

Student Guide to Teacher Certification

LANSING
COMMUNITY
COLLEGE



Office of Teacher Preparation

Arts and Sciences Building, Rm. 110

Phone: (517) 483-1015

<http://www.lcc.edu/liberalstudies/teachprep>

TEACHERS MAKE A DIFFERENCE.

It's official. Research has now established that quality teachers make a substantial difference in how much a student learns. While this means that good teachers may finally be valued for all that they do, it also means that **all** teachers will be held to a high standard. In order to meet those standards, teachers must demonstrate a solid background in general education and the subjects they teach as well as skill in helping students to learn. Teachers don't start out with all of the knowledge and skills they need to be effective, but they must all begin with a passion for teaching, a willingness to work hard, and the knowledge that **their's is the most important job in the world.**

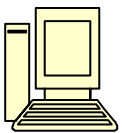
This Guide is intended to be used with the following resources:

Program Planning Portfolio



Utilize the accompanying Portfolio to navigate thru this Guide and plan your academic program.

Online Resources.



Web addresses are provided throughout the Guide and on page 21 to help you access additional information.

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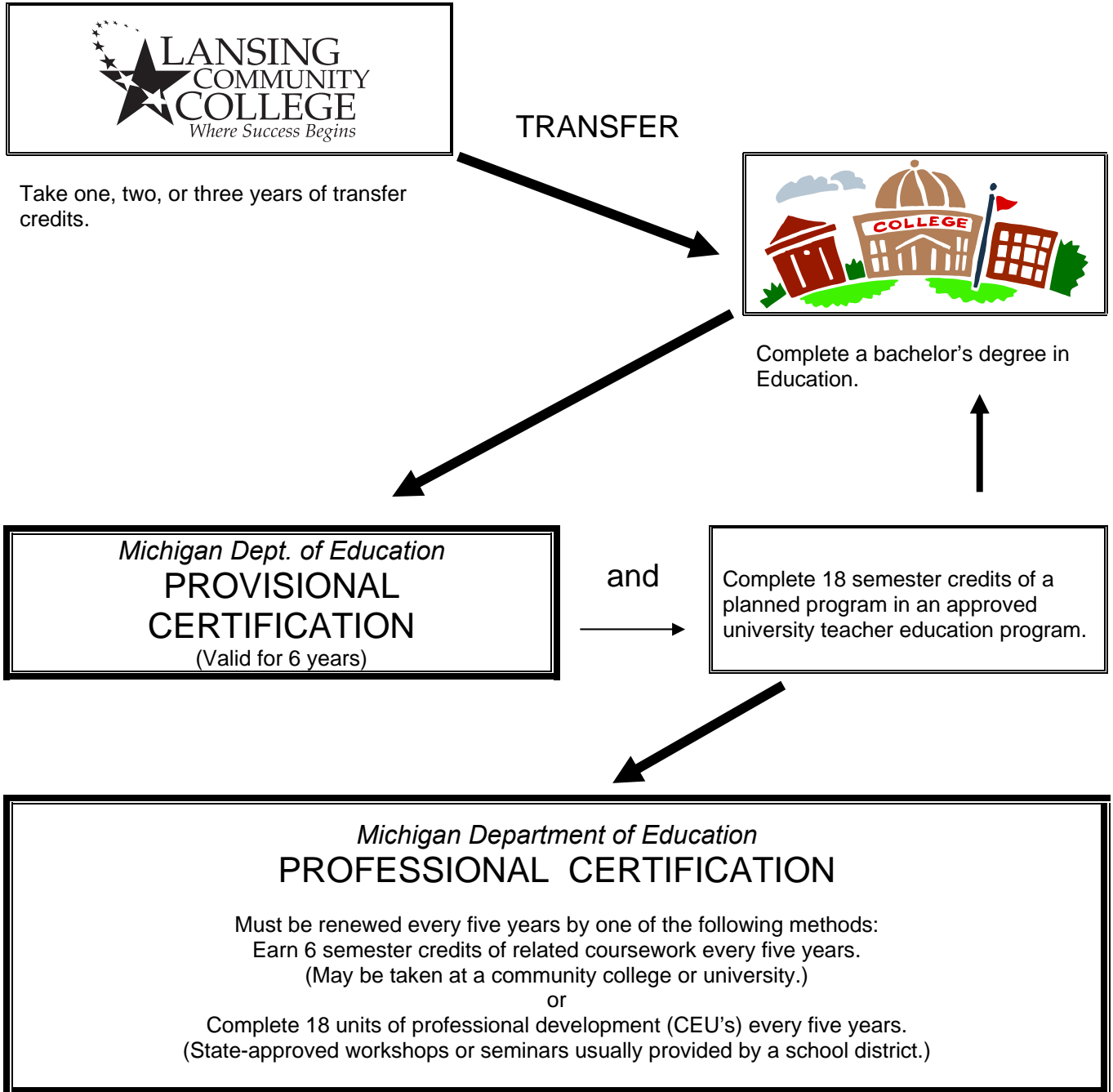
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BECOMING A TEACHER IS A COMMITMENT TO LIFELONG LEARNING



ABOUT TEACHER CERTIFICATION

Academic Preparation

Certification requirements are met by completing a bachelor's degree or a B.A. + graduate work from a state-approved teacher certification program at a four-year college or university. Approved programs may vary, but most require the following elements:

- For elementary certification (grades K-8) , the academic program must include a major (at least 30 credits) and one minor (at least 20 credits) or three minors.
- For secondary certification (grades 6-12) , academic programs require a complete major and a minor in a teachable subject area. (See page 19 for majors/minors.)
- All programs include coursework on the theory and practice of teaching.
- All undergraduate programs include at least one semester of a full-time, unpaid internship. Certain universities and programs require two full semesters of internship.

Michigan Test for Teacher Certification (MTTC)

The MTTC consists of a number of separate tests administered by the State of Michigan five times each year. All students must take the Basic Skills Test, plus one or more subject-area tests.

Basic Skills Test (Test #096): This portion is required for admission to a university education program and is taken in the sophomore year. It consists of sections on reading, writing, and mathematics at a level equivalent to college entrance requirements.

Subject-Area Tests: Teacher candidates must pass one of these specialty tests for each area of certification or endorsement. Tests are usually taken in the senior year after completing an academic major or minor in that field. Study guides are available. Elementary teachers who wish to teach in the middle grades (6-8) must pass the specialty test for their academic major or minor in addition to the Elementary Education test.

Other Certification Requirements

Upon successful completion of the bachelor's degree in Education, the university or college will recommend the student for certification by the State of Michigan. After passing the MTTC tests in the appropriate subject area for elementary or secondary education, the student is granted Provisional Certification and may begin to teach. To achieve Professional Certification, 18 semester hours must be completed in a planned program or master's degree at an accredited university. Professional Certification must be renewed every five years by completing six semester credit hours of coursework or 18 CEU's of approved staff development. (See chart on page 4.)

Post-Baccalaureate Certification

Many universities have special programs called post-graduate, post-baccalaureate (post-bac) or alternative certification for teacher education candidates who have already completed a bachelor's degree. The program format varies, but many offer online and/or summer classes. Secondary programs are the quickest route to teaching for most folks who have a teachable major, i.e., a subject that is typically taught at the middle or high school levels. Elementary certification is more complex. Most students can apply less than 30 credits from their original degree toward a certification program.

These programs are only available at four-year schools, so applicants should speak directly with a university advisor to determine specific academic requirements.

A "highly qualified" teacher is one who has completed the approved academic program and has taken the Michigan Test for Teacher Certification (MTTC) for each area of certification or endorsement.

See Facts about Teacher Certification at www.michigan.gov/mde

Information about the MTTC is available online at www.mttc.nesinc.com

NOTE: The Michigan Dept. of Education is expected to raise standards for passing MTTC exams in 2013.

The American Federation of Teachers estimates the average salary of all K-12 public schoolteachers in 2006-2007 was \$51,009. Michigan average teacher salaries were the 9th highest in the country.

See Useful Websites on page 21 of this publication for some post-graduate programs.

Criminal Background Checks

The State of Michigan requires that new teachers and substitutes have a federal criminal records (fingerprint) check through the Michigan State Police. Universities are required to report persons with felony convictions and/or certain misdemeanors involving violence, drugs, or child abuse. Certification may be denied if a person has been convicted, as an adult, of any of these crimes. Students will be asked to report their status when applying to the teacher education program, prior to student teaching, and upon program completion. An ICHAT (online) background check is required by school districts for field placement in LCC's EDUC 201, Education Practicum.

Substitute Teaching

To become a substitute teacher, a candidate must have completed 90 semester hours of satisfactory credit (minimum 2.0 GPA) consolidated at one four-year regionally accredited college or university. All community college credits must be transferred to a four-year university to be valid.

Individuals who meet the minimum requirements and wish to become a substitute teacher should contact the district, school, or Intermediate School District (ISD) where they wish to work or they may contact an agency that contracts with school districts in Michigan to provide substitute teachers. For example, the Professional Educational Services Group (PESG) contracts with Ingham Intermediate School District and many other schools in Michigan to provide substitute teachers. Contact: <http://www.contractsubs.com/> for more information.

Teacher Paraprofessional

Most schools require applicants for paraprofessional (teacher aid) positions to meet the standards established under the No Child Left Behind Act. There is no state certification, but applicants must show at least 60 college semester credits or completion of one of the approved basic skills exams: MTTC Basic Skills, WorkKeys, or ETS.

For instructions on conducting an online background check go to: www.lcc.edu/liberalstudies/teachprep/ And click on "Practicum Background Check".

For more information about substitute teaching permits, go to: www.michigan.gov/mde

For more information on becoming a teacher paraprofessional go to: www.lcc.edu/liberalstudies/teachprep/ And click on "Teacher Paraprofessional"

WHAT IS THE JOB MARKET FOR TEACHERS?

In Michigan, new teachers are being hired every year, but the need is not as great as elsewhere in the country. There is a critical shortage of teachers in states such as Florida, Virginia, Texas, and Nevada, so many of our new teachers go out of state for their first job. Others plan ahead by preparing to teach in a high needs district (rural or urban) or earning certification in the subjects where a continuing need exists.

IN MICHIGAN, THERE IS AN ONGOING NEED FOR TEACHERS IN THE FOLLOWING AREAS:

- Urban and rural school districts
- Elementary teachers with specialties in:
 - English as a Second Language
 - Early Childhood (ZA endorsement)
 - Mathematics
 - Reading/Language Arts
 - Science
 - Special Education
- Secondary teachers with specialties in:
 - Career and Technical Education
 - Foreign Languages
 - Mathematics
 - Science
 - Special Education

Tips for Maximizing Employment Potential

#1: CHOOSE MAJORS AND MINORS WISELY

Certification in at least one of the subjects listed above will increase chances of finding the right job. But teachers should love what they teach, so students should not rule out other subjects. For programs that do not include one of the high-need specialties, tips #2 and #3 below are especially important.

#2: BE FLEXIBLE

Don't target one specific school district or one specific grade level. Take advantage of opportunities for experience in a variety of settings, and be sure to follow tip #3.

#3: STAND OUT

When there are dozens of candidates for a teaching position, school administrators look beyond certification requirements to the things that distinguish one applicant from the others. Be sure to document any of the following:

- **Co-curricular activities.** These are experiences and accomplishments outside of the academic requirements for certification that contribute to a student's knowledge of what and how children learn. Students who expect to teach in Michigan are advised to build a portfolio of co-curricular activities such as work or volunteer experience in a variety of settings, other community service, and attendance at conferences and workshops for teachers. (See page 18 for suggestions.) Experience working with special needs children is strongly encouraged for all teacher candidates.
- **Academic Excellence.** In order to meet the high standards being set for teachers today, a candidate must demonstrate a solid background in general education and the subjects he/she teaches, as well as skill in helping students learn.
- **Special Skills.** Many employers are looking for candidates who have computer, photography, coaching, theater, music or other skills, as potential leaders of student clubs and extra-curricular projects. Spanish or another second language is also an advantage.
- **Travel.** Students should consider one of the study abroad programs available to teacher education students or spend a summer studying or providing community service in an environment that is different from their home town.

Did you know?

Michigan teacher certification is recognized in 42 states in the US

The demand for teachers in Michigan is expected to increase due to new graduation requirements.

Effective for the class of 2011, students must have completed

- 4 credits of mathematics
- 4 credits of English
- 3 credits of Science
- 3 credits of Social Studies
- 1 credit of the Arts
- 1 credit of Physical Education

Effective class of 2016, students must also have completed 2 credits of a world language.



PORTFOLIO

Begin early to gather documentation of your experiences and accomplishments that contribute to your preparation to teach.

ABOUT TEACHING

Teachers certified in the following fields are in the **most demand**:

Mathematics

Elementary Mathematics

Suggested LCC courses for elementary (K-8) math teachers are:

- MATH 120 College Algebra
- MATH 201 Math for Elementary Teachers I
- MATH 202 Math for Elementary Teachers II

Students will transfer to a four-year institution to receive a BA or BS in Elementary Education with a minor (at least 20 credits) or major (at least 30 credits) in math. To be certified to teach grades 6-8, they must then pass the Michigan Test for Teacher Certification in Mathematics for elementary grades.

Math teachers in grades K-8 might teach mathematics, arithmetic, number theory, pre-algebra, algebra, geometry and probability.

Secondary Mathematics

Suggested LCC courses for secondary (6-12) math teachers are:

- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 253 Calculus III
- MATH 260 Linear Algebra

Students will transfer to a four-year institution to receive a BA or BS in Mathematics and Secondary Education. To be certified, they must then pass the Michigan Test for Teacher Certification specialty test in Mathematics for secondary grades.

Math teachers in grades 7-12 might teach calculus, statistics, algebra, trigonometry and geometry.

Science

Elementary Science

Suggested LCC courses for elementary (K-8) science teachers are:

- ASTR 201 Introductory Astronomy
- BIOL 229 Nature Study for Educators
- GEOL 221 Physical Geology
- ISCI 121 Integrated Science for Education I
- ISCI 122 Integrated Science for Education II
- PHYS 120 The Art of Physics

Students will transfer to a four-year institution to receive a BA or BS in Elementary Education with a minor (about 25 credits) or major (about 35 credits) in integrated science. To be certified, they must then pass the Michigan Test for Teacher Certification in Integrated Science for elementary grades. To teach in the middle school (grades 6-8) the MTTC Exam in Biology and/or Earth Science is required.

Science teachers in grades K-5 will teach integrated science. Teachers in grades 6-8 might teach biology and earth/space science.

◀ Be sure to check with your transfer institution about transferability of courses and requirements for the major or minor in mathematics. Secondary programs are often administered through the Dept. of Mathematics.

New Graduation Requirements in Mathematics will impact need for teachers:
Effective for the class of 2011, students must have completed 4 credits of mathematics, including Algebra I and II, Geometry and another course in the senior year.

◀ Be sure to check with your transfer institution about transferability of courses and requirements for the major or minor in the sciences.

Secondary Science

Suggested LCC courses for secondary science teachers (grades 6-12) in Biology are:

- BIOL 127 Cell Biology
- BIOL 128 Organismal Biology
- BIOL 203 and 204 Microbiology and Microbiology Lab

Biology majors are encouraged to take a mixture of laboratory and field courses.

Science teachers in Chemistry should take:

- CHEM 151 and 161 General Chemistry I and General Chemistry I Lab

Science teachers in Earth/Space Science should take:

- ASTR 201 Introductory Astronomy
- GEOG 220 Weather, Forecasting and Climate

Science teachers in Geology should take: GEOL 221 Physical Geology

Science teachers in Physics should take: PHYS 251 Physics I: Mechanics

Students will transfer to a four-year institution to receive a BA or BS in the science area plus Secondary Education. To be certified, they must then pass the Michigan Test for Teacher Certification specialty test in science in one or more of these areas: Biology, Chemistry, Physics, Integrated Science and/or Geology/Earth Science.

Science teachers in grades 9-12 might teach biology, chemistry, physics, integrated science or geology/earth science. Science teachers in grades 6-8 might teach biology or earth science.

Special Education

University programs vary in their approach to this certification. Generally, students pursue a major in one or more special education areas. Emotionally impaired and Learning Disabilities are the most common specialties. Teachers must also have completed requirements for certification in elementary or secondary education. Most programs require one semester of internship in a regular classroom and a second semester in a special needs classroom. Because of the complexity of this program, students are advised to select their transfer program and plan their complete curriculum as early as possible.

Elementary Special Education

Suggested LCC courses for elementary (K-8) special education teachers are:

- EDUC 201 Teacher Education Practicum (*with a placement in a special needs environment*)
- EDUC 230 Introduction to Special Education
- PSYC 200 Introduction to Psychology

Students will transfer to a four-year institution to receive a BA or BS in Elementary Education or Special Education with an elementary emphasis. A minor (minimum 20 credits) or major (at least 30 credits) in Special Education may also be available. To be certified, they must then pass the Michigan Test for Teacher Certification for Elementary Education plus one or more of the following: Mentally Impaired, Physically or Health Impaired, Visually Impaired, Emotionally Impaired, Learning Disabled, Autistic and/or Hearing Impaired.

Secondary programs are often administered through the department of your specialty area (i.e., Biology, Chemistry, etc.).

New Graduation Requirements in Science will impact the need for teachers:

Effective for the graduating Class of 2011, students must have 3 credits of science including Biology, Physics or Chemistry and one other science credit.

◀ *Be sure to check with your transfer institution about transferability of courses and requirements for the majors or minors in special education. Some special education programs may be located in the department of Psychology or Counseling rather than Teacher Education.*

Special Education Programs:

*Autism
Cognitive Impairment
Emotional Impairment
Learning Disabilities
Hearing Impairment
Speech/Language Impairment
Visual Impairment
Physical Education for Students with Disabilities*

*To find out which Michigan colleges offer these programs go to
: <https://mdoe.state.mi.us/proprep>*

Secondary Special Education

Suggested LCC courses for secondary (6-12) special education teachers are:

- EDUC 201 Teacher Education Practicum (*with a placement in a special needs environment*)
- EDUC 230 Introduction to Special Education
- PSYC 200 Introduction to Psychology

Students will transfer to a four-year institution to receive a BA or BS in Special Education with secondary emphasis. They must then pass the Michigan Test for Teacher Certification specialty test in their area of specialization such as Autism Spectrum Disorders or Learning Disabilities.

Special educators in both elementary and secondary schools work in a variety of settings, including:

- **Self-contained classrooms.** Only 20% of students with disabilities spend the majority of their school day in a classroom specifically set aside for children with disabilities.
- **Resource rooms.** Most special education teachers work in resource rooms, where they provide specialized instruction to students with disabilities who come in for part of the school day, either individually or in small groups.
- **General education classrooms.** An increasing number of schools are using an inclusion model, in which students with disabilities receive most, if not all, of their instruction in a general education classroom. In these settings, special educators work closely with general education teachers to meet the needs of the students.

English as a Second Language (ESL) or a Language Other than English

Elementary ESL or a Language Other than English

Suggested LCC courses for elementary (K-8) teachers include:

- FREN 121, 122, 201, 202 (French)
- GRMN 121, 122, 201, 202 (German)
- SPAN 121, 122, 201, 202 (Spanish)
- JAPN 121, 122 (Japanese)
- LING 230, (Introduction to Linguistics)

Students will transfer to a four-year institution to receive a BA or BS in Elementary Education with a minor (at least 20 credits) or major (at least 30 credits) in the second language or ESL. They must then pass the Michigan Test for Teacher Certification specialty tests in the second language or ESL and Elementary Education.

Note: ESL teachers teach English for speakers of other languages in support of regular classroom instruction. Bilingual teachers may be hired to teach a subject such as math or history in the second language.

Secondary ESL or a Language Other than English

Suggested LCC courses for secondary (9-12) teachers include:

- FREN 121, 122, 201, 202 (French)
- GRMN 121, 122, 201, 202 (German)
- SPAN 121, 122, 201, 202 (Spanish)
- JAPN 121, 122 (Japanese)
- LING 230, (Introduction to Linguistics)

Students will transfer to a four-year institution to receive a BA or BS degree in ESL or a language other than English plus Secondary Education. They must then pass the Michigan Test for Teacher Certification in the second language or ESL specialty tests.

Early Childhood: Preschool (Grade Pre-K to 2nd grade)

More teachers are needed in this field as research reveals more about the advantage of

More than 150,000 Michigan school children speak a language other than English at home. In the Lansing area, those languages are primarily Spanish, Miao (Hmong), Vietnamese, Arabic, and Chinese.

See <https://mdoe.state.mi.us/proprep/> for a list of languages for which certification is possible in Michigan and the universities that offer each program.

New HS Graduation Requirements in Second Language learning will impact need for teachers. Effective for the graduating class of 2016, students must have 2 credits in a language other than English in grades 9-12 or the equivalent in grades K-8.

an early start. Some schools have already expanded kindergarten to an all-day schedule and some are considering adding a grade before kindergarten for all public school students. Strategies for teaching the youngest students, including those up through 2nd grade, take specialized skills to address their learning characteristics.

Suggested LCC courses include:

- CHDV 101 Child Growth/Development: 0-10 Years
- CHDV 111 Child Guidance and Communication
- EDUC 201 Teacher Education Practicum (*with placement in pre-K or K-2 classroom*)

Students will transfer to a four-year institution to receive a BA or BS in Elementary Education with a minor (at least 20 credits) or major (at least 30 credits) leading to the Michigan ZA (early childhood) endorsement. Students must then pass the Michigan Test for Teacher Certification specialty tests in Elementary Education and Early Childhood Education.

Early childhood teachers teach reading, writing and math readiness, socialization and motor skills.

Urban Schools

The term “urban schools” generally refers to districts or buildings that have a racially or ethnically diverse student population and a high level of poverty (50 percent or more of students are eligible for participation in the federal free and reduced price lunch program). There tends to be a high turnover of teachers in these schools when new teachers come unprepared for the cultural differences of the student population or lack the creativity required to help disadvantaged students succeed.

Urban education is not an official area of endorsement, although a few teacher education programs have specialty coursework targeting urban settings (e.g. MSU, Wayne State). Most schools do require every student to have experience working in a variety of school environments.

Suggested LCC courses include:

- EDUC 201 Teacher Education Practicum (*with placement in an urban school*)
- SOCL 255 Contemporary Social Problems

Applicants for competitive teacher education programs are often given bonus points for experience working with inner city programs such as Boys’ and Girls’ Clubs or YMCA programs.

Rural Schools

Rural schools are different from suburban schools in that they are often removed from the communities they serve. Some are very small, and others are extremely large, with students being bussed to a central location. Rural teachers must be flexible in the courses they are able to teach (multiple areas of certification), but increasingly they need to depend on technology for curriculum resources and instruction. Some rural schools use distance learning (interactive television, Internet with or without webcam) to connect small groups of students across large areas. Teachers must also depend on the Internet for much of their ongoing professional development.

There are no certification endorsements or academic programs that prepare teachers for employment in a rural district. Students interested in teaching in a rural area are encouraged to select a rural school for any teaching practicum.

◀ *For more information on Pre-School and Early Childhood Education at LCC, contact Marcia Rysztak in the Dept. of Health and Human Services (see page 12).*

◀ *Be sure to check with your transfer institution about transferability of courses and requirements for the major or minor in Early Childhood or Child Development.*

Urban districts in central Michigan include:

*Ann Arbor
Benton Harbor
Detroit
Flint
Grand Rapids
Lansing
Saginaw*

More than 2.5 million people live in Michigan’s rural communities.

Michigan’s rural teachers are among the most likely to feel support from parents. (Why Rural Matters 2003, the Rural School and Community Trust.)

THE PATH TO TEACHER CERTIFICATION PART I: LANSING COMMUNITY COLLEGE

Explore a Career in Teaching

Students are advised to take some time to learn as much as possible about teaching before committing to an academic program. Two LCC courses are recommended for this career orientation. They provide detailed information about Michigan schools as well as hands-on experience with children in the classroom.

EDUC 220 Introduction to Education
EDUC 201 Teacher Education Practicum

The experience provided in these two courses is recognized by most transfer programs as a valuable introduction to a career in teaching and an indication that the student is serious about this career choice. They are recommended even for programs that do not accept the credits in transfer.

Program Planning Portfolio

An individualized guide to program planning, called the Program Planning Portfolio, is provided to encourage students to meet with an advisor early and often. The Portfolio is correlated to this Guide, providing students with a systematic application of the information provided here.

LCC Advisors & Important Contacts

There are many people at LCC to help students plan career paths and academic programs. Most transfer guides and other information are available on the web, but students should meet with an advisor to make sure they are on the right track. Any one of the following people would be glad to help.

Early Childhood (Pre-K-2)		
Marcia Rysztak Health and Human Services Department	(517) 483-1141 rysztam@lcc.edu	HHS 214.18
Elementary/Secondary/Paraprofessional Education		
Ann Selleck, Advisor Office of Teacher Preparation FSU Lansing Program	(517) 483-1015 selleca@email.lcc.edu	
Eva Menefee, Education Specialist LCC Counseling & Advising	(517) 483-9674 menefee@lcc.edu	GB 204
Pat Cramer, Education Specialist LCC Counseling & Advising	(517) 483-9708 cramerp@lcc.edu	GB 204
Rafeeq McGiveron, Education Specialist LCC Counseling & Advising	(517) 483-1906 mcgiver@lcc.edu	GB 204
Geoff Quick, Lead Faculty in Education Social Science Department	(517) 483-1140 quickg@lcc.edu (Fall/Spring)	A&S 381B
CMU Lansing Lansing Programs only (See page 15)		
Sophie Jeffries, Coordinator Office of Teacher Preparation	(517) 483-1015 jeffris@lcc.edu	A&S 110
Financial Aid		
LCC Awards and Scholarships/Financial Aid/Veterans Services	(517) 483-1200 www.lcc.edu/finaid	GB 203

◀ *Begin here to
learn about teaching*

*Use the checklist for teacher
certification transfer program
planning as a guide (see page 17).*

The Program Planning Portfolio is distributed in EDUC 220, Introduction to Education. It is also available thru the Office of Teacher Preparation (A&S 110) and online at www.lcc.edu/liberalstudies/teachprep

Associate Degrees in Teaching

University programs do not require completion of an associate degree for transfer; however, it is very easy to complete the two-year degree requirements while following a transfer program for the bachelor's degree. To avoid taking courses that do not apply to the transfer program, students should select the transfer guide first and then identify the associate degree that best fits the transfer program.

The following degrees consist of courses that transfer to most Michigan universities. With careful planning, it is possible to earn one of these degrees while also satisfying requirements for a specific transfer guide.

- Elementary Education, Associate in Arts Degree – Curriculum #0747
- Secondary Education, Associate in Arts Degree – Curriculum #0752
- Teacher Paraprofessional, Associate in Applied Science Degree – Curriculum #1039

Other Degrees That Work

The **General Associate Degree** and the **Associate in Arts Degree in Liberal Arts** provide a broad academic foundation and are flexible enough to incorporate requirements from a specific transfer guide.

Students may also wish to earn a degree in a teachable major, such as Business, Foreign Language, Kinesiology, etc. Check with the transfer university advisor to determine which courses may be applicable to a specific teaching major or minor.

Preparation for Transfer

1. Selecting a Transfer School

The choice of transfer schools affects the courses to be taken at LCC, so students should begin early to explore transfer options.

- Talk to university representatives when they visit the LCC campus.
- Visit the Education websites of possible transfer schools and check for walk-in advising times or orientation meetings for potential transfer students.
- Visit potential transfer schools.

Here are some criteria to consider when selecting a transfer school.

- **Programs offered.** Not every school offers majors or minors in every teaching field. See the Michigan Department of Education website for a complete list of colleges and universities offering each certification area: <https://mdoe.state.mi.us/proprep/>. Students should also check university websites or catalogs for more information and talk to a university representative to verify that the program is available.
- **Geographic location.** Students are encouraged to visit several campuses before selecting a transfer school. If distance is an issue, see page 15 for information on teacher certification programs available without leaving the Lansing area. Commuting is also an option. Many transfer universities make it easier by offering alternative scheduling (classes scheduled online or in blocks on evenings, weekends or summers).
- **Cost.** In addition to tuition, the length of a program and the number of LCC credits accepted in transfer will affect the total cost of teacher certification. However, no university should be ruled out based on cost before exploring financial aid (grants and loans) and scholarships. Information about financial aid at the transfer school is usually available on their website. Students should also check with the admissions office and program departments for scholarship opportunities specific to a certain field.

See page 22 for a list of transfer program guides.

◀ Details about these programs can be found in the LCC Catalog or online at www.lcc.edu/catalog/

A calendar of scheduled university visits is posted at: www.lcc.edu/transfer/collegevisits.htm

Check with the Office of Teacher Preparation (A&S 110) for current information on scholarships at LCC and transfer schools.

2. Completing General Education Requirements (MACRAO and Core)

Transfer students will need to complete general education courses that meet the requirements of the transfer school. When in doubt, select courses from the MACRAO list of classes accepted at most Michigan colleges and universities. MACRAO is a package deal; that is, if the requirements are completed as listed in the LCC catalog and are recorded as complete on the official LCC transcript, most or all general education requirements of the transfer school will be met. Some universities and some degree programs may require additional coursework.

If MACRAO is required, it must be noted on the official LCC transcript. Students should see an advisor for a MACRAO audit before requesting the transcripts.

To complete an associate degree at LCC as well as a transfer program, LCC Core general education requirements must be met.

3. About Transfer Guides and Articulation Agreements

Transfer guides include a list of courses to take while at LCC, plus other key information about university program requirements. There are two types of guides:

- Most transfer guides are general suggestions for LCC courses based on current transferability and program requirements. Check with the transfer university to be sure that information is accurate.
- Transfer guide/articulation agreements are partnership contracts between LCC and the transfer university designed to facilitate transfer without duplication of credits. They are identified as such in the first footnote of a transfer guide. The information listed in these agreements is guaranteed to be current and valid for the dates listed.

4. When to Transfer

Transfer is technically possible at any point, but the following considerations may determine the optimal time for transfer:

- **MACRAO should be complete.** Only classes taken or transferred to LCC can apply to MACRAO. If any element is missing, the university may not recognize some LCC classes as meeting their general education requirements.
- **GPA.** Only grades of 2.0 or better will transfer and some education programs require a 2.5 or higher on certain required courses. Most have a minimum overall GPA requirement of 2.7 or better.
- **Articulation agreements.** Students following an articulation agreement can be confident that courses on that transfer guide will count. They may plan to transfer after having completed all LCC courses listed. If the transfer guide is *not* an articulation agreement, earlier transfer may be advised. Students should check with the transfer university when planning a transfer date.
- **Majors and minors.** Some majors (such as special education or reading) may require a specific sequence of courses that must be initiated early but are not available at LCC.
- **Financial aid.** Students who have exhausted financial aid options at LCC may find that scholarships at the transfer school make it advisable to transfer sooner rather than later.

MACRAO is the general education requirement for most transfer programs in the State of Michigan and is now required for all Associate of Art and Associate in Science degrees. See <http://www.lcc.edu/transfer/macrao-agreement.aspx> for more information about MACRAO.

Core is LCC's general education requirement. See <http://www.lcc.edu/catalog/core/> for an explanation of Core requirements.

For LCC transfer guides go to: <http://www.lcc.edu/transfer/guides/index.aspx>

Curriculum guides and transfer information for articulation agreements are available in the Teacher Preparation literature display racks on main campus (Advising & Counseling and A&S 110) and at Livingston and St. Johns Learning Centers.

THE PATH TO TEACHER CERTIFICATION

PART II: THE UNIVERSITY

Application Process

Teacher certification programs often require two stages of application: one to the university and one to the Teacher Education Program. The application process should be started about one year before transferring.

➤ **Admission to the University**

Most transfer schools have application forms available online along with application deadlines and other requirements. An application fee and official transcripts are required. Students must request that the LCC registrar's office send transcripts directly to the admissions office of the transfer school. There is a \$5.00 fee for each official transcript.

➤ **Admission to the Teacher Education Program**

Education programs differ in their requirements for admission, but most require:

- Admission to the university (allow several weeks for the university admission to be processed)
- An interview or essay or both
- A minimum GPA of 2.7 (Highly competitive programs may require a 3.0 or higher.)
- Some experience working with children (e.g. volunteer work, EDUC 201, etc.)
- Successful completion of the Michigan Test for Teacher Certification (MTTC) Basic Skills Tests (see page 5 for more information)

Some programs also require specific course work before being admitted.

For some schools, application to the university serves as the application to the Teacher Education Program. Where a separate application is required, Teacher Education Programs may set deadlines for applications once each year in January or February for admission the following Fall semester. Other programs may have an additional deadline in September for admission in January. See page 21 for teacher education websites of many major transfer institutions.

Lansing-based Programs

There are four options for LCC students who wish to complete elementary certification without leaving Lansing: Central Michigan, Ferris State, Spring Arbor and Michigan State University. The first three are partnership agreements which allow students to take 65 to 100 LCC credits at LCC (paying LCC tuition rates) and the remaining 35-66 university credits at a nearby location. Upper level coursework is taught by university faculty. All of these programs lead to a bachelor's degree from the respective university.

1. **Central Michigan University – Elementary Education**

Major/minor: Integrated Science/Reading only

Transfer Guide #1289

LCC credits: 94

CMU credits: 66

CMU Location: 2900 West Road, E. Lansing, MI

Contact: Sophie Jeffries, Office of Teacher Preparation for an appointment at (517) 483-1015, or in A&S 110

2. Ferris State University – Elementary Education

Transfer Guide #1461

Minors: Choose from: Language Arts and Mathematics. The Early Childhood (ZA endorsement) is available as an additional minor.

LCC credits: 80-100 (depending on minors selected)

FSU credits: 30-45

FSU Location: LCC University Center, main campus

Contact: Ann Selleck, Office of Teacher Preparation for an appointment at (517) 483-1015, or in A&S 110

3. Spring Arbor University – Elementary Education

Transfer Guide #1087

Major/minor: Choose two minors : Language Arts and Integrated Science or one major from Language Arts, Social Studies or Special Education.

LCC credits: 68

SAU credits: 56-82

SAU location: Classes are taught on the campus of the Great Lakes Christian College in west Lansing. The Spring Arbor University Lansing office is located at 4202 Collins Road, Lansing.

Contact: Vera Intveld at (517) 333-0480 or vintveld@arbor.edu

4. Michigan State University – Elementary and Secondary

Students are encouraged to meet with an MSU education advisor to determine specific LCC coursework for their chosen program.

Major/minor: A wide range of majors and minors are available.

LCC credits: 45-60

MSU credits: 80-90 (post-graduate work is required)

MSU Location: East Lansing

Contact: Students seeking certification in elementary or special education should contact the MSU College of Education Advising Center, (517) 353-9680. Those seeking secondary certification should contact the department of the subject they hope to teach (e.g., mathematics, Spanish, etc.).

MSU teacher education programs have been ranked #1 in the nation by U.S. News and World Report. While admission to these programs is highly competitive, LCC students who meet the requirements should have no trouble in transferring. The program includes a bachelor's degree plus two semesters of internship after graduation. Students are strongly encouraged to contact the university as early as possible in their academic program to determine majors/minors and the additional courses that may transfer.

The Social Studies minor is being discontinued by the MI Dept. of Ed and Ferris is developing a Social Studies Major to replace it.

The Social Studies minor is being discontinued by the MI Dept. of Ed but the Social Studies Major is available at Spring Arbor Lansing.

Note: Courses with an EDUC prefix may not transfer to MSU. Students are advised to complete the general education requirements (called Integrative Studies) and see an advisor to determine additional transfer courses.

Curriculum guides and transfer information for articulation agreements are available in the Teacher Preparation literature display racks on main campus (Counseling & Advising and A&S 110) and at Livingston and St. Johns Learning Centers.

RESOURCES FOR PROGRAM PLANNING

Checklist for Teacher Certification Program Planning

Students are encouraged to follow these steps in preparing to transfer in teacher certification.	Program Planning Portfolio	Courses to Take:	Recommended Timetable:
<p>ORIENTATION STAGE:</p> <p>1. Read this guide.</p>	Stage 1	* EDUC 201 * EDUC 220 ** MACRAO MATH prerequisites (MATH 112 is minimum requirement)	During first semester or before completing 12 credits.
<p>DECISION STAGE:</p> <p>2. Meet with university advisors visiting LCC. See College Visitation Schedule at www.lcc.edu/transfer/college_visits.aspx</p> <p>3. Visit possible transfer schools.</p> <p>4. Select a transfer school.</p> <p>5. Meet with an LCC advisor to identify an appropriate curriculum or transfer guide.</p>	Stage 2	MACRAO and other courses as listed on the chosen transfer guide.	By the end of 2 nd semester or before completing 30 credits.
<p>PREPARATION FOR TRANSFER:</p> <p>6. Plan remaining coursework at LCC and transfer target date.</p> <p>7. Select major(s) and minor(s).</p> <p>8. Speak to an advisor from the chosen transfer university admissions office for general admission requirements and application procedures.</p> <p>9. Speak to an advisor from the chosen transfer university teacher preparation program for specific admission requirements and application deadlines.</p>	Stage 3	MACRAO and other courses as listed on chosen transfer guide.	By the beginning of 4 th semester or before completing 45 credits.
<p>TRANSFER:</p> <p>10. Complete application for admission to the university.</p> <p>11. Request a MACRAO audit</p> <p>12. Request an LCC official transcript (with MACRAO stamp) be sent to the university.</p> <p>13. Complete a "Request for Associate Degree" form (optional).</p> <p>14. Initiate application for the university education program (if required).</p> <p>15. Attend a university group advising or orientation for transfer/education students.</p>	Stage 4	MACRAO and other courses as listed on the transfer guide.	See "When to Transfer" on page 14.

* Strongly recommended for students new to teacher education, although these courses may not transfer to your university program. . Check transfer guides for transferability to other programs.

**All articulation agreements specify which MACRAO options should be taken. Check curriculum guides before selecting general education courses.

Suggested Co-curricular Activities for Future Teachers

To teach in mid Michigan a teacher candidate will need to demonstrate that he/she is more than the sum of the courses taken. School principals are looking for candidates who have experience with children in a variety of settings, commitment to community service and self-directed professional development. The following are some suggestions for activities that will enhance a candidate's resume, chances for employment and potential for success in teaching. Students are advised to engage in one or more of these activities while at LCC and to continue with similar activities at the transfer school.

- Participate actively in Future Teachers' Club events¹
- Participate actively in another LCC Student Club (PTK, Marketing, etc.)²
- Hold an LCC Student Government office²
- Participate in the Leadership Program²
- Become a member of the college newspaper staff³
- Volunteer to assist in a K-12 classroom on a regular basis (e.g. 2hrs/wk)¹
- Volunteer to work at the LCC Science & Math Elementary Exploration⁴
- Volunteer to work at the LCC Regional Science Olympiad⁴
- Volunteer at the LCC A+ Summer Program
- Volunteer for America Reads⁵
- Volunteer for a community service (Special Olympics, Red Cross, Habitat for Humanity, etc.)
- Attend the Michigan Science Teachers Association Conference
- Attend the Michigan Mathematics Teachers Association Conference
- Attend the Mid Michigan Future Teachers Conference (Jackson CC)⁵
- Attend other conferences recommended by your instructors
- Participate in travel/study abroad programs

Resources:

¹ LCC/FTC@gmail.com

² www.lcc.edu/studentlife/

³ www.lcc.edu/lookout

⁴ www.lcc.edu/science/youth_programs

⁵ Office of Teacher Preparation, A&S 110

Remember to keep documentation of your co-curricular experiences.

Teachable Majors and Minors

The following are **most** of the fields in which teachers may become certified. They generally correspond to majors and minors in the academic program. All certification areas are not offered at all universities.

Elementary Grades K-8	Majors/Minors in Secondary Grades 7-12
<p>Elementary Mathematics English Language Arts or Reading Integrated Science Social Studies *</p> <p>Early Childhood Education (Pre-K-2 specialty)</p> <p>* Major only. The Social Studies minor was discontinued in 2009.</p>	<p>Biology Chemistry Computer Science Earth Science Earth/Space Science Economics English Language Arts Geography History Integrated Science Journalism Mathematics Physics Political Science Psychology Social Studies Sociology Career and Technical (Vocational) Education Construction Cosmetology Agriscience Child Care Health Sciences</p>
<p>The following subject areas are applicable to all grades K-12 and must be taken in conjunction with either an elementary or secondary certification program.</p>	
<p>English as a Second Language Bilingual (Spanish, Arabic, Chinese, etc.) Music Physical Education Visual Arts Health Education Special Education: Autism Spectrum Disorder Cognitive Impairment Emotional Impairment Hearing Impairment Learning Disabilities Physical Education for Students /disabilities Physical Impairment Speech and Language Impairment Visual Impairment</p>	<p>World Languages: French German Greek Latin Russian Spanish Italian Polish Hebrew Arabic Japanese Chinese</p>

LCC Teacher Preparation Course Descriptions

ARTS 240 Art for Elementary Teachers Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: EDUC 201 and EDUC 220 (required for transfer to CMU)</i> Especially for elementary school teachers responsible for the student art experience. Emphasis on developing a greater art appreciation, awareness of art forms, and competency working with a variety of art media. Covers the creative and mental growth of children and their needs in an art situation. (F, Sp, Su)	EDUC 228 Technology in Education Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: EDUC 220 and (CPSC 120 or CITA 110)</i> In this survey course, students will learn sound principles for integrating technology and media into K-12 classrooms, legal and societal issues surrounding their use, and how to assess and select appropriate technology and media. Students will explore uses of productivity/presentation software and the internet/WWW to enhance their teaching. (F, Sp, Su)
BIOL 229 Nature Study for Educators Credits: 4 <i>Prerequisite: Reading Level 5 and Writing Level 6 and Math Level 4</i> <i>Recommended: ISCI 122</i> A general biology course for educators and education majors on integrated understanding of the natural world, including the biotic and abiotic components comprising three typical mid-Michigan environmental communities: an aquatic, a forest, and a field community. (F, Su)	EDUC 230 Intro to Special Education Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> An introduction to Special Education for potential elementary or secondary teachers and teacher paraprofessionals. The physical, social, emotional and cognitive characteristics of special needs students are defined. Emphasis is placed on the disability categories addressed in state and federal special education mandates. (F, Sp, Su)
CHDV101 Child Growth/Development: 0-10 Yrs. Credits: 4 <i>Prerequisite: Reading Level 5 and Writing Level 4</i> This course examines the growth and development patterns of children up through age ten in physical, social, emotional, cognitive and language development. This includes the influences of health, play, families, the early childhood education experience, and other environmental factors which impact development. Students acquire skills in observing and recording child behavior. (F, Sp, Su)	ENGL 208 Children's Literature Credits: 4 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: WRIT 121 or 131 and ENGL 122</i> This course offers a survey of children's literature, from fairy tales to young adult novels. Students will be introduced to a variety of literary genres in classic and contemporary works. Students will experience the literature through writing, discussion, oral or dramatic presentations, and other means suitable to classroom practice. (F, Sp, Su)
CHDV111 Child Guidance and Communication Credits: 4 <i>Prerequisite: Minimum 2.5 in CHDV100 or concurrently and Reading Level 3 and Writing Level 4</i> This course, which includes field work, examines interaction skills and environmental structures which foster social and emotional growth in children in early childhood education and care settings. Topics include positive guidance and discipline, effective communication with children, problem solving, and social skill development. (F, Sp)	GEOG 200 World Regional Geography Credits: 4 <i>Prerequisite: Reading Level 5</i> This course describes and analyzes human relationships with the natural and cultural environment and examines the physical and cultural aspects of the major regions of the world. International interdependency is examined to promote global awareness. (F, Sp, Su)
CHDV 186 Child Self-Esteem/Positive Discipline Credits: 1 <i>Prerequisite: None</i> This course looks at children's self-esteem: what it is, where it comes from, and how it can be fostered in both home and early education settings. It focuses on practical suggestions and teaches positive discipline techniques that build self-esteem. Seminar format is used. (F, Sp, Su)	ISCI 121 Integrated Sci for Education I Credits: 4 <i>Prerequisite: Reading Level 5 and Writing Level 6 and Math Level 4</i> The first of two general science courses focusing on the fundamental behavior of matter and energy using a historical and environmental context. Science processes, methods, and reasoning skills are emphasized throughout. Recommended for education majors. (F, Sp)
EDUC 201 Teacher Education Practicum Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> This course requires students to work with a teacher in an educational setting, thus receiving practical experience working with children in a classroom. Combined with textbook readings, reflections, and on-campus classroom discussion, students should gain an appreciation for the role of professional teachers. Criminal Background Check required. (F, Sp)	ISCI 122 Integrated Sci for Education II Credits: 4 <i>Prerequisite: ISCI 121 (2.0 minimum) and Reading Level 5 and Writing Level 6 and Math Level 4</i> The second of two general science courses focusing on the biological and ecological nature of our universe, using a historical and integrative approach. Science processes, methods, and reasoning skills are emphasized throughout. Recommended for education majors. (F, Sp)
EDUC 204 Educational Psychology Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> Educational psychology examines the psychology to education, emphasizing childhood development, learning, motivation, measurement, and both individual and group dynamics that affect pupils' achievements. Research on specific programs and strategies designed to improve instruction and learning will be explored. This class is designed for potential certified teachers or paraprofessionals. (F, Sp, Su)	MATH 201 Math for Elementary Teachers I Credits: 4 <i>Prerequisite: MATH 112 (2.0 minimum within 2 years) or Math Level 6 and Reading Level 5 and Writing Level 6</i> This course is the first in a two-course sequence providing mathematical background for prospective elementary teachers. Emphasis is on active engagement in mathematical investigations to develop problem-solving skills and conceptual knowledge essential for teaching elementary school mathematics. (F, Sp)
EDUC 220 Introduction to Education Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> An overview of the foundations, philosophy, history and organization of education as a human endeavor and an introduction to education as a teaching profession. Topics include legal concerns, issues and trends in American education, school governance and school finance. (F, Sp, Su)	MATH 202 Math for Elementary Teachers II Credits: 4 <i>Prerequisite: MATH 201 (2.0 minimum within 2 years) and Reading Level 5 and Writing Level 6</i> This course is the second in a two-course sequence providing mathematical background for prospective elementary teachers. Emphasis is on active engagement in mathematical investigations to develop problem-solving skills and conceptual knowledge essential for teaching elementary school mathematics. (F, Sp)
EDUC 226 Reading in Elementary School Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: EDUC 220 and EDUC 204 (previously PSYC 204)</i> This course provides an introduction to concepts and issues in the reading development of elementary school children. Included are methods of reading instruction and assessment, and review of current school practices. Intended for teacher paraprofessionals, but may also be used for transfer to a teacher certification program. (F, Sp)	MUSC 200 Music Fund for Elemen Teachers Credits: 3 <i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: Music reading skills</i> This course addresses the cognitive and performance music skills necessary for early childhood, elementary and special education majors. Successful teaching methods for singing, movement, and focused listening will be presented along with skills on appropriate classroom instruments. MUSC 200 may be taken as an elective. (F, Sp)

USEFUL WEBSITES

Alma College	www.alma.edu
Approved Teacher Preparation Programs	https://mdoe.state.mi.us/proprep/
Aquinas College	www.aquinas.edu
Baker College	www.baker.edu
CMU Admission	www.cmich.edu/admissions.htm
CMU College of Education	www.ehs.cmich.edu/css
CMU Off Campus Programs	www.cel.cmich.edu
CMU Post Graduate Program (Alternate Route to Cert.)	www.ehs.cmich.edu/css
EMU College of Education Advising Center	www.emich.edu/coe/oas
EMU Group Advising Schedule	www.emich.edu/coe/oas/sessions.html
EMU Post-Bac Certification	www.emich.edu/coe/students/pb/index.html
FAFSA, Free Application for Federal Student Assistance	www.lcc.edu/finaid or www.fafsa.ed.gov
Ferris State University	www.ferris.edu
Financial Aid and Scholarships (State of Michigan)	www.Michigan.gov/mistudentaid/
Future Teachers' Club (FTC)	LCCFTC@gmail.com (email)
Grand Valley State University	www.gvsu.edu
GVSU Post-Bac Certification	www.gvsu.edu/coe (see certification, post-Baccalaureate)
Job Listings	http://hotjobs.yahoo.com
LCC Catalog	www.lcc.edu/catalog/
LCC Teacher Prep	www.lcc.edu/liberalstudies/teachprep/
LCC Transfer Guides	www.lcc.edu/transfer/guides/
MACRAO Options	www.lcc.edu/transfer/macrao_agreement.aspx
Michigan Department of Education Office of Professional Preparation Services	www.michigan.gov/mde
Michigan Test for Teacher Certification (MTTC)	www.mttc.nesinc.com
MSU College of Education	www.educ.msu.edu
MSU Post-Bac Certification	http://ed-web3.educ.msu.edu/te/postba/default.htm
MSU Transfer Admission Office	www.admissions.msu.edu/transfer.asp
MSU	www.msu.edu
Michigan Transfer Network	www.michigantransfernetnetwork.org
Olivet College	www.olivetcollege.edu
Professional Educational Services Group (PESG)	www.contractssubs.com
Saginaw Valley State University	www.svsu.edu
Spring Arbor University	www.spring.arbor.edu
University of Michigan	www.umich.edu
University Reps Scheduled Visits to LCC	www.lcc.edu/transfer/college_visits.aspx
Wayne State University	www.wayne.edu
WMU Teaching, Learning & Educational Studies	www.wmich.edu/coe/tles
WMU Post-Bac Certification	www.wmich.edu/coe/admissions/teachingcert.htm

LCC TRANSFER GUIDES

Go to www/lcc.edu/transfer/guides for information about the following transfer options.

For transfer to programs not listed here, contact the university.

Education Guide	Curriculum Code
Elementary Education, Aquinas College	0798
Elementary Education, Associate in Arts, Lansing Community College	0747
Elementary Education, Calvin College	0554
Elementary Education, Central Michigan University	0368
Elementary Education, Central Michigan University-Lansing	1289
Elementary Education, Eastern Michigan University	1213
Elementary Education, Ferris State University (Big Rapids)	1145
Elementary Education, Ferris State University (3+1, Lansing Completion)	1461
Elementary Education, Grand Valley State University	0653
Elementary Education, Northern Michigan University	0499
Elementary Education, Oakland University	0580
Elementary Education, Olivet College	0330
Elementary Education, Saginaw Valley State University	0419
Elementary Education, Spring Arbor University (Lansing or Main Campus)	1087
Elementary Education, University of Michigan-Ann Arbor	0505
Elementary Education, University of Michigan-Flint	0523
Elementary Education, Wayne State University	1387
Elementary Education, Western Michigan University	1374
Secondary Business, Central Michigan University	0299
Secondary Education (Grade 7-12), Central Michigan University	0680
Secondary Education (Phys Ed), Central Michigan University	0361
Secondary Education, Aquinas College	0885
Secondary Education, Associate in Arts, Lansing Community College	0752
Secondary Education, Auto Body Repair, Western Michigan University	1084
Secondary Education, Business, Western Michigan University	1078
Secondary Education, CADD/Drafting and Design, Western Michigan University	1066
Secondary Education, Calvin College	0540
Secondary Education, Eastern Michigan University	0583
Secondary Education, Geog Res/Environmental Technology, Western Michigan University	1067
Secondary Education, Grand Valley State University	0681
Secondary Education, Heating and Air Conditioning, Western Michigan University	1090
Secondary Education, History, Northern Michigan University	0999
Secondary Education, Industrial Technology, Northern Michigan University	0987
Secondary Education, Industrial Technology, Western Michigan University	1085
Secondary Education, Industrial, Central Michigan University	0470
Secondary Education, Machine Maintenance, Western Michigan University	1094
Secondary Education, Machine Toolmaker, Western Michigan University	1068
Secondary Education, Music, Northern Michigan University	1092
Secondary Education, Northern Michigan University	0553
Secondary Education, Olivet College	0423
Secondary Education, Physical Education, Northern Michigan University	0978
Secondary Education, Wayne State University	1385
Secondary Education, Residential Construction, Western Michigan University	1076
Secondary Education, Residential Construction, Western Michigan University	1076
Secondary Education, Saginaw Valley State University	0435
Secondary Education, Social Studies, Northern Michigan University	1062
Secondary Education, Electrical Technology, Western Michigan University	1077
Secondary Education, Welding Technology, Western Michigan University	1069
Secondary Education, Western Michigan University	0440
Secondary Education, Business, Northern Michigan University	0305
Secondary Teaching, University of Michigan-Flint	0516
Special Education (Elementary, K-8), Central Michigan University	0463
Special Education (Secondary, 7-12), Central Michigan University	0678
Special Education, Eastern Michigan University	0587
Special Education, Grand Valley State University	0679
Special Education, Wayne State University	1381
Special Education, Western Michigan University	0388
Teacher Paraprofessional, Associate in Applied Science, Lansing Community College	1039
Teacher Paraprofessional, Certificate of Completion, Lansing Community College	0829

Program Worksheet

A LCC Course Plan for _____

Semester _____	
Credits	Course
←Total Credits	

Semester _____	
Credits	Course
←Total Credits	

Semester _____	
Credits	Course
←Total Credits	

Semester _____	
Credits	Course
←Total Credits	

Semester _____	
Credits	Course
←Total Credits	

Semester _____	
Credits	Course
←Total Credits	

Be sure to verify that all courses are offered in the semester chosen.

