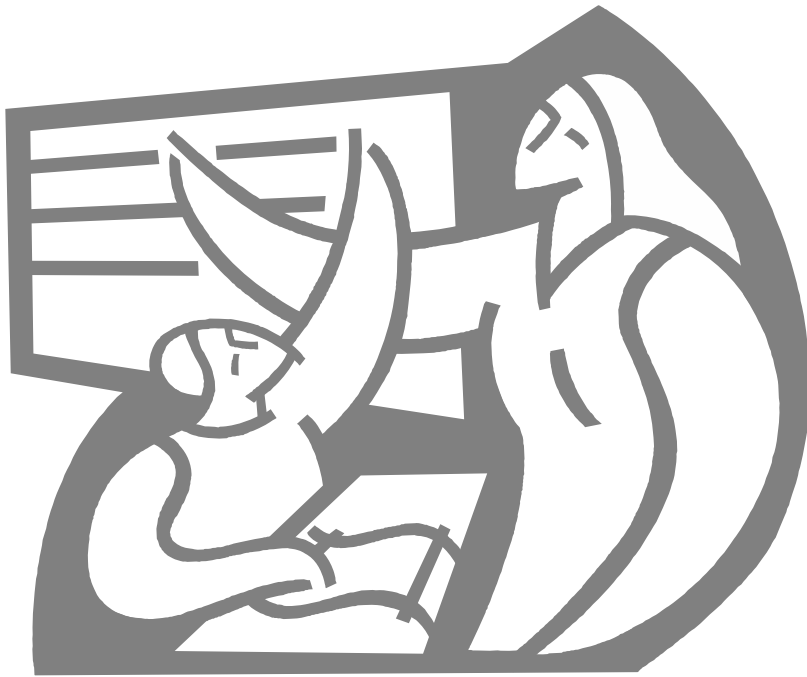


LCC Student Guide to Teacher Certification



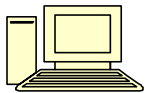
August, 2007

Office of Teacher Preparation
Arts and Sciences Building, Room 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.**



Teachers + Technology = Success

This publication is intended as a supplement to online resources.

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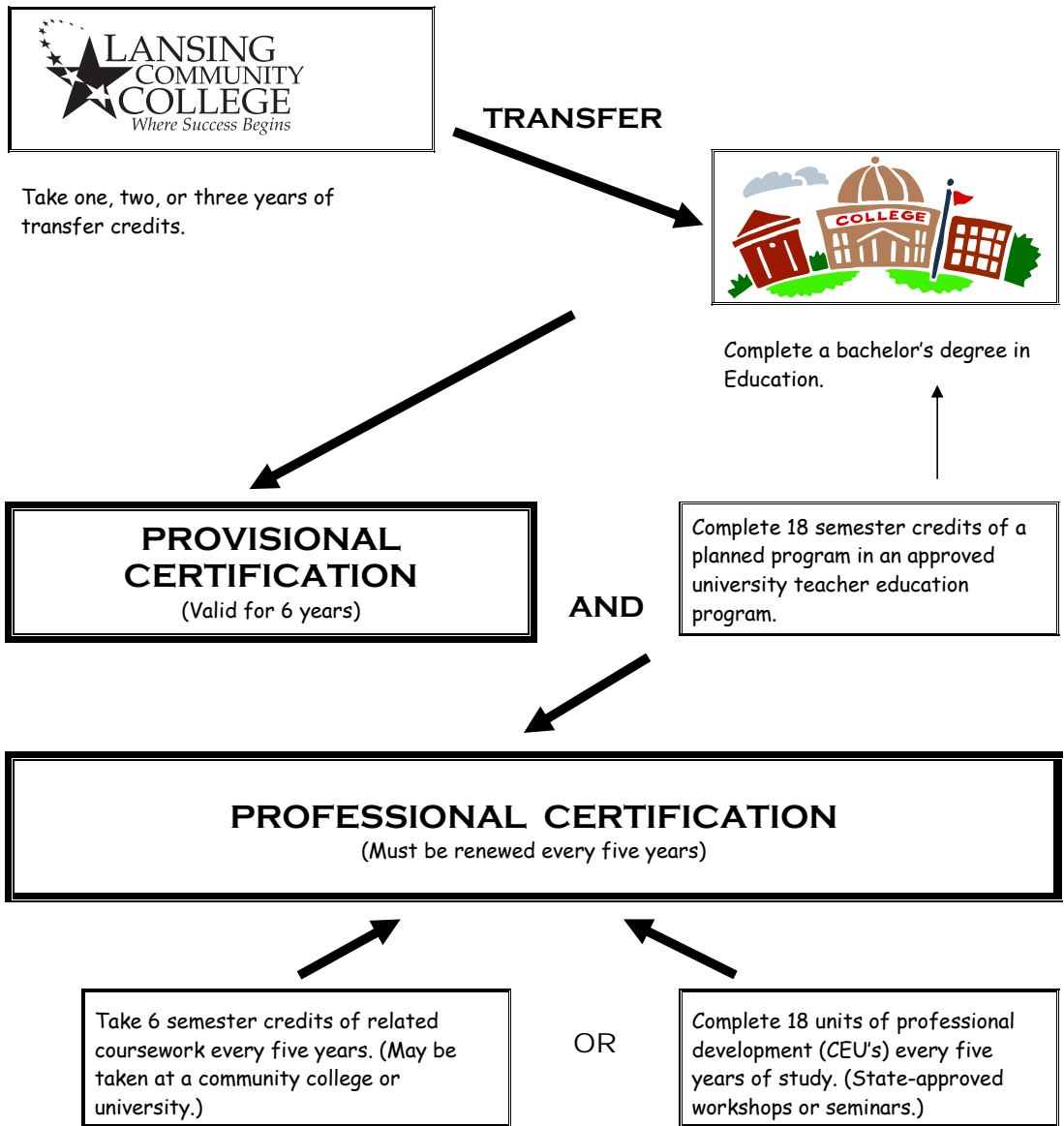
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BECOMING A TEACHER IS A COMMITMENT TO LIFELONG LEARNING



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, the academic program must include a major (at least 30 credits) and one minor (at least 20 credits) or three minors.
- For secondary certification, academic programs require a complete major and a minor in a teachable subject area. (See page 18 for majors/minors.)
- Middle school certification is possible in both elementary and secondary programs.
- 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 four times each year. All students must take the Basic Skills Test, plus one or more subject-area tests.

Basic Skills Test: This portion is generally 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. Students with an LCC reading level of 5, writing level of 6 and math level of 4 generally have no trouble succeeding on this test without additional preparation.

Subject-Area Tests: Teachers 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.

Other Certification Requirements

Upon successful completion of the bachelor's degree in Education, the university or college will recommend you for certification to the State of Michigan. After you have passed the appropriate MTTC tests in your subject area for elementary or secondary education, you are granted Provisional Certification and may begin to teach. You are required to complete 18 semester hours in a planned program or master's degree within the first six years. Those courses must be taken at an approved university and lead to Professional Certification. Professional Certification must be renewed every five years by completing six semester credit hours of coursework or approved staff development.

Post-Baccalaureate Certification

Students who have already earned a bachelor's degree may earn teacher certification by completing a modified version of the professional education portion of an academic program. These programs are only available at four-year schools, so candidates should speak directly with a university advisor to determine specific academic requirements. Coursework could take from one to three years depending on the university and the compatibility of the undergraduate program with a teachable major. Check-out university websites for information about *post-bac*, or *alternative certification*.

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

See Useful Websites on page 20 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 may be asked to report their status when applying to the teacher education program, prior to student teaching, and upon program completion.

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 substitute should contact the district, school, or Intermediate School District (ISD) where they are interested in substitute teaching.

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

WHAT IS THE JOB MARKET FOR TEACHERS?

News headlines are delivering conflicting messages for teachers these days. Is there really a shortage of teachers, or are teachers being laid off because of budget cuts? Well, both statements are true. There is a critical shortage of teachers in states such as Florida, Virginia, Texas, Nevada, and California. In Michigan, where state and local budgets are in crisis, many schools are laying off teachers while still hiring for specific, high needs subjects. 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 subjects where continuing need exists.

In Michigan, there is a need for teachers in the following areas:

- Urban and rural school districts
- Elementary teachers with specialties in:
 - Bilingual/ESL
 - Early Childhood (ZA endorsement)
 - Mathematics
 - Reading/Language Arts
 - Science
 - Special Education
- Secondary teachers with specialties in:
 - Business
 - Foreign Languages
 - Industrial Technology
 - 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. Seek certification in more than one subject area. Take advantage of opportunities for experience in a variety of settings, and be sure to follow tip #3.

#3: STAND OUT

When there are several 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.

- **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.
- **Community Service.** Volunteer experience with any community service group--especially with school-aged children--is an important part of every resume.
- **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 nearly every state in the country.

Education is one of the fastest growing fields in the U.S., accounting for 13 million jobs (<http://hotjobs.com>).

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The American Federation of Teachers estimates the average salary of all K-12 public school teachers in 2003-2004 was \$46,597.



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 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 281 Honors Math Seminar I

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 (elementary). To teach in the middle school (grades 6-8) you must also pass the MTTC Exam in Biology and/or Earth Science.

Science teachers in grades K-8 might teach astronomy, biology, chemistry, ecology, geology and physics.

◀ 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 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, but, in general, students pursue a major in one or more special education areas. Emotionally impaired and cognitively impaired 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 are located in the department of Psychology or Counseling.*

Special Education Programs:

*Autism
Cognitive Impairment
Emotional Impairment
Learning Disabilities
Hearing Impairment
Speech and 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 Special Education for secondary grades.

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.

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.

ESL teachers teach English for speakers of other languages.

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.

◀ Be sure to check with your transfer institution about transferability of courses and requirements for the major or minor in ESL or a Language Other Than English.

New HS Graduation Requirement 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.

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

More teachers are needed in this field as research learns more about the advantage of 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 grade two, take specialized skills to meet 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.

There are no undergraduate programs for teaching in urban schools, although some programs require every student to have experience working in a variety of school settings.

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 to prepare you for teaching 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 Department 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.

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.

Contact Person	Contact Information
Early Childhood (Pre-K-2)	
Marcia Rysztak Health and Human Services Department	(517) 483-1141 HHS 214.18 rysztam@lcc.edu
Elementary/Secondary Education	
Eva Menefee, Education Specialist LCC Counseling & Advising	(517) 483-9674 GB 204 menefee@lcc.edu
Pat Cramer, Education Specialist LCC Counseling & Advising	(517) 483-9708 GB 204 cramerp@lcc.edu
Rafeeq McGiveron, Education Specialist LCC Counseling & Advising	(517) 483-1906 GB 204 mcgiver@lcc.edu
Geoff Quick Lead Faculty in Education	(517) 483-1140 A&S 381B quickg@lcc.edu (Fall/Spring)
CMU Lansing Program Only:	
Sophie Jeffries Teacher Preparation Coordinator	(517) 483-1015 A&S 110 jeffris@lcc.edu
Financial Aid	
LCC Awards and Scholarships/Financial Aid/Veterans Services	(517) 483-1200 GB 203 www.lcc.edu/finaid

◀ *Begin here to
learn about teaching*

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

Associate Degrees in Teaching

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 the kind of broad foundation that is required of most teacher certification programs. They are also 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 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.

◀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/college_visits.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, general education requirements of the transfer school will be met. Some universities and some degree programs may require additional coursework.

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

Courses That Meet Both MACRAO and Core

ASTR 201	ENGL 122	HUMS 212	MATH 126	MUSC 241	SPAN 121
BIOL 120	ENGL 132	HUMS 213	MATH 130	PHIL 211	STAT 170
BIOL 127	ENGL 211	HUMS 214	MATH 141	PHIL 212	STAT 215
BIOL 145	ENGL 212	ISCI 121	MATH 151	PHYS 120	THEA 110
BIOL 202	FREN 121	ISCI 131	MATH 152	PHYS 221	WRIT 121
CHEM 135	GEOG 200	JAPN 121	MATH 161	PHYS 251	WRIT 122
CHEM 151	GEOL 230	MATH 118	MATH 162	POLS 260	WRIT 131
CHEM 161	GRMN 121	MATH 119	MATH 201	POLS 270	WRIT 132
ECON 120	HUMS 160	MATH 121	MATH 202	SOCL 120	
ECON 260	HUMS 211	MATH 122	MUSC 240	SOCL 260	

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.

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.

Core is LCC's general education requirement. See http://www.lcc.edu/catalog/policies_procedures/graduation.htm for an explanation of Core requirements.

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

For LCC transfer guides go to: www.lcc.edu/transfer/guides/index.htm

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.

For a list of Michigan institutions and estimated tuition costs go to: www.michiganfahandbook.net/institutions

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. Begin the application process one year before you wish to transfer.

➤ 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 (for a program that is highly competitive, such as MSU, a 3.0 is recommended)
- 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, such as MSU, application to the university serves as your 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 20 for teacher education websites of many major transfer institutions.

Lansing-based Programs

Curriculum guides and transfer information for the following programs 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.

1. **Central Michigan University – Elementary Education.** Students may earn teacher certification in elementary education with a major in Integrated Science and a minor in Reading through this partnership. The program includes 93 LCC credits, including most requirements for the science major. CMU professional education courses and requirements for a Reading minor are taught by CMU faculty in Lansing. Beginning in January 2008, all CMU classes will be taught at the new LCC University Center. Application for the program is made through LCC. Interested students must meet with Dr. Sophie Jeffries, Coordinator of Teacher Preparation. Contact the Office of Teacher Preparation for an appointment at (517) 483-1015, or in A&S 110.

Application for the LCC-CMU Lansing program is made through the LCC, Office of Teacher Preparation. For a program description go to:
www.lcc.edu/liberalstudies/teachprep

2. **Michigan State University – Elementary, Secondary, Special Education.** 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 in the transfer guide 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 MSU College of Education Advising Center as early as possible in their academic program to determine majors/minors and the additional courses that may transfer.
3. **Spring Arbor University – Elementary Education** with majors/minors in Language Arts, Integrated Science or Social Studies. SAU courses are taught on the campus of the Great Lakes Christian College in west Lansing. Other majors and minors are offered only on the Spring Arbor main campus. The Spring Arbor University Lansing office is located at 4202 Collins Road, Lansing. Contact Vera Intveld at (517) 333-0480 or vintveld@arbor.edu.

MSU's website is: www.msu.edu

Spring Arbor's website is:
www.spring.arbor.edu

Howell-based Program

It is now possible to earn a B.S. in Elementary Education from Ferris State University (FSU) by taking a large part of your program at LCC. The program leads to K-8 certification with a choice of two of the following three minors: mathematics, language arts, or social studies. All students must also complete the planned program minor. An optional fourth minor in Early Childhood is available for students wishing to earn a ZA endorsement in order to teach in a pre-K classroom.

All FSU courses are offered online or at the new Ferris site in Howell. Students who are considering the Livingston program should speak to an advisor at the LCC Livingston Center or at the Office of Teacher Preparation (see below) to learn more about when the FSU courses will be available.

Ferris State's website is
www.ferris.edu

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.

For LCC transfer guides go to:
www.lcc.edu/transfer/guides/index.htm

RESOURCES FOR PROGRAM PLANNING

Checklist for Teacher Certification Program Planning

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

*Recommended for students who are undecided about teaching or who may transfer to Central Michigan University, Eastern Michigan University, Ferris State University, or Spring Arbor University in elementary education. 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.

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

Elementary (grades P-8)	Secondary (grades 9-12)
Bilingual Ojibwe	Academic Study of Religions
Bilingual Spanish	Anthropology
Biology	Bilingual Ojibwe
Computer Science	Bilingual Spanish
Dance	Biology
Early Childhood Education	Business, Management, Marketing, & Technology
Earth/Space Science	Business, Marketing Education
English	Chemistry
English as a Second Language	Computer Science
Environmental Studies	Dance
Family & Consumer Sciences	Earth/Space Science
Fine Arts	Economics
French	English
General EL K-5	English as a Second Language
Geography	Environmental Studies
German	Family & Consumer Sciences
Guidance and Counseling	French
Health	Geography
History	German
Integrated Science	Guidance and Counseling
Language Arts	Health
Latin	History
Library Media	Humanities
Mathematics	Industrial Technology
Middle School	Integrated Science
Music Education	Journalism
Physical Education	Latin
Reading	Library Media
Recreation	Mathematics
Social Studies	Middle School
Spanish	Music
Special Education	Philosophy
<input type="checkbox"/> Autism	Physical Education
<input type="checkbox"/> Cognitive Impairment	Physical Science
<input type="checkbox"/> Emotional Impairment	Physics
<input type="checkbox"/> Learning Disabilities	Political Science
<input type="checkbox"/> Physical Education for Students w/Disabilities	Psychology
<input type="checkbox"/> Physical or Other Health Impairment	Reading Specialist
<input type="checkbox"/> Speech & Language Impairment	Recreation
<input type="checkbox"/> Visual Impairment	Sociology
Technology & Design	Spanish
Visual Arts Education	Special Education
Vocational Family & Consumer Sciences	<input type="checkbox"/> Autism
	<input type="checkbox"/> Cognitive Impairment
	<input type="checkbox"/> Emotional Impairment
	<input type="checkbox"/> Learning Disabilities
	<input type="checkbox"/> Physical Education for Students w/Disabilities
	<input type="checkbox"/> Physical or Other Health Impairment
	<input type="checkbox"/> Speech & Language Impairment
	<input type="checkbox"/> Visual Impairment
	Speech
	Technology & Design
	Visual Arts Education
	Vocational Agriscience
	Vocational Business Services
	Vocational Child Care
	Vocational Family & Consumer Sciences
	Vocational Technical

Course Descriptions - LCC Teacher Preparation

ARTS 240	Art for Elementary Teachers	Credits: 3	EDUC 228	Technology in Education	Credits: 3
<p><i>Prerequisite: Reading Level 5 & Writing Level 6</i> <i>Recommended: EDUC 201 & EDUC 220</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)</p>			<p><i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: EDUC 220 & CPSC 120 or CABS 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)</p>		
BIOL 229	Nature Study for Educators	Credits: 4	EDUC 230	Introduction to Special Education	Credits: 3
<p><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)</p>			<p><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 educational interventions and assessment in grades K-12. Some school visits may be required. (F, Sp, Su)</p>		
CHDV101	Child Growth/Development: 0-10 yrs	Credits: 4	ENGL 208	Children's Literature	Credits: 4
<p><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)</p>			<p><i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: WRIT 121 or 131 & 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)</p>		
CHDV111	Child Guidance and Communication	Credits: 4	GEOG 200	World Regional Geography	Credits: 4
<p><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)</p>			<p><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)</p>		
CHDV 186	Child Self-Esteem/Positive Discipline	Credits: 1	ISCI 121	Integrated Science for Education I	Credits: 4
<p><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 homes and child care. It focuses on practical suggestions and teaches positive discipline techniques that build self-esteem. CDA functional area: self, guidance. Seminar format is used. (F, Su)</p>			<p><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)</p>		
EDUC 201	Teacher Education Practicum	Credits: 2	ISCI 122	Integrated Science for Education II	Credits: 4
<p><i>Prerequisite: Reading Level 5 and Writing Level 6</i> Beginning practical experience and training in the field for individual students. The student is placed with an educational institution over a semester. This class allows students to work with a teacher in a classroom setting receiving hands on experience in the school and classroom environment. (F, Sp)</p>			<p><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)</p>		
EDUC 204	Educational Psychology	Credits: 3	MATH 201	Math for Elementary Teachers I	Credits: 4
<p><i>Prerequisite: Reading Level 5 and Writing Level 6</i> Investigates the contribution of psychology to education with emphasis on child growth and development, motivation, learning, measurement, and group dynamics that affect pupils' achievements. Specific programs, strategies, theory and research to improve instruction and learning will be explored. This class is designed for potential certified teachers or paraprofessionals. (F, Sp)</p>			<p><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)</p>		
EDUC 220	Introduction to Education	Credits: 3	MATH 202	Math for Elementary Teachers II	Credits: 4
<p><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)</p>			<p><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. (Sp)</p>		
EDUC 226	Reading in Elementary School	Credits: 3	MUSC 200	Music Fundamentals for Elem. Teachers	Credits: 3
<p><i>Prerequisite: Reading Level 5 and Writing Level 6</i> <i>Recommended: EDUC 220 & 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, Su)</p>			<p><i>Prerequisite: None</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 and focused listening will be presented along with classroom performance on the piano and recorder. MUSC 200 may be taken as an elective. (F, Sp)</p>		

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	www.ehs.cmich.edu/css
EMU College of Education Advising Center	www.emich.edu/coe/oas
EMU Elementary Education Articulation Guide	www.emich.edu/public/aa/ccr/currguide/
EMU Group Advising Schedule	www.emich.edu/coe/advising/elemgradv.html
EMU Post-Bac Certification	www.emich.edu/oas
Ferris State University	www.ferris.edu
Financial Aid and Scholarships (State of Michigan)	www.Michigan.gov/careers (link found under "Students and Parents")
Financial Assistance Handbook	www.michiganfahandbook.net/institutions
Grand Valley State University	www.gvsu.edu
GVSU Post-Bac Certification	www.gvsu.edu/coe (see site index for certification, post-Baccalaureate)
Job Listings	http://hotjobs.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/macro_agreement.htm
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
Olivet College	www.olivetcollege.edu
Saginaw Valley State University	www.svsu.edu
Saginaw Valley State University post-bac certification)	www.svsu.edu/coe/clinicaexp/index.cfm?doc_id=3681
Spring Arbor University	www.spring.arbor.edu
Spring Arbor University Post-Bac	http://campus.arbor.edu/education/undergrad/pba.htm
Substitute Teaching Permits	www.michigan.gov/mde (select Office of Professional Preparation)
University of Michigan	www.umich.edu
University Reps Scheduled Visits to LCC	www.lcc.edu/transfer/college_visits.htm
Wayne State University	www.wayne.edu
WMU Teacher Learning & Educational Studies	www.wmich.edu/coe/tles
WMU Post-Bac Certification	www.wmich.edu/coe/admissions/teachingcert.htm
WMU	www.wmich.edu

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 Guides	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	1145
Elementary Education, Ferris State University (3+1, Howell Completion)	1263
Elementary Education, Grand Valley State University	0653
Elementary Education, Michigan State University	0408
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, Michigan State University	0403
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, Associates in Applied Science, Lansing Community College	1039
Teacher Paraprofessional, Certificate of Completion, Lansing Community College	0829



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