



College of Education Teacher Education & Graduate Program

Policies & Procedures Handbook

**Governing admission, readmission, retention, and
Program completion of the Teacher Education Program**

The policies and procedures noted in this handbook apply to program applicants, newly admitted, and candidates currently enrolled in the SVSU College of Education's Teacher Education Program and graduate level programs. The College of Education reserves the right to change any of the policies and procedures in this handbook in the event that required changes are made in SVSU's policies and procedures or received from the Michigan Department of Education, the College of Education's Dean's Office, Certification Office, the Admissions and Transitions Committee, and/or faculty. Candidates are also expected to abide by the policies and procedures summarized in the SVSU Catalog, the SVSU Student Code of Conduct Handbook, and the College of Education Clinical Experiences Handbook.

DRAFT 5/21/24

*Admission requirements and application materials for the
Teacher Education Program are available online at:*
<https://www.svsu.edu/collegeofeducation/programs/elementaryeducation/>

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INTRODUCTION

ABOUT THE TEACHER EDUCATION PROGRAM

Teaching is a challenging and multi-faceted process combining the knowledge of subject matter with appropriate teaching strategies. The College of Education's Teacher Education Program provides candidates with the knowledge and skills to meet these challenges. Knowledge of content and methods is not the only part of the process. As prospective teachers, candidates will have the opportunity to apply what they have learned. The methods courses in the College of Education provide opportunities for candidates to work with children or adolescents in a variety of ways. Through the College of Education's extensive field work, candidates will observe master teachers, tutor students who are struggling in their studies, gain experience in planning for instruction, and practice teaching methods in actual elementary and middle/secondary classrooms. After these experiences, the opportunity for student teaching will serve as a culminating experience in which candidates can refine their knowledge and the skills that they have developed.

Statewide regulations govern the certification of teachers, which SVSU must enforce. There are additional requirements the college has added above and beyond the state regulations that assist in making our candidates well prepared to step into the classroom on day one.

The goals of the program collectively prepare candidates to work intensely with students and their parents, become effective classroom teachers, and, as professional educators, make a broader contribution in the field of education. SVSU graduates can place in perspective their assumptions about children, the nature of learning, the process of education, and the role of the educator.

Candidates will have contact with a variety of cultural and academic backgrounds as outlined by the state of Michigan, and will also have frequent opportunities to discuss their thoughts with practicing teachers and administrators, college personnel, and fellow classmates.

ACCREDITATION

Saginaw Valley State University was accredited by the [Higher Learning Commission of the North Central Association](#) as a baccalaureate degree granting institution in 1970. In 1980 the HLC/NCA continued this accreditation and granted accreditation at the master's degree level. Both accreditations have been retained continuously since the original accreditation.



The College of Education met the national professional standards for the preparation of teachers and other school specialists through the National Council for Accreditation of Teacher Education (NCATE) in 1991 and is now fully accredited by the Council for Accreditation of Educator Preparation at the basic and graduate levels.



COLLEGE OF EDUCATION

MISSION, VISION, & CONCEPTUAL FRAMEWORK

College of Education Vision

The College of Education will become a key resource to the region and a leader in educator preparation.

College of Education Mission

The mission of the College of Education is to serve our regional, state, and global partners by preparing educators, surrounding them with collaborative learning communities, while fostering personal, academic, and professional growth through multiple, varied, and rigorous learning opportunities.

Alignment with Saginaw Valley State University Vision and Mission:

Saginaw Valley State University Vision

We will be renowned for our innovative teaching, experiential learning and state-of-the art facilities and be the first choice for those striving for personal and professional success.

Saginaw Valley State University Mission

We transform lives through educational excellence and dynamic partnerships, unleashing possibilities for impact in our community and worldwide.

Goals (Candidate Proficiencies):

The College of Education prepares educators who demonstrate skills and dispositions that enable them to exhibit:

- Professionalism
 - Adapt to the demands of their changing roles and responsibilities.
 - Be competent and current in their content and pedagogical knowledge.
 - Take responsibility for impacting student achievement.
 - Demonstrate respect and compassion for individual students.
- Collaboration
 - Work collaboratively in the communities they serve.
 - Apply knowledge of effective verbal, nonverbal, and written techniques.
- Critical and Reflective Thinking
 - Demonstrate continued growth in the knowledge and skills of their discipline through the use of evidence-based practices.
 - Reflect on the ways their behaviors, interactions, and decisions impact the culture and climate of the learning environment.
 - Recognize and acknowledge contributions of diverse perspectives of individuals and groups.

Objectives

These objectives were developed for the Dynamic and Continuous Learning Conceptual Framework (2013) to provide a guide for both faculty and prospective educators as they interact within College of Education programs. They are based on the philosophy statement of the Conceptual Framework and represent qualities of the educator we aim to prepare, as we surround candidates with collaborative learning communities and foster personal, academic, and professional growth through multiple, varied and rigorous learning opportunities.

Upon completion of initial and advanced programs, prospective and practicing teachers are expected to:

- Create productive learning environments for all students.
- Participate in the broader community to advocate for and to enrich the lives of children and families.
- Provide learning experiences in multiple, diverse, natural environments.
- Demonstrate professional dispositions that positively affect student achievement.
- Reflect on their professional effectiveness and expand their cultural competency.
- Continually update their knowledge of child development, subject-area content, and effective pedagogy.
- Make reflective decisions with professional knowledge and students' needs in mind.
- Reflect enthusiasm for life-long learning.
- Create collaborative learning communities that allow for a wide range of perspectives, which are global and multi-cultural.

Philosophy

In collaboration with our partners, the College of Education is dedicated to:

- Fostering educators who create productive learning environments for all students.
- Participating in the broader community to advocate for and to enrich the lives of children and families.
- Educating candidates in multiple, diverse, natural environments.

We believe in the following:

- Personal beliefs and dispositions affect the success of educators and the achievement of their students.
- Educators are personally reflective and willing to expand their cultural competency.
- Educators are well grounded in child development, subject-area content, and pedagogy.
- Academic growth is dynamic and continuous.
- Educators make reflective decisions with professional knowledge and the students' needs in mind.
- Dynamic schools and personnel reflect enthusiasm for life-long learning.
- Creating collaborative learning communities allows for a wide range of perspectives, which are global and multi-cultural.

- Our collaborative learning communities include all stakeholders (e.g., content partners, local schools, and communities).
- Dynamic and continuous learning is accomplished through multiple*, varied, * and rigorous* learning opportunities: *

*“Multiple” means a sequential planned program of learning opportunities, both within and outside of classrooms, from induction to completion and post certification.

“Varied” includes multiple modes of delivery: May include technology, field experiences, online sharing, speakers, forums, clubs/co-curricular activities, professional portfolios, co-curricular transcripts, mentoring.

“Rigorous” defines necessary characteristics:

- Upholds standards of professional behavior.
- Challenges personal beliefs.
- Demands higher level thinking skills.
- Demonstrates clear understanding of course content and student development.
- Builds upon awareness and understanding of cutting-edge research.
- Remains inquisitive.
- Invites candidates to become researchers via “action research”” {e.g., conferences, forums, induction and mentoring, an honors seminar}.



DYNAMIC AND CONTINUOUS LEARNING

The Graphic

“The infinity loop represents the College of Education’s mission to prepare effective educators who value continual GROWTH in their realm of expertise and in their ability to design instructional approaches and environments that impact student learning -- educators who are perceived as RESOURCES by students, parents, and colleagues. COE graduates demonstrate LEADERSHIP in their schools and in their communities, and understand that forming PARTNERSHIPS with families and communities supports continuing GROWTH . . . The College of Education, itself, is continually growing its knowledge base in order to effectively serve as a resource to the education community, and continually honing its leadership skills in order to strengthen partnerships with all stakeholders.”

Rationale for the Conceptual Frameworks philosophy and beliefs statements

Our goal is to foster educators who create productive learning environments for all students. We believe that a school is an organization for learning that purposefully creates and supports learning, where educators induct new members into a “community of learners.” Each student is capable of learning; the teacher’s job is to design work so that its successful completion will result in the development of the desired skills by the student. The school’s leaders and teachers have a responsibility to know each child, to assess his/her current skill levels, and to design the supportive environment and assignments that encourage the student and that provide successful progression to the next level of understanding. (Schlechy, 1990)

Effective educators participate in the broader community to advocate for and to enrich the lives of children and families. Researchers have demonstrated the importance of family-centered practices at the early childhood/preschool years, and have provided models that could inform elementary and secondary school practices (Dunst, 2002). In addition to supporting strong family-oriented approaches in our schools, educators need to be “the voice” for effective educational opportunities in every community, a role that involves moving far beyond family-centered practices that occur between one school and the families of that school – it involves keeping the community apprised of school funding, state/national curriculum changes, policy decisions that effect education, the availability of family/child support resources in specific communities, etc. School and community, working together, provide an enriched learning environment.

Personal beliefs and dispositions affect the success of educators and the achievement of their students. Research on efforts to close the achievement gap between minority and white students has clearly identified interpersonal relationships as factors that affect student achievement. Teacher-Student Relationship Quality (TSRQ) is the degree to which teachers display empathy, support, encouragement, and optimism, and the degree to which teachers are perceived as fair, genuine, and non-patronizing in their praise and feedback. Teachers with these positive interpersonal skills increase the level of classroom engagement, leading to achievement gains, which, in turn, provoke positive reactions from teachers. Across the K-12 continuum, students (especially Black and Latino students) are more positively responsive to teachers who display caring and support, yet still hold high expectations (Boykin & Noguera, 2011; Grieve, 2010).

We prepare educators who are well grounded in child development, subject-area content, pedagogy and school leadership. Quality teaching requires a knowledge of child growth and development as well a personal knowledge of individual learners in order to link learners and content knowledge and in order to develop thinking skills. The twenty-first century educator understands that knowledge of subject matter is not enough – that students need to learn the practices within a discipline (reasoning, evaluating knowledge, communicating information, etc.), as well as to learn key concepts. Pedagogy is the process by which the learner is linked to the subject-area content. Effective pedagogy means designing learning experiences based on the needs of the learner, which will result in immediate outcomes, and that move the learner forward. (Hollins, 2011, p. 395-407)

Learning is dynamic and continuous. Just as we set benchmarks for student learning in our schools, we expect school personnel to demonstrate professional growth in knowledge, skills and dispositions. Education candidates are expected to grow in professional efficacy throughout their College of Education experience and throughout their professional careers.

The induction period for new teachers has commanded considerable attention in recent years, as national and state organizations experience teacher attrition problems and stagnant student achievement scores. Mentorship programs for those entering the profession are now almost universal and have led to some positive results regarding teachers continuing in the field, but the focus is now on new learning experiences for teachers that will result in teachers with improved instructional strategies. Current research points to the importance of engagement with colleagues in integrated professional courses where everyone focuses on student learning (Feinman-Nemser, (2012).

Educators make reflective decisions with professional knowledge and the students' needs in mind. Reflective practice that encourages educators to systematically analyze and critically reflect on their teaching practices and its impact on student learning fosters professional growth and enhances student learning. It is imperative that teachers continuously examine the values, beliefs and attitudes that influence their teaching and learning process. (Palmer,1998; Danielson, 2007; Feiman-Nemser, 2001; Hagger and McIntyre, 2006.) Field-based preparation provides professional education candidates with opportunities to practice their repertoire of instructional strategies, to elevate their professional dispositions, to review their decisions, and to reflect on the progress of each of their students. (NCATE, 2010)

Quality schools and personnel reflect enthusiasm for life-long learning. Effective school leaders hold high expectations for themselves as well as for their colleagues and students. Increasingly, student achievement is linked with teacher evaluation, leading teachers to continuously reflect on their own learning as well as on the progress of their students, documenting their own professional growth activities for the year and its application to their teaching, and to outline professional collaboration with colleagues that might have resulted in their personal growth as an educator. Professional learning opportunities can enhance teaching quality. Leadership teams can promote opportunities for teachers to hone their instructional practices can deepen their understanding of their students, and can illuminate new approaches to increasing student growth. Productive professional learning experiences create changes for teachers, for students, and for school (Kaplan, 2002).

Creating collaborative learning communities allows for a wide range of perspectives, which are global and multi-cultural. Collaborative learning communities exchange ideas and explore differences in a vigorous dialogue, considering different perspectives but always promoting best educational practice. (Gossen & Anderson, 1995). Operating in a "collegial culture," educators try to appreciate the position of others, they value diversity, and they practice respect for individual differences and maximum degrees of freedom. The College of Education field-based preparation professional sequence provides their candidates with

opportunities to interact with teachers, paraprofessionals, educational administrators, and parents, as they practice and develop their collegial skills.

Our collective learning communities include all stakeholders (e.g., content partners, local schools, and communities.) The College of Education's field-enhanced professional courses currently provide candidates with opportunities to work with classroom teachers, with special needs teachers, with subject area/grade level teaching teams, and with parents and parent organizations, but as we re-design our work, we are moving into a "one university-multiple district consortia" which more adequately represents a true partnership of stakeholders. Our goal is to involve faculty in field-centered interdisciplinary experiences, to join with the Great Lakes Bay Consortium to provide professional learning experiences for district educators, and to explore coaching and mentoring options. We will seek to share content knowledge, instructional strategies, and leadership principles by engaging SVSU subject area specialists, COE faculty and K-12 leaders and teachers in partnership endeavors that are mutually valued by all stakeholders, that have a clearly defined purpose, and that include a plan for measuring positive impact on student achievement. (Fletcher, Watkins, Gless, & Villarreal-Carman, 2011.)

Unit Assessment System

To guide and support initial and advanced level candidates who create productive learning environments for all students and who exemplify the candidate proficiencies listed above, the College of Education:

- Recruits initial and advanced level candidates who aspire to impact student achievement and who respect the diversity and talents of all individuals.
- Interviews and admits candidates with competence in content knowledge, and who demonstrate the capacity for reflective behavior, flexibility, respect for individuals, continued growth in knowledge and skills, who can work collaboratively and who can communicate effectively.
- Instills the values of the profession in introductory courses, including the Code of Ethics for Teachers in Michigan, and the professional ethics of the Specialty Program Areas (where they apply).
- Instructs initial level candidates in content proficiencies and the knowledge of the disciplines in Major and Minor content courses, developing habits of curiosity, inquiry, and reflection.
- Models research-based instructional practices, develops pedagogical competence, and fosters professional dispositions in the professional sequence for initial candidates and in the educational studies of advanced or other school professional programs.
- Provides multiple opportunities for candidates to apply and become proficient at designing productive learning environments through field experiences, student teaching, practicum, and internship placements.
- Designs advanced programs for those seeking additional growth in the knowledge and skills of their discipline.
- Monitors and supports candidates throughout their College of Education experience with a system of formal and informal assessments as they transition from one step in the sequence to the next.

TEACHER EDUCATION PROGRAM

GOVERNANCE & ORGANIZATIONAL STRUCTURE

The Dean of the College of Education oversees all operations for the college. The Dean appoints the Chair of the College of Education's Admissions and Transition Committee. The Chair, Assistant Dean, a faculty representative from each academic department (elementary and middle/secondary), and the Certification Officer serve on the committee. College of Education faculty oversee the fieldwork components of the professional studies and the Director of Clinical Experiences supervises student teaching.

The Charge of the Admissions & Transitions Committee is to make the admission decisions for the Teacher Education Program, oversee the program's transitions points and other policies and procedures related to the Teacher Education Program. The committee is also charged with the development any new policies and procedures related to the College of Education's Teacher Education Program to maintain integrity of the program and to meet CAEP accreditation standards. The committee also oversees the admission and transition policies for advanced level graduate programs in the College of Education.

2022-23 Committee Members:

David Cline, Chair

Colleen D'Arcy, Acting Assistant Dean, Professor of Teacher Education

Deborah Smith, Professor, Middle/Secondary Education

Debbie Lively, Department Chair, and Professor, Department Chair, TE: Elementary, Early Childhood, Special Education & Educational Technology & Development

Brian Bond, Certification Officer

Carl Sztuczko, Director of Clinical Experiences

Emily Wardin, Admissions & Transitions Committee Secretary

COLLEGE OF EDUCATION PROFESSIONAL CODE OF ETHICS; Professional Behavior and Dispositions

At Saginaw Valley State University, honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The culture of SVSU's community requires that each candidate takes responsibility for learning and for creating assignments that reflect their intellectual potential, curiosity, and capability. Candidates must represent themselves truthfully, claim only work that is their own, acknowledge their use of others' words, research results, and ideas using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Anything less than total commitment to honesty circumvents the contract for intellectual enrichment that candidates have with the University. All candidates admitted into the Teacher Education Program at Saginaw Valley State University must maintain the standards of professional behavior set forth by the College of Education (see chart below), and abide by the policies regarding grades, admission requirements, program maintenance, professional behavior, clinical experiences, and certification set forth by the University's Student Code of Student Conduct, the College of Education's Teacher Education Program Policies and Procedures, and the Michigan Department of Education's administrative rules governing teacher certification in the State of Michigan. Any student who does not abide by the College of Education's Professional Behavior Policy or SVSU's Student Code of Conduct will be subject to review by College of Education faculty and staff prior to continuing in the program. Candidates who pose a threat in the field or classroom setting toward students, teachers, administrators, or staff members in the setting will result in immediate dismissal from the Teacher Education Program and possibly the University. Threats include verbal, written (including electronic transmissions), behavioral gestures, and/or statements. Any appeals for decisions made by the Admissions and Transitions Committee or College of Education faculty must be directed in writing to the Dean of the College of Education. Any appeals for decisions made by the Dean of the College of Education must be made in writing to the Vice President of Academic Affairs.

College of Education Professional Behavior Assessment

On Campus and Field Assignments			
COMPETENCIES	DOES NOT MEET COMPETENCIES	MINIMUM COMPETENCY	COMPETENT PLUS
demonstrates responsibility and punctuality to class and teaching placement	excessive absence frequent tardiness	regular attendance does not leave early	shows initiative by giving more time than designated for class and teaching placement
reacts favorably to supervision of teaching	tends to reject or not follow constructive criticism	follows through on suggestions	receptive and responsive to suggestions/positive attitude
demonstrates appropriate collaborative behavior with professionals and colleagues	does not participate in team interaction/negative attitude	participates positively in team interaction but does not initiate	respects others opinions/supports group-problem solving/encourages positive interaction/ maintains confidentiality

demonstrates organization, effort and strives for excellence in teaching assignments	assignments are generally late or incomplete	assignments are submitted on time and meet minimum requirements	demonstrates initiative, resourcefulness, higher level thinking, creativity and reflective thought in teaching and assignments
expresses enthusiasm and interest in teaching and classwork.	Lack of effort, enthusiasm in teaching or classwork.	demonstrates effort and interest in teaching and classwork	consistently maintains high interest and enthusiasm for classwork and teaching
demonstrates interest in extra learning opportunities	complains about extra assignments and does not initiate extra learning opportunities	completes extra assignments but does not initiate	seeks out extra learning opportunities and goes beyond suggested requirements
demonstrates ethical professional concern for children and their families	engages in "gossip" complains about school problems and/or challenging children and their families	attempts problem solving and is not involved in negative communication about school and children and their families	child advocate proactive in seeking solutions for school problems and challenging children and their families

COLLEGE OF EDUCATION CANDIDATE PROFICIENCY STANDARDS

Proficiency standards are derived from state and national accrediting organizations. These include the Michigan Department of Education, the Council for Accreditation of Educator Preparation, and various professional organizations that relate to the College of Education programming.

ELEMENTARY & SECONDARY EDUCATION ACADEMIC PROGRAM FACULTY

TEACHER EDUCATION (TE)

Department of Teacher Education Program Faculty

Department of Teacher Education; Elementary, Early Childhood, Special Education, & Instructional Design

Ms. Julie Brehmer, Elementary Education and Literacy MAT

Dr. David Cline, Elementary Education

Dr. Colleen D’Arcy, Early Childhood Education

Dr. Carolyn Gilbreath, Instructional Design

Dr. Amy Guenther, Elementary Education

Dr. Susan Hillman, Elementary Education

Dr. Noel Kelty, Early Childhood Education
Dr. Adam LeRoy, Special Education
Dr. Debra Lively, Early Childhood Education, Department Chair
Dr. Holly Long, Special Education
Dr. JoAnne West, Elementary Education and Literacy MAT
Dr. Jennifer Ward, Special Education

Middle/Secondary Education (TEMS)

COE Teacher Education Program Faculty

Department of Teacher Education: Middle & Secondary Education

Dr. Patricia Calahan (½ time)
Dr. Johnathon Gould
Dr. Deborah Smith (program coordinator)

TEACHER EDUCATION PROGRAM TRANSITION POINTS

There are four transition points for the Teacher Education Program: Admission to the program, program maintenance, admission to student teaching, and program completion.

TRANSITION POINT I: ADMISSION REQUIREMENTS

The following requirements must be successfully completed prior to submitting an application to the Teacher Education Program:

- Admission to SVSU - All students must apply and be accepted to SVSU before enrolling in any course;
- Attendance at a Pre-Education Seminar (see below);
- University Basics Skills in Reading, Writing, and Mathematics;
- Minimum 3.00 grade point average based on the last 60 credit hours of university-level (credit earning) coursework for Secondary students, or 45 credit hours of university-level (credit earning) coursework for Elementary students. Letter grades associated with entry-level coursework will not be considered.
- General Education and Pre-Education coursework (or approved equivalents) must be completed with a grade of “C” or better prior to beginning the Professional Sequence of the Teacher Education program
- PSYC 100, General Psychology, or an approved equivalent, with a grade of “C” or better.

- For secondary-level candidates only: Content Majors (or approved equivalents) must be completed with a grade of “C” or better prior to beginning the Professional Sequence of the Teacher Education program
- Content Majors (or approved equivalents) must be completed with a grade of “C” or better prior to beginning the Professional Sequence of the Teacher Education program.
- TE 120, Exploring Teaching I and TE 200, Exploring Teaching II or an approved equivalent with a grade of “C” or better. At the time a student registers for TE 120 or TE 200 he/she must complete the TE120 APPLICATION online to be guaranteed a field placement. This application must be completed **immediately** after registering for the class.

The following courses may be in progress during the semester an application to the Teacher Education program is submitted but must be successfully completed by the end of the winter semester for fall semester admission consideration, or by the end of fall semester for winter admission consideration.

For Teacher Education (Birth – Grade 6) candidates only: PSYC 210 (for Special Education students only), 310, or 313 with a grade of “C” or better.

For secondary level candidates only: PSYC 315 – Adolescent Psychology - or approved equivalent with a grade of “C” or better. **Note:** Music Education candidates are not required to take PSYC 315.

Candidates will be selected for admission into the Teacher Education Program on the basis of several admissions criteria. These criteria include a cumulative GPA based on the most recent 45 or 60 semester credits completed; successful completion of all required prerequisites; and a criminal background check. Admission to the program can be revoked if any required courses in progress at the time of application (e.g., TE 200, PSYC 210/310/313, or 315) were not passed. Candidates will be notified in writing of the results of their application.

Any candidate who is denied admission may reapply up to two additional semesters. After three denials, a candidate’s application for admission will not be accepted. (*effective Jan 1, 1998*).

Pre-Education seminars

Elementary and secondary undergraduate pre-education students must attend a mandatory Pre-Education Seminar prior to applying to the Teacher Education Program (TEP). The seminars review program requirements and application procedures for admission into the College of Education, how to complete prerequisite requirements, and introduces students to the profession phase of classes in the their program.

Students can review Pre-Education Seminar Dates on the COE Admissions website:

<https://www.svsu.edu/collegeofeducation/officesservices/admissionstocoeprograms/>

Submission of Application Materials

Pre-Education majors will log into the College of Education's Tk20 Data Management System to complete the online application and upload the following documents into the electronic application.

- a. Candidates currently enrolled in any prerequisite course(s); e.g., PSYC 210/310/313, or PSYC 315 at another institution at the time of application, must submit evidence of enrollment (class schedule) in the class(es);
- b. A summary of documented experiences with children and/or youth.
- c. A criminal background check (ICHAT) will be required of all candidates who submit an application and are accepted to the SVSU College of Education Teacher Education Program. If answered "Yes" to any of the criminal conviction questions - A copy of court documents which show the crime of which the applicant was convicted, dates, and sentence(s) imposed must be uploaded with application. (Please see note at the bottom of these instructions).
- d. Provide the name, title, and telephone number of three individuals who have agreed to serve as references. At least one reference should be from a full-time or part-time faculty member from a two- or four-year college/university. Other acceptable references could be from individuals with whom the applicant had interaction through educational preparation in the last year; e.g., school administrators, teachers, etc.
- e. Letters of recommendation **are not** required, but applicants are welcome to submit letters of recommendation if they would like to do so.

Readmission Policy

Any candidate who does not complete courses at SVSU for more than seven (7) semesters after being accepted to the Teacher Education Program, may be required to be readmitted to SVSU and submit an application for readmission to the Teacher Education Program during a regularly scheduled application period, and will be required to follow any admission requirements and program policies current at the time of reapplication.

Candidates who were admitted to the Teacher Education Program and choose to graduate from SVSU with a bachelor's degree in a non-certification degree/major are required to reapply to SVSU and the Teacher Education Program if they elect to complete teacher certification. These students will also be required to follow any admission requirements and program policies current at the time of reapplication.

CONVICTION DISCLOSURE RESPONSIBILITIES & IMPLICATIONS

Applicants who have been convicted of a misdemeanor and have self-reported it on their application for TE 120/TEMS 100 or admission to the Teacher Education program will receive a letter notifying them of SVSU's role in recommending them for a teaching certificate at the completion of their program and the Michigan Department of Education's ultimate role in granting final approval of the teaching certificate. A Memorandum of Understanding will be enclosed with the letter for the applicant that will allow them to choose to continue working on their teacher preparation program or choose to withdraw their application. If applicant chooses to continue with their program, they will be required to submit the signed Memorandum of Understanding before the beginning of the next semester.

Applicants who have been convicted of a misdemeanor and have not self-reported this on their application for TE 120/TEMS 100 or admission to the Teacher Education program will be required to meet with the Certification Officer before their application is processed. Based on the outcome of the meeting, the applicant may have their application withdrawn or they may be asked to sign the Memorandum of Understanding. The instructor and/or placement coordinator for TE 120/TEMS 100 will also be responsible for alerting the Certification Officer for follow-up with any applicant with a conviction.

Reports for applicants that come back positive for a criminal conviction will be maintained in the Certification Office until the applicant applies for teacher certification. The Certification Office will pull the file at that time and the information will become a part of the official certification file that will be maintained by the Certification Office as a permanent record. ***(effective October 27, 2005)***.

CRIMINAL BACKGROUND CHECK

A criminal background check (ICHAT) will be required of all candidates who submit an application and are accepted to the SVSU College of Education Teacher Education Program. This process is required by the school districts, public and private, to allow program candidates to participate in the fieldwork component of the program.

Applicants convicted of a felony or misdemeanor or have any outstanding criminal charges or warrants pending against them in Michigan or any other state or jurisdiction, will be required to submit court documents indicating the crime of which they were convicted, dates and sentences imposed **with** their application materials. If criminal charges are pending, the applicant will be required to submit a statement from the issuing court indicating court date and offense.

Admission to the Teacher Education Program does not guarantee certification by the State of Michigan. The SVSU College of Education cannot guarantee approval of any recommendation made to the State of Michigan for any type of certification. Final approval of a recommendation is granted only by the Michigan Department of Education, based on the policies and procedures current at the time the

recommendation for certification is made.

Any candidate admitted to the Teacher Education Program, is required to notify the Chair of the Admissions and Transitions Committee, should s/he be convicted of a crime in any state or jurisdiction after the initial background check is completed. Court documents indicating the crime for which a candidate is convicted, dates, and sentences imposed, and any information on pending criminal charges must be supplied by the candidate and will be reviewed by the SVSU Admissions & Transitions Committee. Based on a review of the conviction or pending criminal charges, the candidate may be subject to dismissal from the Teacher Education Program.

STUDENT TEACHING APPLICANTS

TEACHER CERTIFICATION APPLICANTS (AT PROGRAM COMPLETION)

GROUND FOR REFUSAL OF ADMISSION AND RECORDS OF VIOLATIONS WHICH IMPACT ADMISSION

- **Violations of SVSU Policies Related to Academic Integrity and Student Conduct**

Applicants who have records of violations of academic integrity or who are currently under probation for violations of student conduct are not considered eligible to apply to the Teacher Education Program. The Chair of the Admissions and Transitions Committee will review applicants' records from the Dean of Student Affairs/Ombudsman and will notify in writing any applicants who have such records and are deemed not eligible to apply to the program will be contacted in writing. Applicants who are denied admission due to these circumstances may appeal to the Dean of the College of Education. The appeal must be submitted in writing within five days of notification from the Chair of the Admissions and Transitions Committee regarding denial of admission. The appeal letter must provide compelling reasons for the appeal as well as evidence to support the reasons for the appeal. The Dean may request additional information or may meet with the applicant. The Dean will provide a written response within five days of receiving the appeal letter from the applicant.

- **Felony and/or Misdemeanor**

The SVSU College of Education reserves the right to refuse admission to applicants who have been convicted of a felony or misdemeanor in relation to:

- Documented instances of Child Abuse;
- Documented instances of alcohol and substance abuse;
- Documented cases of assault (physical or verbal).

If an applicant has been convicted of a felony or misdemeanor or has any outstanding criminal charges or warrants pending against them in Michigan or any other state or jurisdiction, they will be required to:

- Meet with the Chair of the College of Education Admissions and Transitions Committee prior to submitting an application for admission to the Teacher Education Program. Court documents indicating the crime of which they were convicted, dates and sentences imposed must be brought with them to the interview with the Chair. If criminal charges are pending, the applicant will be required to bring a statement from the issuing court indicating court date and offense.
- Applicants will also need to submit the same materials indicating the crime of which they were convicted, dates and sentences imposed with their application for admission. If criminal charges are pending, they will be required to submit a statement from the issuing court indicating court date and offense.

The SVSU College of Education cannot guarantee approval of any recommendation made to the State of Michigan for certification. Final approval of a recommendation made by SVSU is granted by the Michigan Department of Education based on their policies and procedures current at the time the recommendation for certification is made.

Once the applicant has been admitted to the Teacher Education Program, a memorandum of understanding must be signed by the applicant and the Chair of the Admissions and Transitions Committee. Students who are convicted of a crime in any state or jurisdiction after they have been granted admission to the Teacher Education Program may be subject to immediate dismissal from the program.

DELAYED ADMISSION DECISIONS

Delayed decisions for applicants may be considered by the Admissions & Transitions Committee if further information or materials are needed from the applicant or if the committee has any questions about the applicant's academic history or professional behavior.

Admission & Retention Policy for applicants who have been dismissed from SVSU or any other accredited initial teacher preparation program for academic and/or any other cause for termination.

Application Process for Consideration for Admission to the Teacher Education Program or Accelerated Certification Program with Residency (ACR)

- All applicants must meet the University's admission requirements of and obtain admission to Saginaw Valley State University.

- All applicants must meet the College of Education’s requirements for admission to the traditional Teacher Education Program or the Accelerated Certification Program with Residency (ACR) in order to submit an application for consideration of admission to either program during the designated open application period for each program.
- Complete an interview with the Chair of the Admissions & Transitions Committee and the Department Chair of the affected program.

The application for admission to SVSU for the Accelerated Certification Program with Residency is open September to June for the upcoming cohort that begins during SVSU’s summer term. Applicants will use the online application for admission to SVSU [here](#).

The SVSU College of Education reserves the right to automatically deny any applicant who has been convicted of a misdemeanor and/or felony related to:

- Documented instances of Child Abuse;
- Documented instances of alcohol and substance abuse;
- Documented cases of assault (physical or verbal).

Retention Policy

All candidates admitted into the Teacher Education Program or Accelerated Certification Program with Residency at SVSU must maintain the standards of professional behavior set forth by the College of Education (see the professional dispositions rubric below), and abide by the policies regarding admission requirements, program maintenance (e.g., grades), professional behavior, clinical experiences, and certification set forth by the university’s Student Code of Student Conduct, the College of Education’s Teacher Education Program Policies and Procedures, and the Michigan Department of Education’s administrative rules governing teacher certification in the State of Michigan. Candidates must also abide by the policies and procedures written in course syllabi, which includes attendance and academic dishonesty policy.

Any student who does not abide by the College of Education’s professional behavior policy or SVSU’s student code of conduct will be subject to review by the College of Education faculty, the Admissions & Transitions Committee, and/or the Dean of the College of Education depending on the seriousness of the conduct prior to continuing in the program.

Lack of preparation for field, any conduct unbecoming of a teacher in training, refusal to follow parameters and/or criteria for fieldwork clinical experience established by the professor of the professional course could result in immediate dismissal from the Teacher Education Program or Accelerated Certification Program with Residency.

Candidates who pose a threat in the field or classroom setting toward students, teachers, administrators, or staff members in the setting or any SVSU staff member will result in immediate dismissal from the Teacher Education or Accelerated Certification Program with Residency and possibly the University. Threats include verbal, written (including electronic transmissions), behavioral gestures, and/or statements.

Upon acceptance to the Teacher Education Program or Accelerated Certification Program with Residency, admitted candidates must:

- Develop a written and signed Plan of Action with their faculty advisor prior to the start of the first semester of the program.
- Maintain a minimum grade point average of 3.00 or higher in all required TE and/or TEMS professional studies courses and receive satisfactory progress in field evaluations.
- Maintain SVSU's and the College of Education's professional behavior policies.

Applicants who are admitted will be accepted for one semester only on probation.

Prior to the beginning of the semester, the admitted candidate will meet with their faculty advisor to develop a written Plan of Action that must be signed by the candidate and the faculty advisor. The admitted candidate will also be required to meet with their faculty advisor throughout the semester (number of times and duration of meetings to be determined by faculty advisor). If the admitted candidate has fulfilled the stipulations outlined in the agreed upon written Plan of Action and has fulfilled all other retention policies at the end of the semester, the faculty advisor can recommend that the Admissions & Transitions Committee remove the candidate from probation and grant them full admission to the program prior to the start of the second semester. The completed Plan of Action must be signed off by the candidate and faculty advisor and submitted to the Admissions & Transitions Committee as verification of successful completion of the remedy. A copy of the Plan of Action will be imaged in the candidate's student record as well as the CAEP accreditation file in Canvas.

If the candidate has made satisfactory progress with the stipulations outlined in the initial agreed upon Plan of Action and the faculty advisor feels the candidate should continue in the program, the faculty advisor can recommend to the Admissions & Transitions Committee that the candidate remain in the program on probation and develop a new agreed upon written Plan of Action outlining corrective measures for any remaining issues that exist. In the instance the initial Plan of Action was successfully completed but grades of "C", "D", or "F" were given in one or more of the required TE and/or TEMS professional studies courses, the candidate can continue in the program on probation, but will be required to retake and pass the failed professional studies course(s) before being eligible to enroll in the required coursework for the program's next semester.

If the candidate did not fulfill the stipulations of the agreed upon written Plan of Action, failed any of their required TE and/or TEMS professional studies coursework, and/or posed a threat in the field or classroom setting toward students, teachers, administrators, or staff members in the school setting or at SVSU, the faculty

advisor will notify the Chair of the Admissions & Transitions Committee and the affected Department Chair of the candidate's failure in any or all of the conditions stated and the candidate will immediately be dismissed from the Teacher Education Program or Accelerated Certification Program with Residency and possibly the University if documented evidence proves, beyond reasonable doubt, any of the claims. Threats include verbal, written (including electronic transmissions), behavioral gestures, and/or statements. The completed Plan of Action must be submitted to the Admissions & Transitions Committee that documents failure to comply with any of the stated policies for the program as documented evidence. The Chair of the Admissions & Transitions Committee will notify in writing the Dean and Assistant Dean of the College of Education of the action taken. A copy will be filed in the candidate's student record as well as the CAEP accreditation file in Canvas.

Any candidate who is approved to proceed in the program but received a letter grade of "D" or "F" in a required TE and/or TEMS professional studies course for a second time, will immediately be dismissed from the program.

Candidates can appeal their dismissal by following the procedures for appeal outlined below.

If a candidate is dismissed from the traditional Teacher Education Program and their appeal is denied, the candidate will not be allowed to apply for readmission to the traditional program or apply for admission to the Accelerated Certification Program with Residency within five years of being dismissed.

If the candidate is dismissed from the Accelerated Certification Program with Residency and their appeal is denied, they will not be allowed to reapply to the ACR program or apply for admission to the traditional Teacher Education Program within five years of being dismissed.

Appeal Process

Any appeals for decisions made by the Admissions & Transitions Committee or College of Education faculty must be directed in writing to the current Dean of the College of Education within five business days after the candidate receives official notification in writing. The candidate will be expected to submit documented evidence with their letter of appeal that disputes the reasons for dismissal. The Dean has 30 days to respond to the written appeal and recommend an appropriate process that will assist in reaching a decision on the appeal, which could include, but may not be limited to, a meeting with the candidate, faculty advisor, Department Chair of the affected program, and/or the Chair of the Admissions & Transitions Committee. The candidate may be accompanied by a counselor, parent, lawyer, University Ombudsman, friend, or faculty member if they wish. Under no circumstances can a candidate involve University Supervisors or outside school personnel in the dispute. After a decision is made, the Dean will notify the candidate in writing of their final decision on the appeal.

Any appeals for decisions made by the Dean of the College of Education must be made in writing to the Provost and/or Vice President for Academic Affairs within five business days of official written notification. The Provost and/or Vice President for Academic Affairs will have 30 days to respond in writing to the appeal.

If the failure to meet academic or professional standards is due to a grade grievance or a grievance against an SVSU faculty member or University Supervisor, the grievance must be resolved before filing an appeal with the Dean (see SVSU's grade grievance and faculty grievance policies and procedures in the SVSU Student Code of Conduct handbook). If there is a grievance against a University Supervisor, the candidate must contact the College of Education's Director of Clinical Experiences in writing within the same semester as the complaint.

TRANSITION POINT II: MAINTENANCE & PROGRESSION REQUIREMENTS

ACADEMIC

The College of Education has an obligation to ensure that teacher education candidates have the professional and ethical character necessary to undertake the role of an educator. The Admissions and Transitions Committee requires information about whether potential program candidates have disciplinary records at the University. The Chair of the committee will confer with the Dean of Student Affairs regarding the presence of disciplinary records for candidates at the time of application to the program and again before student teaching begins.

If the committee finds that there is a pattern of academic and/or student misconduct, it will take action by delaying or denying admission to the Teacher Education Program or student teaching.

All candidates admitted into the Teacher Education Program must maintain the following to remain in the program:

- A cumulative GPA of at least a 3.00 in required courses for each major declared
- A cumulative GPA of at least a 3.00 in required courses for each minor declared
- A cumulative GPA of 3.00 in the professional studies course sequence.

Candidates' academic progress will be monitored by the Admissions and Transitions Committee throughout their program. Candidates who receive a grade of "D" or lower in their professional studies courses or fail to maintain a cumulative GPA of 3.00 in their required major and minor coursework, will immediately be placed on probation in the Teacher Education Program and will be subject to review by the College of Education faculty prior to continuing in the program. Candidates who do not receive a passing grade in their professional studies coursework, will be required to retake the failed course(s) and pass before they can enroll in the next sequence of professional studies courses. Any candidate who has failed courses that are applicable to his or her teacher preparation program while on probation will be subject to dismissal from the Teacher Education Program.

Candidates who receive a grade of D or F in their professional studies due to academic dishonesty, documented trouble in field, and/or documented concerns of inappropriate conduct, will not be allowed to enroll in any new professional studies courses until the candidate has met with the Chair of the Admissions and Transitions Committee, Department Chair, and/or faculty advisor and Director of Student Teaching or placement supervisor. Reinstatement into the Teacher Education Program will be based on a report submitted to the Dean of the College of Education regarding the meeting with the candidate, and a final decision made by the Chair of the Admissions and Transitions Committee, and the Dean and Assistant Dean of the College of Education.

FIELDWORK

All Teacher Education Program candidates must successfully complete all fieldwork components within the professional studies sequence each semester. Candidates who fail to complete the field component of any professional course because of unprofessional behavior toward students, classroom teacher, or other staff working in the fieldwork setting will be required to meet with the Chair of the Admissions and Transitions Committee, Department Chair, and/or faculty advisor and Director of Student Teaching or placement supervisor before continuing in the program. Candidates may be required to repeat the course before enrolling in the next sequence of professional studies. Lack of preparation for field, refusal to follow parameters and/or criteria for fieldwork clinical experience established by professor of professional course could result in immediate dismissal from the Teacher Education Program.

KEY ASSESSMENTS

OVERALL RATING ON KEY ASSESSMENTS EACH SEMESTER

Teacher candidates must complete, pass, and upload their work into Tk20 relating to the key assessments for their selected certification programs.

PROFESSIONAL DISPOSITIONS & REMEDIATION

All candidates must meet proficiencies in content knowledge, pedagogy, and professional dispositions. If a candidate exhibits a need for improvement in any area, College of Education faculty or student teaching supervisors work with the candidate to implement an action plan to provide appropriate support at any point during the teacher preparation program. Candidates with egregious or chronic academic or dispositional issues are “red-flagged” and must meet with the Chair of the Admissions and Transitions Committee and teacher candidate’s Department Chair for a corrective plan of action.

COLLEGE OF EDUCATION ACTION PLANS

Once a faculty member (including an adjunct faculty member) or field supervisor* identifies a teacher candidate as potentially benefiting from mentoring. Evidence a teacher candidate requires includes:

- Poor attendance in class or field
- Low quality coursework including late or missing assignments
- Insufficient achievement on key assessments
- Inadequate performance in fieldwork
- Inappropriate conduct or concerns with professional dispositions

*Adjunct faculty members and field supervisors are to inform the teacher candidate’s Department Chair or course “lead” faculty.

Plan of Action – Steps

- Faculty meet with teacher candidate to develop the Plan of Action. A copy is given to the student and email to coeconnect@svsu.edu for record-keeping.
- The candidate implements the strategies outlined in the plan.
- Faculty meet with the candidate to monitor progress and update document(s) according to dates outlined in the plan.
- When faculty members determine that the conditions of the plan have been met, the completed plan is emailed to coeconnect@svsu.edu.

- When faculty members determine that the conditions of the plan have not been met, the faculty member will contact the Director of the Admissions and Transitions Committee for review.

SVSU College of Education Plan of Action Form

Student Name: _____

Date / Time _____

Student ID number: _____

Academic Major(s): _____

Individuals present at the meeting:

Proficiency in each of the three areas (Content, Pedagogy, Dispositions) is necessary for successful completion of coursework and fieldwork prior to student teaching. Each action item requires a measurable goal, strategies for success and a plan for monitoring. This is to ensure the student has every opportunity for growth and success in their program.

Process:

1. Faculty meet with teacher candidate to develop the Plan of Action. A copy is given to the student and email to coeconnect@svsu.edu for record-keeping.
2. The candidate implements the strategies outlined in the plan.
3. Faculty meet with the candidate to monitor progress and update document according to dates outlined in the plan.
4. When faculty members determine that the conditions of the plan have been met, the completed plan is emailed to coeconnect@svsu.edu.
5. When faculty members determine that the conditions of the plan have not been met, the faculty member will contact the Director of the Admissions and Transitions Committee for review.

Identify areas of growth addressed in this plan: (check all that apply)

- **Content** – demonstrated understanding/knowledge of course information
- **Dispositions** – demonstrated attitudes and actions of a professional
- **Pedagogy** – demonstrated ability to provide effective instruction

State the area(s) of concern and outline the evidence of this issue.

Draft measurable goals for each area of concern listed above and identify strategies for improved outcomes. Include any timelines for goals to be met.

- Goal (what will improve):

- Strategies (what evidence will be generated of improved performance):
 - 1.
 - 2.

Identify university resources to assist with student growth (if applicable).

List measure of performance/growth indicating that the student has met the goal:

I understand that **not** meeting these goals may result in a pause in or dismissal from my professional program.

Student Signature: _____ Date _____

Note: Signing this document means that you **understand** and **agree** to both the expectations and deadlines for this action plan.

Advisor (if appropriate): _____ Instructor(s): _____

Date of Progress Monitoring for Plan of Action

Progress monitoring date(s) _____ with _____ (instructor/faculty advisor).

Notes

Progress monitoring date(s) _____ with _____ (instructor/faculty advisor).

Notes

Progress monitoring date(s) _____ with _____ (instructor/faculty advisor).

Notes

Resolution

The student (has/has not) _____ met the goal(s) of the Plan of Action.

Student Signature: _____ Date _____

Advisor (if appropriate): _____ Instructor(s): _____

AT RISK REVIEW AT THE END OF EACH SEMESTER

At the end of each semester (during grading), College of Education faculty will discuss the need to notify the COE Dean's Office of any students who have received a grade of C, D and/or F in their professional studies coursework for the current term ending. The academic record for the candidate(s) in questions will be reviewed. A grade point average will be configured in the TE or TEMS professional studies to determine if the candidate(s) have maintained the required 3.00 grade point average.

Candidates who have received a "C" in one or more of their professional studies coursework and have a cumulative grade point average of 3.00 or better in their professional studies courses are sent a letter of warning.

Candidates who have received a "D" or "F" in their professional studies course(s) will immediately be placed on academic probation and sent the probation letter. They will not be able to proceed to the next semester of professional studies courses until they have retaken and passed the failed TE or TEMS course(s).

Candidates who have received multiple "Cs" in their professional studies and whose cumulative grade point average has dropped below 3.00 will be placed on academic probation and will be notified of their change in status in writing. This will necessitate the development of a Plan of Action with the teacher candidate's advisor.

Candidates on probation who have failed for a second semester, not met the requirements of their Plan of Action, or who have not brought their cumulative grade point average in their professional studies to 3.00 or above will be brought before the Admissions and Transitions Committee for review and possible dismissal from the program.

Candidates who have been put on academic probation the previous semester and have raised their cumulative grade point average in their professional studies to 3.00 or above are sent a letter informing them they have been removed from academic probation.

A memo will be sent to the chair of the respective department that highlights students who are at risk for the semester (cc: will be sent to the Chair of the Admission and Transitions Committee and the Dean).

Copies of letters for candidates who have been identified as At-Risk will be kept in Perceptive Content in the Dispositions folder for monitoring and necessary follow-up.

GROUNDS FOR DISMISSAL

- Poor Attendance
- Disposition Concerns

- Low Academic Performance
- Academic Dishonesty

All candidates admitted into the Teacher Education Program at SVSU must maintain the standards of professional behavior set forth by the College of Education (see the professional dispositions rubric below), and abide by the policies regarding admission requirements, program maintenance (e.g., grades), professional behavior, clinical experiences, and certification set forth by the university's Student Code of Student Conduct, the College of Education's Teacher Education Program Policies and Procedures, and the Michigan Department of Education's administrative rules governing teacher certification in the State of Michigan. Candidates must also abide by the policies and procedures written in course syllabi, which includes attendance and academic dishonesty policy.

Any student who does not abide by the College of Education's professional behavior policy or SVSU's student code of conduct will be subject to review by the College of Education faculty, the Admissions & Transitions Committee, and/or the Dean of the College of Education depending on the seriousness of the conduct prior to continuing in the program.

Lack of preparation for field, any conduct unbecoming of a teacher in training, refusal to follow parameters and/or criteria for fieldwork clinical experience established by the professor of the professional course could result in immediate dismissal from the Teacher Education Program.

Candidates who pose a threat in the field or classroom setting toward students, teachers, administrators, or staff members in the setting or any SVSU staff member will result in immediate dismissal from the Teacher Education and possibly the University. Threats include verbal, written (including electronic transmissions), behavioral gestures, and/or statements.

Any candidate who is approved to proceed in the program but received a letter grade of "D" or "F" in a required TE and/or TEMS professional studies course for a second time, will immediately be dismissed from the program.

Candidates who fail to fulfill the stipulations of the agreed upon written Plan of Action, failed any of their required TE and/or TEMS professional studies coursework, and/or posed a threat in the field or classroom setting toward students, teachers, administrators, or staff members in the school setting or at SVSU are at risk of program dismissal. The faculty advisor will notify the Chair of the Admissions & Transitions Committee and the affected Department Chair of candidate failure in any or all the conditions stated. The Admissions and Transitions Committee will review the case and determine if program dismissal is warranted.

Candidates can appeal their dismissal by following the procedures for appeal outlined in section Grievances and Appeals- .

If a candidate is dismissed from their Teacher Education Program and their appeal is denied, the candidate will not be allowed to apply for readmission to the traditional program or apply for admission to the Accelerated Certification Program with Residency within five years of being dismissed.

SVSU College of Education Recommendation for Dismissal

Teacher Candidate Name: _____ **SVSU ID#:** _____

Instructor/Supervisor Name: _____

Identify areas of where candidate was not able to rectify (check all that apply):

- Content – demonstrated understanding/knowledge of course information
- Pedagogy - demonstrated ability to provide effective instruction
- Dispositions – demonstrated attitudes and actions of a professional

State the area(s) of concern that support your recommendation for dismissal from the Teacher Education Program. Please provide a copy of the candidate signed Plan of Action that was also signed by the faculty/instructor as evidence of this request.

Attach Plan of Action that was completed with candidate and signed by both the advisor/faculty member/instructor.

Signature: _____ Date: _____

- TE/TEMS Faculty Member TE/TEMS Instructor TE/TEMS Advisor

GRIEVANCES & APPEALS

An appeals process and grievance procedure is available to candidates at any stage of the Teacher Education Program.

Grade Grievance

Candidates who want to grieve a grade received in a TE or TEMS professional studies course or any other content area course must follow the procedures outlined in the SVSU Student Handbook. See:

<https://www.svsu.edu/studenthandbook/grade grievance policy and procedure/>

Appeal for Denied Admissions

Any appeals for decisions made by the Admissions & Transitions Committee must be directed in writing to the current Dean of the College of Education within five business days after the applicant receives written notification of denial. The applicant will be expected to submit documented evidence with their letter of appeal that disputes the reasons for dismissal. The Dean has 30 days to respond to the written appeal and recommend an appropriate process that will assist in reaching a decision on the appeal, which could include, but may not be limited to, a meeting with the applicant, faculty advisor, Department Chair of the affected program, and/or the Chair of the Admissions & Transitions Committee. The applicant may be accompanied by a counselor, parent, lawyer, University Ombudsman, friend, or faculty member if they wish. After a decision is made, the Dean will notify the applicant in writing of their final decision on the appeal.

Any appeals for decisions made by the Dean of the College of Education must be made in writing to the Provost and/or Vice President for Academic Affairs within five business days of official written notification. The Provost and/or Vice President for Academic Affairs will have 30 days to respond in writing to the appeal.

Appeal of Dismissal from Program

Candidates who receive a letter of dismissal, must meet with the Chair of the Admission and Review Committee to set the terms of reinstatement to the Teacher Education Program. Once the terms have been established, the student will receive a letter outlining those terms and will be required to sign a letter of agreement of the terms and return a signed copy to the Chair of the Admissions and Transitions Committee. A copy will be placed in the candidate's student record. Upon successful completion of the terms, the student must set up an appointment with the Certification Officer to review their program completion. Upon the Certification Officer's recommendation, the Admission and Review Committee will review the student's file for reinstatement into the Teacher Education Program. The student will be notified by letter of the Committee's final decision.

Disciplinary Records Review Appeal

If the candidate finds the decision of the committee to be unfair, they may appeal the decision by submitting a letter to the Dean of the College of Education that includes an explanation of the record and the reason they feel the committee's decision is unfair. The Dean will make a decision based on the evidence presented and respond to the candidate and the Chair of the Admissions and Transitions Committee in writing within ten (10) business days of their decision on the matter. A meeting with the candidate and Chair may be necessary before a final decision is rendered.

TRANSITION POINT III: ADMISSION TO STUDENT TEACHING

To be eligible for student teaching, candidates must:

- Have been admitted to the Teacher Education Program and are in good standing.
- Have successfully completed all coursework requirements for their declared major(s) and minor(s) and professional studies.
- Have a 2.75 cumulative GPA in the required courses for their major(s) and minor(s).
- Have successfully completed and have a cumulative GPA of 3.00 in all required professional studies coursework requirements.
- Have successful completion of a criminal background check.

It is strongly recommended that candidates complete the Michigan Test for Teacher Certification tests in their content areas after completing all course requirements in their content area major(s) and minor(s).

Application Requirements

Student teaching placement generally occurs at the end of the professional studies sequence. Students must apply online during the year preceding the one in which they will be ready for student teaching. Applications must be filed during the month of March for to student teach the following winter semester and during the month of November to student teach the following fall semester.

- Submit application online
- Obtain and submit a permit for substitute teaching

Records of Violation that Will Impact Eligibility for Student Teaching

ACADEMIC

- Poor academic performance

PROFESSIONAL BEHAVIOR

- Problems in field
- Conviction of felony or misdemeanor while in the Teacher Education Program.

Applicants who have been convicted of a misdemeanor and have self-reported it on their application for Student Teaching will receive a letter notifying them of SVSU's role in recommending them for a teaching certificate at the completion of their program and the Michigan Department of Education's ultimate role in granting final approval of the teaching certificate. A Memorandum of Understanding will be enclosed with the letter for the applicant that will allow them to choose to continue working on their teacher preparation program or choose to withdraw their application. If the Student Teaching applicant chooses to continue with their program, they will be required to submit the signed Memorandum of Understanding before their student teaching placement is complete.

Applicants who have been convicted of a misdemeanor and have not self-reported this on their application for Student Teaching, will be required to meet with the Chair of the Admissions and Transitions Committee and the Director of Student Teaching before their application is processed. Based on the outcome of the meeting, the applicant may have their application withdrawn or they may be asked to sign the Memorandum of Understanding.

Applicants for Student Teaching who have been convicted of a felony, whether it was self-reported or not, will be required to meet with the Chair of the Admissions and Review Committee and the Director of Student Teaching before their application is processed. Based on the outcome of the meeting, the applicant may have their application withdrawn or they may be asked to sign the Memorandum of Understanding.

The Office of Clinical Experiences will be responsible for following up with the applicants for Student Teaching.

Reports for applicants that come back positive for a criminal conviction will be maintained in the Office of Clinical Experiences until the applicant applies for teacher certification. The Admissions and Certification Office will pull the file at that time and the information will become a part of the official certification file that will be maintained by the Admissions and Certification Office as a permanent record.

Student Teaching Guest Students

Candidates completing their internship experiences as guests from accredited preparation programs must conform to the same expectations as SVSU students during their student teaching placement.

TRANSITION POINT IV: STATE CERTIFICATION

The steps leading to a recommendation for teacher certification are:

- Fulfill application requirements for admission to the University.
- Gain admission into the Teacher Education Program.
- Successfully complete all course requirements in declared major(s), minor(s), and professional studies, including field work, and submission of assessments from professional studies to an electronic portfolio storage system.
- Attain acceptance to and successfully complete student teaching.
- Successfully complete State required Michigan Test for Teacher Certification the end of the program in the appropriate subject area major and minor tests.

MTTC content area test results are only valid for five (5) years from date taken.

All professional studies/methods courses (credits and requirements) must be completed within seven (7) years prior to the date on which the bachelor's degree is to be granted. Post-baccalaureate teacher certification candidates must also complete the teacher preparation program within seven (7) years of initial admission to the Teacher Education Program.

In addition to the requirements listed here, candidates for teacher certification must complete any new requirements established by Michigan's State Board of Education.

PROGRAM COMPLETER FOLLOW-UP SURVEY

An annual survey is sent to program completers who have been teaching for one-year and a separate Employer Follow-Up survey is electronically sent to employers of our first year teachers.

PROGRAM ADVISING

Academic Advising

During their first year at SVSU, all undergraduate students also attend a mandatory first-year advisement appointment to design a program plan of curriculum with their SVSU academic advisors. After admittance to the university and prior to application to the program, elementary and secondary undergraduate students will attend a mandatory pre-education seminar to help incoming students receive program advisement.

During their time as a pre-elementary or pre-secondary education student, a candidate can meet with Office of Academic Advising staff or TE/TEMS program faculty as needed to discuss scheduling the necessary coursework to complete their prerequisite coursework and/or academic program degree requirements.

College of Education Advising

Once admitted into the College of Education, Elementary and secondary undergraduate students will work with faculty advisors to answer questions about their degree program and design a sequence of coursework to meet their teaching major requirements. Advisors are listed on the College of Education Office's and Services page: <https://www.svsu.edu/collegeofeducation/officeservices/advisingundergraduate/>

ACR Teacher Certification Information Session and Advisement

Candidates interested in the Accelerated Route to Teacher Certification Program must attend a mandatory information session prior to seeking individual advisement or applying to the ACR program. The seminars review program requirements and application procedures for admission into the College of Education, how to complete prerequisite requirements, and the program's residency requirement.

ACR candidates can also seek individual appointments to discuss the ACR program's Michigan Test for Teacher Certification (MTTC) requirements, discuss the residency experience, and have questions about the program answered. Individual advisement will only take place after a candidate has attended a mandatory ACR Information Session.

ACR candidates can review Information Seminar Dates on the program's website:

<https://www.svsu.edu/collegeofeducation/programs/postbaccalaureate/acceleratedroutetoteachercertification/>

Post-Baccalaureate (non-degree, endorsement, and/or approval programs) Student Advisement

Prospective students with interest in attending a non-degree granting program that leads to an additional teacher certification qualification or administrative qualification will set up an advisement appointment with the Certification Officer. This appointment should take place prior to their first semester of taking classes in the non-degree, endorsement, and/or approval program.

Throughout the candidate's program completion, they will work with the Certification Officer to design their academic coursework sequence. It is recommended that candidates meet with the SVSU Certification Officer once a year to review course sequence and completion. Contact the Office of Certification to make an appointment: 989 964 4661 or advisingcoe@svsu.edu

As they get closer to the program's completion, candidates will work with SVSU's Clinical Experiences Office to schedule their capstone field work requirement and discuss logistics of the field work requirement. Contact Clinical Experiences at: clinicalexp@svsu.edu

Special Education Endorsement Candidates will also need to work with their Faculty Program Coordinator to ensure they are meeting curriculum and field work requirements for their endorsement program. Contact information for Faculty Program Directors can be found below:

<https://www.svsu.edu/collegeofeducation/officeservices/advisinggraduateprograms/>

Graduate Degree Program Student Advisement

Prospective students with interest in attending an SVSU degree-granting program will set up an advisement appointment with the Certification Officer. This appointment should take place prior to their first semester of taking classes in the program. Throughout the candidate's program completion, they will work with their Faculty Program Director to design their academic coursework sequence. It is recommended that candidates meet with their Faculty Program Director once a year to review course sequence and completion. Contact information for Faculty Program Directors can be found below:

<https://www.svsu.edu/collegeofeducation/officeservices/advisinggraduateprograms/>

As they get closer to the program's completion, candidates will work with SVSU's Clinical Experiences Office to schedule their capstone field work requirement and discuss logistics of the field work requirement. Contact Clinical Experiences at: clinicalexp@svsu.edu

REQUEST TO TRANSFER EDUCATION COURSES FOR SVSU TE OR TEMS OR EDL CREDIT

Due to the relevancy of content knowledge and constant changes in education, TE, TEMS, or EDL courses that were taken six or more years ago may not be eligible to transfer into SVSU's Teacher Education Program. However, each petition to transfer a professional studies course will be reviewed on a case-by-case basis by the Department Chair for the affected department, lead faculty for the course the transfer credit would be substituted for, and if needed, the Certification Officer. The syllabus that was used at the time the course was taken must be submitted with the petition. The student and the SVSU Registrar's Office will be notified of the decision. The request can be submitted electronically to coeconnect@svsu.edu

WAIVERS FOR REQUIRED COURSES

Approved Michigan Department of Education Career Technical Education (CTE) Program TE 120/200 or TEMS 100 Waiver Requirements

SVSU students who have successfully completed a Teacher Cadet Program in its entirety through a high school approved by the Michigan Department of Education and are seeking a waiver of SVSU's TE 100; Exploring Teaching: K-12 or TE 101; Exploring Teaching in Physical Education may receive the equivalent SVSU credit provided that they have completed each of the twelve (12) segments of a Career Technical Education (CTE) program, including the fieldwork component, with a grade of "B" or higher.

To obtain approval, applicants must:

- be accepted to SVSU and begin classes at SVSU within three (3) years of high school graduation;
- apply for the TE 100/TE 101 waiver no later than five (5) years after high school graduation;
- have successfully completed at least twelve (12) SVSU credit hours as a full-time degree-seeking student at the time of application and have earned a minimum cumulative grade point average of 2.0.

How to Apply for CTE TE 120/200 Credit:

Complete the [CTE Credit Application Form](#) (124KB) (124kB) and submit to the SVSU College of Education Dean's Office, 2nd floor, Gilbertson Hall, for processing.

Please include the following documents with your submission:

- High school transcript showing CTE credit and final grade(s) posted.
- Copy of CTE Certificate
- Documented field experiences (if available)

Handbook Revisions

Revised 9/26/02 C. Wolfe

Revised 2/23/05 Admissions & Review Committee Meeting

Revised 4/19/05

Revised 9/21/2015

Revised 8/1/2020

Revised 3/17/2023 Admissions & Transitions Committee