

# Education

## Faculty

**Deborah Roose**, chair and professor.

B.A., 1971, Earlham College; M.A.T., 1972, Ed.D., 1985, University of Massachusetts, Amherst. Appointed 2000.

**Suellyn M. Henke**, associate professor.

B.P., 1987, M.A.T., 1990, Ph.D., 2000, Miami University (Ohio). Appointed 2002.

**Michael S. Meloth**, associate professor.

B.S., 1976, Boise State University; Ph.D., 1989, Michigan State University. Appointed 2001.

**Melissa J. Mercer**, assistant professor.

B.S., 1993, University of Michigan; M.A.T., 1996, George Washington University; M.Ed., 2000, University of Florida; Ph.D. candidate, University of Michigan. Appointed 2004.

## General Information

The Education Department is the academic unit housing the faculty and courses that support the mission of the [Fritz Shurmur Education Institute](#) and the teacher education program. Information about the program of study and certification may be found in this section. Summary information on the Institute may be found in the Academic Programs section.

Albion College's teacher certification program in elementary, secondary, and K-12 education is fully accredited by the Michigan Department of Education. We welcome students of all races, religions, or national origins and are in full compliance with the Civil Rights Act of 1964. **The Education Department is currently refining the courses offered for elementary, secondary, and K-12 certification. Any changes in the program will ensure that current or future students normally will be able to graduate with teacher certification by the end of their senior year if they follow advising guidelines.**

[Education Department Web site](#)

**Admission--**Students apply for admission to the teacher education program after successfully taking Education 201 in their sophomore year. They need to have a 2.7 cumulative grade point average, have taken and passed the Michigan Basic Skills Tests and documented commitment by demonstrating previous work with children/adolescents in an educational setting. Detailed requirements for admission to the teacher certification program may be obtained directly from the Education Department.

Teacher education program students are required to maintain a 2.7 cumulative grade point average, and a 3.0 average in their major, minor and in other course work required for the teacher certification program.

Students must sign up for student teaching no later than January 15 of the preceding academic year. Student teaching is a capstone experience that brings many significant responsibilities and obligations, and involves time commitments during and after school as well as many evenings. Therefore, student teachers must receive advance permission from the Education Department to take other courses or participate in any activity that would interfere with student teaching. In preparation for student teaching, students receive field experience integrated into course work in 200 and 300-level education classes. Students are expected to complete a digital (hypermedia) portfolio prior to completing their program of study. Students are also encouraged to acquire additional educational experience through volunteer or ancillary work in tutoring, outdoor camp, and community and regional programs focused on youth such as Foreign Language in Elementary Schools (FLES) or Big Brother/Big Sister. All students in the teacher education program are required to complete a Maymester, (Education 396 or 397), a course and integrated field experience that begins during the spring semester and concludes full-time during three and one-half weeks in May as part of the junior year. There is no additional tuition charged for the Maymester; however, students will be charged for room and board during this period.

Albion College is a member of the Consortium for Outstanding Achievement in Teaching with Technology (COATT), a partnership of higher education and K-12 institutions that is committed to promoting and recognizing excellence in teaching with technology. Student teachers and practicing teachers may apply for the Michigan Certificate of Outstanding Achievement in Teaching with Technology (MCOATT) through Albion College. Further details are given at: <http://www.albion.edu/education/courses/portfolio/mcoatt.asp>.

**Testing--**Act 267 of the Public Acts of 1986 requires that all students wishing admission to any Michigan Teacher Education Program must take and pass the Basic Skills Test administered by National Evaluation Systems, Inc. This test should be taken during the freshman year and no later than the sophomore year as part of the teacher education admissions process. Cost, dates and site information are available in the Registration Book which may be obtained in the Education Department.

All education students need to pass state subject area tests before they can be certified by the Michigan Department of Education. Elementary certification candidates must pass the elementary education test. If they wish to teach in their major in middle school, they must also pass the subject area test in their teaching major. All secondary and K-12 certification candidates must pass the subject area tests in

their teaching major and minor. As requested by the Michigan Department of Education to release information on institutional reports for teacher tests, we are reporting that Albion College students who completed the education program for certification during the academic year 2004-05 had a 100 percent passing rate for all the state-required certification tests.

**Credentials**--A professional service of maintaining and supplying recommendations for teacher education graduates is offered by the Office of Career Development.

**Certification Fee**--Michigan Act No. 339 requires that all teacher candidates pay a fee of \$125 for the issuance of a certificate. Albion College is not involved in the collection of the fee. A Detroit bank bills the student and then remits payment to the State of Michigan. Albion College can only recommend a student for certification. The State of Michigan does not certify until the student pays the fee.

**Professional Certification**--The teacher's certificate issued by the State of Michigan to qualified graduates of approved teacher education institutions is a provisional certificate. Teachers may secure a professional certificate if they have taught three years successfully and earned 18 semester hours of credit in a "planned program" at a four-year college or a graduate program.

All persons issued an original professional certificate are required to renew that certificate every five years on the basis of six semester hours of academic credit from an approved teacher preparation institution or the equivalent in State Board-approved professional development programs or activities that will award credits obtained as State Board Continuing Education Units.

## Elementary Certification

**A revised four-year teacher education program is in place for all first-year students entering under this catalog.**

Albion offers programs leading to Michigan certification at the elementary level (grades K-5) in the subject areas listed below.

Students accepted as candidates for elementary certification must:

- Complete a departmental teaching major of at least eight units.  
The following are options for elementary teaching majors:  
English  
French  
German  
History  
Mathematics  
Physical Education  
Spanish  
Speech (see Education Department)

Course descriptions and prerequisites are listed in this catalog under the respective departments. Numeral in parentheses indicates units of credit awarded. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

- Complete all other requirements as specified by the Education Department. Students apply for admission into the teacher education program during their sophomore year.

## Secondary Certification

**A revised four-year teacher education program is in place for all first-year students entering under this catalog.**

Albion offers programs leading to Michigan certification at the secondary level (grades 7-12) in the subject areas listed below and K-12 certification in French, German and Spanish; music; and physical education.

Students accepted as candidates for secondary certification must:

- Complete a departmental teaching major of at least eight units.
- Complete a departmental teaching minor of at least five units or a second major of at least eight units.

The following are options for secondary teaching majors and minors:

Biology

Chemistry  
 Computer Science (minor) (see Education Department)  
 Earth Science/Geology  
 English  
 French  
 German  
 Health (minor)  
 History  
 Mathematics  
 Music  
 Physical Education  
 Physics  
 Political Science  
 Psychology  
 Spanish  
 Speech (see Education Department)

Course descriptions and prerequisites are listed in this catalog under the respective departments. Numeral in parentheses indicates units of credit awarded. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

- Complete all other requirements as specified by the Education Department. Students apply for admission into the teacher education program during their sophomore year.

## Courses

### **201 Processes in Learning and Teaching (1) Fall, Spring**

Prerequisite: Advising and permission from Education Department. Not open to first-year students.

Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment, and (4) connection/creativity. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. *Henke, Meloth, Mercer, Roose.*

### **202 Foundational Contexts of Education (1) Fall, Spring**

Prerequisite: Education 201.

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the relationship among teachers, schools and society. Includes field study in area schools. *Henke, Meloth, Mercer, Roose.*

### **240, 241 Brass Instruments (1/4 each) Fall, Spring**

Same as Music 240, 241. Alternate years--offered 2006-07. *Staff.*

### **242, 243 Woodwind Instruments (1/4 each) Fall, Spring**

Same as Music 242, 243. Alternate years--offered 2007-08. *Staff.*

### **244, 245 Stringed Instruments (1/4 each) Fall, Spring**

Same as Music 244, 245. Alternate years--offered 2007-08. *Staff.*

### **246 Percussion Instruments (1/4 each) Fall**

Same as Music 246. *Staff.*

### **248 Children's Literature (1)**

Literature for the elementary and middle school. Same as English 248. *Staff.*

### **259 Teaching for Understanding in a Diverse World: Inquiry and Reflection into the Pedagogy of Elementary Math and Science (1) Spring**

Prerequisite: Education 201.

Supports elementary education students in developing subject-specific pedagogical content knowledge focusing on the intersection of the needs and interests of children, community and school resources, and curriculum standards and benchmarks. Inquiry-oriented and field-based. *Mercer.*

### **302 Secondary Pedagogy in Physical Education (1) Fall**

Same as Physical Education 302. *T. Johnson.*

**322 Teaching of Instrumental Music in the Schools**

Same as Music 322. Alternate years--offered 2007-08. *Staff*.

**325 Teaching of Music in the Elementary School (1) Spring**

Same as Music 325. Alternate years--offered 2006-07. *Staff*.

**328 Teaching of Choral Music in the Secondary School (1) Fall**

Same as Music 328. *Rose*.

**330 Seminar: Building Community Among Diverse Learners vs. Classroom Management (1/2) Fall, Spring**

Prerequisite: Open to elementary education certification candidates only.

In this capstone course students reflect on teaching and learning about cultural diversity and multicultural education in elementary classroom settings. Taken concurrently during student teaching semester. See the Education Department for updated information on this course. *Roose*.

**333 Physical Education in the Elementary Schools (1) Spring**

Same as Physical Education 333. *T. Johnson*.

**338, 339 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities (1/2, 1) Fall**

Prerequisites: Education 201, 202 and permission of department.

Supports secondary education students with majors/minors in art, English, foreign languages, and speech in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based.

**345 Methods of Teaching of Foreign Languages (1)**

Same as Foreign Language 345. *Guenin-Lelle*.

**348, 349 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences (1/2, 1) Fall**

Prerequisites: Education 201, 202 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Staff*.

**357 Elementary Student Teaching (2) Fall, Spring**

Prerequisite: All elementary education courses need to be completed before student teaching.

A full school day, semester-long practicum in an area elementary school with a well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing a learning community for the sharing of readings, curriculum building and problem-solving. Offered on a credit/no credit basis. See the Education Department for updated information on this course. *Roose*.

**358, 359 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences (1/2, 1) Fall**

Prerequisites: Education 201, 202 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, mathematics, and computer science in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Mercer*.

**360 Special Education in Physical Education (1) Fall**

Same as Physical Education 360. *T. Johnson*.

**369 Secondary Student Teaching Seminar (1) Fall, Spring**

Prerequisite: Open to secondary and K-12 student teachers.

A capstone course reflecting on practice in the classroom. Focus on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester. *Staff*.

**371 Literacy Pedagogy in the Elementary School (1) Fall, Spring**

Prerequisites: Education 201, 202, 259.

Examines the relevant research base on literacy acquisition and a variety of pedagogical approaches based on competing theories about literacy. Looks at culturally responsive pedagogy with children from a variety of racial, economic, and ethnic backgrounds, and at the knowledge, skills, and attitudes involved with the program processes. Requires development, implementation, and assessment of lesson plans. Field experience includes observation and teaching in public school classrooms. *Staff*.

**372 Teaching Reading in the Content Areas at the Elementary Level (1/2) Fall, Spring**

Prerequisites: Education 201, 202, 259.

Examines theory and pedagogy in literacy in content areas in the elementary grades, integrating reading and writing instruction into subject matter from liberal arts disciplines across the curriculum to enhance lifelong literacy skills. Emphasizes development, teaching, and assessment of lesson plans, using children's fiction and non-fiction literature. Field experience. *Roose, Staff*.

**373 Literacy Pedagogy in Secondary Schools (1) Fall, Spring**

Prerequisites: Education 201, 202.

Examines literacy pedagogy in the secondary content areas. Field experiences in public school classrooms provide opportunities to observe learners and to practice the skills, methods, and strategies for teaching content literacy. Should be taken the semester prior to student teaching. *Henke*.

**388, 389 Selected Topics (1/2, 1) Fall, Spring**

Prerequisite: Permission of instructor. *Staff*.

**390 Curricula in Secondary Health Instruction (1/2) Spring**

Same as Physical Education 390. *Staff*.

**395 Secondary Health Education Methods (1) Spring**

Same as Physical Education 395. *Staff*.

**396 Elementary Education Integrated Curriculum Theory and Development (1) Spring**

Prerequisites: Education 201, 202, 372, Psychology 251.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior elementary teacher education students. *Mercer, Roose, Staff*.

**397 Boundary Crossing in Secondary Schools (1) Spring**

Prerequisites: Education 201, 202, Psychology 251.

Focuses on learning about and working in the Albion Public Schools with youth from different backgrounds. Combines theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior secondary teacher education students. *Henke, Meloth*.

**398 Shurmur Mentorship-Practicum (1/2) Fall, Spring**

Prerequisites: Education 201, 202, junior standing with a 2.7 cumulative GPA.

Develops a deeper awareness of the complexities in education and policy issues. Pairs students with mentors who work with education policy issues. Includes interpretation and evaluation of current educational policy issues faced by administrators and legislators who work on behalf of children and youth. Offered on a credit/no credit basis. *Roose, Staff*.

**411, 412 Directed Study (1/2, 1) Staff.****422 Secondary Student Teaching (3) Fall, Spring**

Prerequisites: Advising and permission from department. All secondary education courses need to be completed before student teaching. A full school day, semester-long practicum at the secondary school level under the supervision of an experienced, well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing an open forum for the sharing of readings, problems and experiences. Offered on a credit/no credit basis. *Staff*.

**423 Student Teaching, Kindergarten Through Grade 12 (K-12) (3) Fall, Spring**

Prerequisites: Advising and permission from department. All education courses need to be completed for student teaching. For students desiring K-12 certification in physical education, music or foreign language.

A full school day, semester-long practicum is divided equally between the elementary and secondary levels and is done under the supervision of experienced, well qualified teachers. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and College supervisors for the sharing of readings, problems and experiences. Offered on a credit/no credit basis. *Staff*.

The following courses are required only for those students in the previous teacher education program (those who will be seniors during 2006-07).

**260 Education of Exceptional Children and Youth (1/2) Fall, Spring**

Prerequisite: Permission of department. Not open to freshmen.

An overview of literature and case analyses of children with special mental, physical, social and developmental needs. *Schwartz*.

**327 Literacy Pedagogy: Learning and Teaching Language Arts in the Elementary School (1) Fall**

Prerequisites: Education 225, 230.

Concentrates on building democratic learning communities within college classrooms and in public school classrooms. Faculty and students merge theory and practice by integrating reading, writing, listening and speaking. The laboratory experience for this course involves teaching literacy in public school classrooms. *Staff*.

**331 Secondary Methods: Multicultural Teachers Making a Difference for a Multicultural World (1) Fall**

Prerequisites: Education 225; Psychology 251; advising and permission from department.

Develops the conceptual tools necessary for future teachers to teach in multiple contexts. Develops dispositions and skills that promote a learning community committed to multiculturalism, equity and social justice. The theory-practice connection is stressed so that thoughtful lesson plans are crafted and implemented across academic disciplines. Field experiences are integrated into the course. *Meloth.*