

## Education

### Faculty

**Suelyn M. Henke**, chair and associate professor.

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

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

B.S., 1993, University of Michigan; M.A.T., 1996, George Washington University; M.Ed., 2000, University of Florida; Ph.D., 2006, University of Michigan. Appointed 2004.

**Michael J. Roessler**, visiting associate professor.

B.A., 1969, University of Michigan; M.A.T., 1970, Stanford University; Ph.D., 1983, Michigan State University. Appointed 2009.

**Kyle D. Shanton**, associate professor.

B.A., 1985, University of Iowa; M.A., 1990, Ph.D., 1998, University of Arizona. Appointed 2007.

### 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.

#### [Education Department Web site](#)

Changes in certification requirements as determined by the Michigan Department of Education and/or in requirements set by Albion College and the Education Department may necessitate changes in programs described in this catalog. When such changes are implemented, efforts will be made to provide as smooth a transition to the new requirements as possible.

**Admission**--Students may formally apply for admission to the teacher education program after successfully completing Education 201. They need to have a 2.7 cumulative grade point average, have taken and passed all three sections (Reading, Mathematics, and Writing) of the Michigan Basic Skills Tests and documented commitment by demonstrating previous work with children/adolescents in an educational setting. In accordance with State Board of Education policy, students are also required to complete three criminal history checks: in Education 201, as part of the application for admission, and again prior to recommendation to the Michigan Department of Education for initial certification. As part of this process, students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police Web site (<http://apps.michigan.gov/ICHAT/>) and submit the report to the Education Department. Students are responsible for the ICHAT fee. 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 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 petition to receive advance permission from the Education Department to take other courses, work, hold leadership positions in organizations on- or off-campus, or participate in any activity that would potentially interfere with student teaching. All student teaching placements are made by the field placement coordinator. Placements are made within a 30-mile radius of Albion in order to accommodate supervision, seminar and capstone commitments. 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 either Education 396: Boundary Crossings in Elementary Schools or Education 397: Boundary Crossings in Secondary Schools (aka "Maymester"). These courses require an 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 portion of the course; 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 Pearson Education, 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 online at <http://www.mttc.nesinc.com>.

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 teachable major. All secondary and K-12 certification candidates must pass the subject area tests in their teachable major and minor. Students seeking certification to teach French, German or Spanish are also required to pass the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) exam at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this exam directly after the study abroad experience. It is recommended that students take content area exams once major course work in that area is completed, generally during the senior year, prior to student teaching. 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 last academic year 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 \$160 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 valid for up to six years.

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

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

English	Mathematics
French	Physical Education
German	Spanish
History	

Students accepted as candidates for elementary certification must:

- Complete a departmental teaching major of at least eight units.
- Complete a planned program which prepares students to teach all subjects levels K-5. This program currently includes: A laboratory science course (Biology 195, Chemistry 107, Geology 101, Geology 103, or Physics 105); English 203 or 101H; Psychology 251; English 348; and Mathematics 104.
- Complete all other requirements as specified by Albion's Education Department.

Elementary Certification			
Year	Fall	Spring	Summer
<b>First Year</b>	Engl 101H** (1) Psyc 101* (1)  Biol 195 or Chem 107 or Geol 101 or 103 or Phys 105* (1)		
<b>Sophomore</b>	Educ 201* (1) Engl 203* (1) Psyc 251* (1)	Educ 202* (1) Educ 259 (1) Math 104 (1)	
<b>Junior</b>	Engl 348* (1) Educ 371* (1)	Educ 396*** (1)	
<b>Senior</b>	Educ 372* (1/2)	Educ 421* (3) Educ 431* (1)	

\* May be taken either fall *or* spring semester.

\*\* Either English 101H or English 203 satisfies planned program requirement.

\*\*\* Course meets intermittently through spring semester and intensively during three-and-a-half weeks in May, requires residence on campus, and is signed up for as part of the spring semester.

Course descriptions and prerequisites are listed in this catalog under the respective departments. Numbers in parentheses indicate units of credit awarded. Students apply for formal acceptance and admission into the teacher education program during their sophomore year, after completing Education

201. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

**Interdisciplinary Major in Integrated Science**—The integrated science major is primarily intended for students seeking a broad, cross-disciplinary understanding of the natural sciences. Students who are interested in completing a major in integrated science are required to take courses in all the natural sciences and also to choose a minor in biology, chemistry, geology or physics. The [detailed requirements for the major](#) are provided in this catalog or are available from the Education Department.

## Secondary Certification

Albion offers programs leading to Michigan certification at the secondary level (grades 6-12) in the subject areas listed below and K-12 certification in French, German and Spanish; music; and physical education.

The following are options for secondary teaching majors and minors:

Biology	Mathematics
Chemistry	Physical Education
Earth/Space Science (Geology)	Physics
English	Political Science
French	Psychology
German	Spanish
Health (minor)	
History	

Secondary/K-12 Certification			
Year	Fall	Spring	Summer
<b>First Year</b>	Psyc 101* (1)		
<b>Sophomore</b>	Educ 201* (1) Psyc 251* (1)	Educ 202* (1)	
<b>Junior</b>	Educ 338/9, 348/9, 358/9** (1)	Educ 397*** (1)	
<b>Senior</b>	Educ 373* (1)	Educ 422 or 423* (3) Educ 432* (1)	

\* May be taken either fall *or* spring semester.

\*\* Discuss appropriate course(s) with Education adviser. Music and physical education students take pedagogy course work offered through their major departments.

\*\*\* Course meets intermittently during spring semester and intensively during three-and-a-half weeks in May, requires residence on campus, and is signed up for as part of part of the spring semester.

Students pursuing K-12 certification in music, physical education, French, German and Spanish are required to take Education 396: Boundary Crossings in Elementary Schools.

Course descriptions and prerequisites are listed in this catalog under the respective departments. Numbers in parentheses indicate units of credit awarded. Students apply for formal acceptance and admission into the teacher education program during their sophomore year, after completing Education 201. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

## Courses

### **201 Processes in Learning and Teaching (1)**

Prerequisites: Special registration through the Education Department. Sophomore standing and a minimum 2.7 cumulative GPA.

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. *Mercer-Tachick, Shanton.*

### **202 Foundational Contexts of Education (1)**

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 special education field study in area schools. *Henke, Mercer-Tachick.*

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

Same as Music 240, 241. Offered in alternate years. *Staff.*

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

Same as Music 242, 243. Offered in alternate years. *Staff.*

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

Same as Music 244, 245. Offered in alternate years. *Staff.*

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

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 in the Pedagogy of Elementary Math and Science (1)**

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-Tachick.*

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

Same as Physical Education 302. *Johnson.*

### **310 Movement, Brain Development and the Classroom Teacher (1)**

Same as Physical Education 310. *Johnson.*

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

Same as Music 322. Offered in alternate years. *Staff.*

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

Same as Music 325. Offered in alternate years. *Staff.*

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

Same as Music 328. *Rose.*

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

Same as Physical Education 333. *Johnson.*

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

Prerequisites: Education 201, 202 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Shanton.*

**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)**

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.*

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

Prerequisites: Education 201, 202 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics 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-Tachick.*

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

Same as Physical Education 360. *Johnson.*

**371 Literacy Pedagogy in the Elementary School (1)**

Prerequisites: Education 201, 202.

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. This course is required for all K-12 French, German and Spanish majors. *Shanton.*

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

Prerequisites: Education 201, 202.

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. *Staff.*

**373 Literacy Pedagogy in Secondary Schools (1)**

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, Staff.*

**374 Teaching Advanced Concepts in Biology (1/4)**

Prerequisites: Education 201, 202 and permission of department.

Extends elementary education students' knowledge of biology-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Mercer-Tachick, Staff.*

### **375 Teaching Advanced Concepts in Chemistry (1/4)**

Prerequisites: Education 201, 202 and permission of department.

Extends elementary education students' knowledge of chemistry-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Mercer-Tachick, Staff.*

### **376 Teaching Advanced Concepts in Geology (1/4)**

Prerequisites: Education 201, 202 and permission of department.

Extends elementary education students' knowledge of geology-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Mercer-Tachick, Staff.*

### **377 Teaching Advanced Concepts in Physics (1/4)**

Prerequisites: Education 201, 202 and permission of department.

Extends elementary education students' knowledge of physics-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Mercer-Tachick, Staff.*

### **388, 389 Selected Topics (1/2, 1)**

Prerequisite: Permission of instructor. *Staff.*

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

Same as Physical Education 390. *Staff.*

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

Same as Physical Education 395. *Staff.*

### **396 Boundary Crossings in Elementary Schools (1)**

Prerequisites: Education 201, 202, Psychology 251.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines curriculum and classroom management 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. *Shanton.*

### **397 Boundary Crossings in Secondary Schools (1)**

Prerequisites: Education 201, 202, Psychology 251.

Focuses on learning about and working in the Albion Public Schools with youth from different backgrounds. Combines curriculum and classroom management 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, Mercer-Tachick.*

### **398 Shurmur Mentorship-Practicum (1/2)**

Prerequisites: Education 201, 202, junior standing with a minimum 2.7 cumulative GPA and permission of the Education Department.

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. This course is optional, not a requirement for certification. Offered on a credit/no credit basis.

*Staff.*

**411, 412 Directed Study (1/2, 1) Staff.**

**421 Elementary Student Teaching (3)**

Prerequisites: Advising and permission from department. All elementary education courses need to be completed before student teaching.

A full school day, semester-long practicum at the elementary 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.*

**422 Secondary Student Teaching (3)**

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)**

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.*

**431 Seminar: Elementary Student Teaching (1)**

Prerequisite: Permission of department.

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

**432 Seminar: Secondary Student Teaching (1)**

Prerequisite: Permission of department.

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