: Attribution, Geometry, and Measurement	3
MATH 383	Mathematics for Teachers III: Whole Numbers and Operations	3
NSCI 231	Inquiry: Physical Science	3
NSCI 232	Inquiry: Earth/Planet Science	3
NSCI 233	Inquiry: Life Science	3
COMP 105	Writing & Rhetoric I	3
EXPS 250	Elem Ed Vis & Perf Arts	3
EDF 450	Health, Nutrition and Physical Activity for Children and Families	3
EDT 216	Introduction to Learning Technologies	1
EDA 306	Foundations of Professionalism in Education	3
EDA 200	Social Justice & Community Based Education	3

EDC 240	Psych of Child Development	3
EDC 300	Educational Psychology	3
EDC 431	Constructivist Education	3
EDC 439	Child Maltreatment and Trauma	3

Note: EDA 200, EDA 236, EDA 306 and EXPS 298 include assigned field experiences in the local community. All clearances must be on file with Office of Student Success prior to the beginning of the course.

Elementary Education Major Requirements

A minimum 2.75 GPA is required in the Elementary Education major.

Code	Title	Credit Hours
EDA 371	Reading Models and Methods	3
EDC 476	Literacy Assessmt for Instr	3
EDD 495	Elementary Social Studies Methods	3
EDD 452	Methods of Teaching Math K-8	3
EDD 485	Teach Science in the Elem Grd	3

Apprenticeship Credits for students selecting PK-3 and 3-6; PK-3 and ESL; 3-6 and ESL

Code	Title	Credit Hours
EDD 449	Tchng English as Second Lang	3
EDT 317	Learning Technologies in Content Areas	1
EDFP 401	Apprenticeship I: ESL	3
EDD 409	Integrated Curriculum Methods	3
EDT 418	Learning Technologies in the Classroom	1
EDFP 402	Apprenticeship II: Elementary	3

Apprenticeship Credits for students selecting B-K & PK-3rd

Code	Title	Credit Hours
EDD 423	Cross-disciplinary Emergent Inquiry Curriculum in B-K	3
EDFP 438	Apprenticeship I: Birth to Kindergarten	3
EDT 317	Learning Technologies in Content Areas	1
EDD 456	Intervention Strat EC Spec Ed B-K	3
EDFP 439	Apprenticeship II: Birth to Kindergarten	3
EDT 418	Learning Technologies in the Classroom	1

Student Teaching Internship - 12 Credits

Code	Title	Credit Hours
EDFP 435	Internship: Elementary School	10
EDD 437	Seminar: Teaching Elementary Grades	2

Students are required to select two concentrations from Birth-Kindergarten, Pre-K to 3rd Grade, 3rd to 6th Grade, and English as a Second Language. At least one concentration must be a grade band (i.e., Pre-K to 3rd Grade or 3rd to 6th Grade). Only one endorsement (i.e., English as a Second Language) may be selected. If a student selects Birth-Kindergarten they must also select Pre-K-3rd Grade.

Concentrations

Birth-Kindergarten Grade Band Concentration required courses

Code	Title	Credit Hours
EDA 210	Early Literacy: Birth to Kindergarten	3
EDC 440	The Child: Birth to Three	3
EDB 422	Lead,Advoc, Admin Early Ch Prg	3
EDC 325	Partnering with Families of Children with Disabilities	3
EDFP 326	GB Partnering with Families of Children with Disabilities Seminar	1
EDT 430	Assistive Technology	3

Students who select the B-K concentration need to also select the PK-3 concentration as their second concentration. Students can not select the 3-6, ESL, or LD concentrations with the B-K concentration.

PK-3 Grade Band Concentration required courses

Code	Title	Credit Hours
EDC 412	Social Devl/Pos Guidnce Techn	3
EDC 414	Early Child Ed Special Needs ¹	3
EDC 442	EC: Fam/Sch/Comm Collaboration	3
EDC 445	Develop Assess of Young Child	3
EDD 422	Teach Strategies Early Child B-K	3
EDD 446	Intervention Strat EC Spec Ed	3
EDA 219	Early Literacy: PreKindergarten to Grade 3	3
MATH 382	Mathematics for Elementary Teachers 2: Early Number Concepts	3

¹ Students selecting PreK to 3 must complete EDC 460 in place of EDC 414.

Students who are adding the 3-6 concentrations to the PK-3 concentration only need to select one of the following courses from each pair: EDC 412 & EDC 417, EDC 414 & EDC 460, and EDC 442 & EDM 450.

3rd grade - 6th Grade Concentration Required Courses.

Code	Title	Credit Hours
EDC 417	Mgmt of Classroom Behavior	3
EDC 460	Educating the Exceptional Chld	3
EDM 450	Intercultural Education	3
PDED 405	Sp Ed Legisln and Litigation	3
EDA 236	Literacy in Grades 3-9	3
EDM 292	The world around us: Integrated world geography for upper elementary teachers	3
MATH 384	Mathematics for Teachers IV: Fractions and Operations	3

Students who are adding the PK-3 concentrations to the 3-6 concentration only need to select one of the following courses from each pair: EDC 417 & EDC 412, EDC 460 & EDC 414, and EDM 450 & EDC 442.

Endorsements

Course requirements for English as a Second Language Endorsement

Code	Title	Credit Hours
EDC 455	Assmt: Sec Lang Learning K-12	2
EDC 490	Litrcy Instr & Assess for Els	3
LING 474	Second Lang Acquisition: Engl	3
LING 480	Concepts in Linguistics	3
or LING 280	Introduction to Linguistics	
LING 476	Sociolinguistics	3

Select one of the following:

Code	Title	Credit Hours
LING 461	Modern English Grammar	3
LING 425	Language and Society	4
LING 484	World Englishes	3
LING 482	History of the English Lang	3

Notes:

1. Minimum GPA's are required for program completion: 2.75 cumulative, 2.75 in major.
2. Advising Policy: The student is responsible for complying with requirements described in the Undergraduate Catalog as well as on the Elementary Education- Pathway to Teacher Certification. Students are expected to meet with their College of Education, Health, and Human Services advisor at least once per year and in the term prior to graduation.
3. Students are expected to complete all of the required clearances before participating in clinical field experiences.
4. Courses taken on a PASS/FAIL basis will NOT be accepted toward program completion.
5. The minimum number of semester hours required to graduate is 120.
6. CEHHS recommends successful program completers for State of Michigan Certification, however, it is ultimately up to the State of Michigan to issue certificates. Certain offenses on a criminal record can keep individuals from obtaining teacher certification. Please refer to The Revised School Code, Act 451 of 1976, section 380.1539b.
7. Students are required to pass all of the MTTC test for each concentration area selected (PK-3 or 3-6) to be recommended for certification.
8. Students must meet Dearborn Discovery Core requirements (http://catalog.umd.umich.edu/undergraduate/gen_ed_ddc/).
9. Students are required to earn a minimum of two credentials from the program (PK-3, 3-6, ESL).
10. Courses can be shared across concentrations (PK-3, 3-6, English as a Second Language) when students are earning more than one concentration.

Elementary Education- Pathway to Teacher Certification

The College of Education, Health, and Human Services (CEHHS) at the UM-Dearborn is committed to providing quality preparation for pre-service teachers. A screening procedure is employed to help identify

students most likely to achieve the level of excellence defined by the college. This screening procedure is divided into five successive phases. **Requirements at one phase must be successfully completed before continuing on to the next.** Students are also responsible for meeting all program requirements for their selected degree as listed in *Degree Works*.

Pre-Professional Studies

- Successful Completion of Pre-Professional Studies Courses (EDA 200, EDC 240, EDA 306 with EDT 216, EDC 300, EDC 431, and EDC 439)
- Completion of three field clearances: (<https://umdearborn.tfaforms.net/218248/>)
 - Criminal Background Check Consent Form
 - Video Recording Consent Form
 - Bloodborne Pathogens Training (<https://michiganvirtual.org/course/bloodborne-pathogens/>) (online module produces a PDF certification which should be uploaded to clearance form)
- Minimum Overall GPA of 2.75 required to move to Professional Studies
- Required Academic Advising Appointment Upon Completion of 36 Credits

Professional Studies

- Selection of Two Concentrations (at least one MUST be a grade band; PK-3 or 3-6)
- Successful Completion of EDA 371
- Successful Completion of at least 1 Content Methods Course:
 - EDD 452- Math Methods
 - EDD 485- Science Methods
 - EDD 495- Social Studies Methods
- Minimum 55 credits earned to move to Apprenticeship I
- Minimum GPA of 2.75 overall, in major, and in concentrations to move to Apprenticeship I
- Completion of Apprenticeship I Application (https://umdearborn.tfaforms.net/218253/?tfa_1201=Apprenticeship%20I)

Apprenticeship I

- Successful Completion of a Total of 2 Content Methods Courses:
 - EDD 452- Math Methods
 - EDD 485- Science Methods
 - EDD 495- Social Studies Methods
- Successful Completion of Apprenticeship I
 - EDD 449 and EDFP 401 and EDT 317 or
 - EDD 423 and EDFP 438 and EDT 317 (B-K and PreK-3 students)¹
- Minimum GPA of 2.75 overall, in major, and in concentrations to move to Apprenticeship II
- Completion of Apprenticeship II Application (https://umdearborn.tfaforms.net/218253/?tfa_1201=Apprenticeship%20II)

¹ These other Apprenticeship I and II courses are for students selecting both the B-K and Pre-K3 concentrations.

Apprenticeship II

- Successful Completion of Remaining Content Methods Courses
- Successful Completion of Apprenticeship II

- EDD 409 and EDFP 402 and EDT 418 or
- EDD 456 and EDFP 439 and EDT 418 (B-K and PreK-3 students)¹
- Completion of all remaining degree requirements including Dearborn Discovery Core.
- Minimum GPA of 2.75 overall, in major, and in concentrations to move to the Internship
- Completion of the Internship Application (https://umdearborn.tfaforms.net/218253/?tfa_1201=Student%20Teaching) including attendance at Internship Orientation Meeting

¹ These other Apprenticeship I and II courses are for students selecting both the B-K and Pre-K3 concentrations.

Internship

- Successful completion of the Internship:
 - EDFP 435
 - EDD 437

Passing scores on relevant MTTC exam(s) are required prior to recommendation to the Michigan Department of Education for teacher certification.

Learning Goals

1. Candidates for certification will be capable in their content specialty areas (teaching major(s)and/or minor(s)).
2. Candidates for certification will be capable users of pedagogical knowledge.
3. Candidates for certification will be reflective about their practice.