



College of Education  
MICHIGAN STATE UNIVERSITY



**2019-20 ACADEMIC ADVISING GUIDE**  
**ELEMENTARY**  
**& SPECIAL ED**



# SPARTANS WILL.

## Welcome from the Teacher Education Advisors!

Dear Students,

Welcome to Michigan State University's New Student Orientation program (NSO), and specifically, welcome to the College of Education. The College of Education at MSU has a mission of **Leadership**, **Scholarship**, and **Service**.

We prepare professionals for leadership roles in education. Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.

We seek to understand, reform, and improve education. We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.

We examine issues of education across the lifespan. We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for the benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our college as a scholarly community for students, faculty, and staff.

We are very pleased that you have joined the MSU and COED family, and look forward to collaborating with you to achieve your academic, career, and life goals!

Sincerely,

The Teacher Education Advising Team

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### Table of Contents

Student Resources	2	Special Education Mathematics	21-22
Certification	3	Special Education Social Studies	23-24
What is a Major?	3	Special Education Language Arts	25-27
University Requirements	4	GPA calculator	28
Teacher Education Studies	5	Application Process	29
Planned Program Requirements	5	SAT Requirement for Admission	30
Teaching Majors	6	Urban Educators Cohort Program	31
Special Education Studies	6	Global Educators Cohort Program	32
Teaching Minors	7	Handshake	33
Preparing for an Advising Appointment	8	Sample Resume	34
Elementary Integrated Science	9-10	Enrollment Preparation	35-36
Elementary Mathematics	11-12	NSO Schedule Planning	37
Elementary Social Studies	13-14	Planning Grid	38
Elementary Language Arts	15-17	Student Organizations	39
Special Education Experience Hours	18	Copy Center	40
Special Education Integrated Science	19-20	ED-Connect	41

# Student Resources

## COLLEGE OF EDUCATION

- College Website <http://education.msu.edu>
- Advisors/Appointments <http://education.msu.edu/academics/undergraduate/advisors.asp>
- Elementary Education Program Site <https://education.msu.edu/teacher-preparation/elementary/>
- Special Education Program Site <https://education.msu.edu/teacher-preparation/specialed/>
- Secondary Education Program Site <https://education.msu.edu/teacher-preparation/secondary/>
- ED-Connect <http://edwp.educ.msu.edu/ed-connect/>  
Advisor blog, news, and information for Future Teachers

## ACADEMIC SUPPORT AND ENGAGEMENT

- Academic Programs Catalog <https://reg.msu.edu/AcademicPrograms/>  
Listing of university policies and academic programs and their requirements
- Neighborhood Student Success Collaborative (NSSC) <http://nssc.msu.edu>  
Access point to academic support and tutoring resources, transition to college programs
- TRIO Student Support Services <http://oss.msu.edu/>  
For students accepted in the TRIO Program: 209 Bessey Hall, 517-353-5210
- Resource Center for Persons with Disabilities (RCPD) <https://www.rcpd.msu.edu/>  
For students with documented disabilities: 120 Bessey Hall, 517-884-7273
- Writing Center <http://writing.msu.edu>  
Assistance and workshops, 300 Bessey Hall, 517-432-3610

## CAREERS

- College of Education Careers Consultant <http://www.education.msu.edu/resources/students/career-services.asp>  
Career Exploration, skill development, resume writing/review, and more! 134 Erickson Hall
- Career Services Network <http://careernetwork.msu.edu/>  
Career advising, preparation: 556 Student Services Building, 517-355-9510

## FINANCIAL AID

- Office of Financial Aid <http://finaid.msu.edu>  
252 Student Services Building, 517-353-5940

## VOLUNTEER OPPORTUNITIES

- Center for Service Learning and Civic Engagement <http://www.servicelearning.msu.edu/>  
Outreach and community engagement opportunities: 27 Student Services Building, 517-353-4400

## COUNSELING & HEALTH

- MSU Counseling and Psychiatric Services <https://caps.msu.edu/>  
Emergency and ongoing student support: Olin Health Center – 3<sup>rd</sup> Floor, 517-355-8270
- Olin Health Center <http://www.olin.msu.edu/>  
Medical care, health promotion, pharmacy services: East Circle Drive, 517-884-6546  
Neighborhood health clinics are also located in Brody, Holden, Hubbard, and McDonel halls

# Certification for Elementary and Special Education

## Elementary Education

The Elementary Education major prepares teachers who have the knowledge and skills needed to teach all subjects in kindergarten through fifth grade (K-5) and the depth to teach a specific subject area in kindergarten through eighth grade (K-8).

### Certifications include:

#### **Kindergarten - 5th Grade:**

All subjects

#### **Kindergarten - 8th Grades:**

One of four teachable majors:

- Integrated Science
- Language Arts
- Mathematics
- Social Studies

## Special Education

Special Education majors complete requirements for elementary teacher certification and a K-12 endorsement in the special education area of learning disabilities. The program places a high priority on developing the skills teachers need to be effective in mainstream classrooms as well as more traditional “self-contained” special education classrooms.

### Certifications include:

#### **Kindergarten - 5th Grade:**

All subjects

#### **Kindergarten - 8th Grades:**

One of four teachable majors:

- Integrated Science
- Language Arts
- Mathematics
- Social Studies

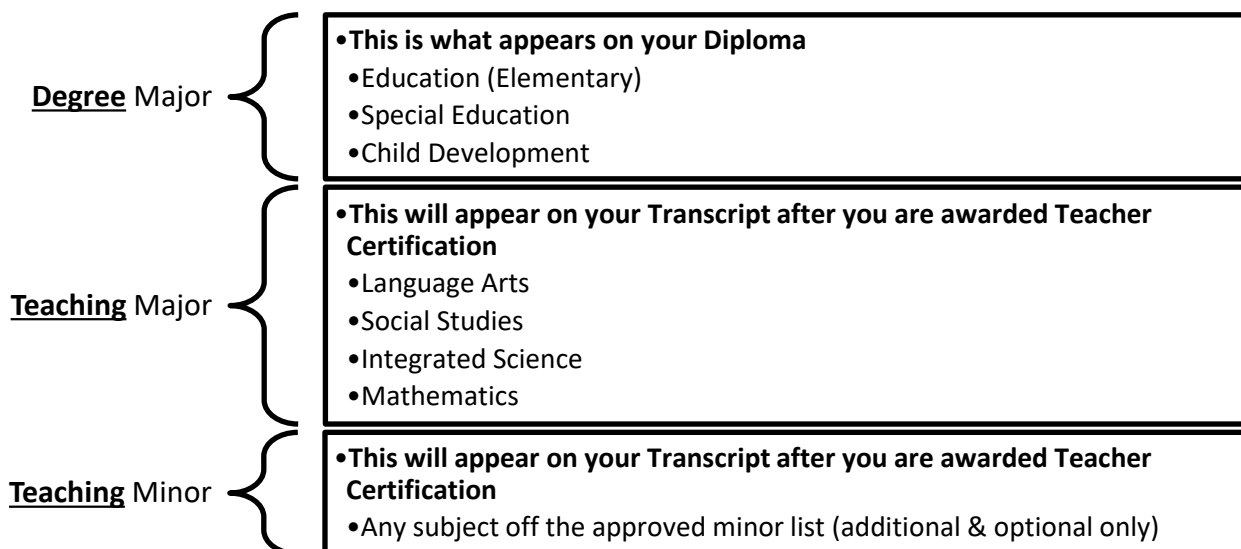
#### **Kindergarten - 12th Grade:**

Learning Disabilities

Michigan State University only certifies teachers for the State of Michigan. However, after getting certified in Michigan it is possible to apply for certification in another state. For more information on certification out of state go to: <http://certificationmap.com/>

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## What is a Major?



# University Requirements

## Writing, Rhetoric & American Culture (WRA)

WRA is the prefix for Writing, Rhetoric & American Culture. Students take WRA 101 to fulfill the first part (Tier 1) of MSU's English/writing requirement:

WRA 101 (4 credits)

All students must complete a Tier II writing course as juniors or seniors. Education and Special Education majors will take TE 301 and TE 404 to satisfy the second writing requirement.

## Integrative Studies in Arts and Humanities (IAH)

IAH is the prefix for the Integrative Studies courses in the Arts and Humanities. Students are required to pass two courses in the arts and humanities for a total of 8 credits.

IAH 201-210 (4 credits)

IAH 211 and higher (4 credits)

The completion of IAH 208, 209, 241A, 241C, 241D, 241E, 241F, or 241G may also satisfy the Planned Program requirement for Arts & Humanities.

## Integrative Studies in Social Science (ISS)

ISS is the prefix for the Integrative Studies courses in Social Science. Students are required to pass two courses in the social sciences for a total of 8 credits.

ISS 200-level (4 credits)

ISS 300-level (4 credits)

## University Diversity Requirement

MSU undergraduates must complete courses in at least two of three diversity categories ("D", "N" & "I") as part of their IAH and/or ISS requirements. "N" – emphasizes national diversity; "I" – emphasizes international and multicultural diversity and "D" – emphasizes both national and international/multicultural diversity.

## Mathematics Requirement

Education and Special Education majors must complete the following classes to satisfy the university math requirement:

MTH 103 + MTH 201

MTH 101 + MTH 201

MTH 102 + MTH 201

Education and Special Education majors must also complete MTH 202 for degree requirements.

MTH 103A + MTH 103B can substitute for MTH 103.

MTH 103A is graded as P/F. Both classes must be passed to count as MTH 103.

## Integrative Studies in Biological and Physical Sciences (ISB & ISP)

ISB is the prefix for the Integrative Studies courses in Biological Sciences, and ISP is the prefix for the Integrative Studies courses in Physical Sciences. Students are required to pass one course in biological sciences, one course in physical sciences, and one laboratory experience, taken concurrently with one of the courses for a total of 8 credits.

ISB 200-level (3 credits)

ISP 200-level (3 credits)

ISB or ISP Lab (2 credits)

Students pursuing the Integrated Science Teaching Major may complete an alternate track to ISB/ISP requirements that consists of BS 161 and BS 171 and CEM 141, all of which are required courses in the Integrated Science Teaching Major.



# Teacher Education Studies

## For Elementary and Special Education Majors

Course	Course Title	Prerequisites & Notes	Credit
TE 150	Reflections on Learning		3
TE 250/CEP 240	Human Diversity, Power, and Opportunity in Social Institutions/ Diverse Learners in Multicultural Perspective	Elementary Ed takes TE 250  Special Ed & Child Dev take CEP 240	3
TE 301 junior year	Learners and Learning in Context	<u>Prereq:</u> TE 150 & TE 250/CEP 240	3
TE 403 fall senior year	Teaching of Science to Diverse Learners	<u>Prereq:</u> TE 301 & ISE 301 with min grades of 2.0	3
TE 404 fall senior year	Teaching of Social Studies to Diverse Learners		3
TE 405 spring senior year	Teaching of Language and Literacy to Diverse Learners	<u>Prereq:</u> TE 348 with min grade of 2.0	3
TE 406 spring senior year	Teaching of Mathematics to Diverse Learners	<u>Prereq:</u> MTH 201 & MTH 202 with min grades of 2.0	3

**Must maintain a 2.5 overall GPA in TE courses, with no individual grade below 2.0**

## Planned Program

### For Elementary and Special Education Majors

Course	Course Title	Credit
MTH 201	Elementary Math for Teachers I	3
MTH 202	Elementary Math for Teachers II	3
ISE 301	Science for Elementary Schools	3
GEO 204	World Regional Geography	3
TE 348	Reading & Responding to Children's Literature	3
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	Music & Culture/Art, Visual & Culture/Music & Society in the Modern World/Cultural & Artistic Traditions of Europe/Theater & Society in the West/Creative Process/Traditions in World Art/Film & Culture	4
MUS 463/THR 421/ THR 422/TE 430/ TE 431/TE 432	Methods & Materials of Elementary Music/Creative Dramatics/ Children's Theatre/Intro to Arts in the Classroom/Learning through Drama/Learning Through Movement	3
CEP 345/CSD 333/ENG 302/LIN 200/LIN 401	Language & Literacy Development & Disorders/Oral Language Development/Intro to English Language Studies/Intro to Language/Intro to Linguistics	3-4
HST 202	U.S. History to 1876	4
KIN 355	Physical Activity & Health Education for Elementary Teachers	3

**Must pass all courses with a 2.0 or higher • Planned Program certifies in grades K-5 all subjects • All courses required (some may apply to the teaching major) • IAH can double count with University Requirement**



## Teaching Majors

In Michigan, elementary teachers are qualified to teach all subjects in grades K-5 (and all subjects in grades K-8 in self-contained classrooms) and the subject area corresponding to their teaching major in grades K-8. Students pursuing BA degrees in Education or Special Education must choose an elementary teaching major. These majors allow prospective elementary teachers to focus on subject areas central to the core curriculum taught in elementary and middle schools.

**Elementary & Special Education Majors must choose one of the following:**

Integrated Science: 53-59 credits

Mathematics\*: 32 credits

Social Studies: 49 credits

Language Arts: 36 credits

\*Mathematics is a limited enrollment teaching major

**Must maintain a 2.5 overall GPA in Teaching Major courses  
Certifies in grades Kindergarten-8 in Teaching Major subject**

## Special Education Studies: Learning Disabilities

**For Special Education Majors Only**

Course	Course Title	Prerequisites & Notes	Credit
<b>PSY 101</b>	Intro to Psychology		4
<b>CSD 333</b>	Oral Language Development		3
<b>CEP 451</b> fall junior year	Models of Special Education Administration & Services		3
<b>CEP 301</b> spring junior year	Literacy Instruction for Students with Mild Impairments	<u>Prereq:</u> Completion of Tier I Writing Requirement <u>Coreq:</u> TE 301 concurrently	3
<b>CEP 452</b> fall senior year	Universal Design for Learning in the General Education Classroom	<u>Prereq:</u> CEP 240	3
<b>CEP 449</b> spring senior year	Behavior Management in Special Education		3

**Must maintain a 2.5 overall GPA in Special Education courses  
Certifies in grades K-12 in Learning Disabilities**

## Teaching Minors vs. University Minors

Teaching Minors are only available to students admitted to a Teacher Preparation Program. Teaching Minors are not considered complete until a student is certified to teach that subject (successful completion of all coursework for the minor, successful completion of the Teaching Internship, and a passing score on the MTTC of the particular subject area of the minor). Only when all of the criteria for teacher certification for the minor is met will the Teaching Minor show on a student's transcript.

Most University Minors (check Academic Programs for more information) are open to all students from any major. University Minors are considered complete when a student has successfully completed all of the coursework for the minor and has earned a degree from MSU. The University Minor will then show on a student's transcript.

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## Elementary Education Teaching Minors

Students must choose an elementary teaching major. Minors can be added to the major but they are considered extra and optional. Students can apply to add optional minors on the Reply Form they submit after being admitted to the Teacher Preparation Program. To become certified in the minor area, students must complete all required coursework, complete the Teaching Internship, and pass the corresponding MTTC test.

### Minor Options:

- |                             |   |
|-----------------------------|---|
| - Arabic                    | - Mathematics   |
| - Chinese                   | - Spanish   |
| - Early Childhood Education | - Teaching English to Speakers of Other Languages (TESOL) |
| - French                    |   |
| - German                    |   |
| - Japanese                  |   |

- Students must maintain a 2.5 overall GPA in their teachable minor/endorsement for certification.
  - Minors certify students in subject area for grades K-8
- 

## Early Childhood-General & Special Education

Graduates are recognized as having expertise, knowledge, and skills to teach children from birth to age 8 in general education settings, as well as significant knowledge and skills for teaching infants and children with special needs. Students in the MSU Elementary Education or Special Education Teacher Preparation Programs should contact an HDFS Academic Advisor for adding the minor to their degree program.

### The minor requires the following 26 credits:

- HDFS 211: Child Growth and Development
- HDFS 320: Interaction with Children in Groups
- HDFS 320L: Interaction with Children-Laboratory
- HDFS 321: Curriculum for Children (W)
- HDFS 321L: Curriculum for Children-Laboratory
- HDFS 322: Infant Development and Program Planning
- HDFS 421: Assessment of the Young Child
- HDFS 424: Student Teaching in an Early Childhood Program
- CEP 240: Diverse Learners in Multicultural Perspective

## Teaching English to Speakers of Other Languages (TESOL)

1. One of the following courses (3 or 4 credits):
  - LIN 200: Introduction to Language
  - LIN 401: Introduction to Linguistics
2. All of the following courses (14 credits):
  - LLT 307: Methods of Teaching English to Speakers of Other Languages
  - LLT 346: Pedagogical English Grammar for English Teachers
  - LLT 361: Second and Foreign Language Learning
  - TE 494: Field Experience in Teacher Education
3. Complete either a. or b. (3 or 7 credits):
  - A. ANP 420: Language and Culture
  - B. COM 391: Topics in Verbal, Intercultural, or Gender Communication
  - LIN 471: Sociolinguistics

### Total: 20 to 25 credits

The Teaching English to Speakers of Other Languages minor must be completed in combination with an academic core major. Students should see an academic advisor in the College of Education for more information.



# Preparing for an Academic Advising Appointment

## How to Make an Appointment

- Go to <https://msu.campus.eab.com>
- Click **Get Advising** in the upper right corner of the Student Success Dashboard
- Select **Education College Advising**
- Follow the steps to create an appointment
- Make sure to fill out all of the information
- You and your advisor will receive a confirmation email
- Mark your appointment down in your calendar
- Arrive to your appointment early or on time!

## How to Prepare for Your Appointment

- Review degree and university requirements
- Familiarize yourself with the Schedule of Courses, Schedule Builder, StuInfo, and Degree Navigator
- Take note of important dates
- Start planning your classes in Schedule Builder at [schedule.msu.edu](http://schedule.msu.edu)
- Make a list of questions to ask your advisor

## What to Bring

- Your PID - the "A" number provided to you from the Registrars Office
- Your Net ID - your email address without the "@msu.edu"
- Forms that you may need signed by your advisor
- A list of prepared questions
- A tentative plan of the classes you would like to take
- This amazing Academic Advising Guide!

## After Your Appointment

- Keep this Academic Advising Guide for future reference
- Keep a folder or a notebook with information from your advising appointment, it may come in handy in the future

# Elementary Education Course Record: Integrated Science

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
<b>Alternative Track to ISB/ISP:</b> For certain majors, students can meet the Integrative Studies in General Science requirement with a specific "alternate" grouping of courses. Courses in the Integrated Science major count towards the Alternative Track.			

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

*\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"*

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
TE 250	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
MTH 201	3		
MTH 202	3		
GEO 204	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CSD 333/LIN 200/ LIN 401	3-4		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>29-30</b>		

## MAJOR: Integrated Science (53-59 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (17 credits):</b>			
BS 161	3		
BS 162	3		
BS 171	2		
BS 172	2		
IBIO 355	3		
PSL 250	4		
<b>All of the following courses (8 credits):</b>			
CEM 141	4		
CEM 142	3		
CEM 161	1		
<b>All of the following courses (10 credits):</b>			
AST 207	3		
GLG 201	4		
GEO 203	3		
<b>One of the following courses (3-5 credits):</b>			
MTH 114	3		
MTH 116	5		
<b>All of the following courses (7 credits):</b>			
ISE 120	1		
ISE 320	3		
ISE 420	3		
<b>All of the following courses (8 credits):</b>			
PHY 231	3		
PHY 232	3		
PHY 251	1		
PHY 252	1		
<b>One of the following courses (3-4 credits):</b>			
STT 200	3		
STT 201	4		
<b>Total</b>			

Required overall GPA in Teaching Minor(s) of a 2.5

Course	Credit	Semester	Grade
<b>Optional Minor:</b>			
<b>Total</b>			

## Elementary Education – Integrated Science

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
TE 150	3	TE 250	3		
MTH 103	3	MTH 114	3		
CEM 141	4	CEM 142	3		
CEM 161	1	GEO 203	3		
WRA 101	4	ISS 200-Level	4		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 201	3	MTH 202	3		
BS 161	3	TE 348	3		
BS 171	2	BS 162	3		
GLG 201	4	BS 172	2		
IAH Below 211	4	ISE 120	1		
		STT 200/STT 201	3-4		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15-16</b>	<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>TE 301</b>	3	<b>ISE 320</b>	3		
KIN 355	3	PHY 232	3		
GEO 204	3	PHY 252	1		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	PSL 250	4		
PHY 231	3	ISS 300-Level	4		
PHY 251	1				
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
<b>TE 403</b>	3	<b>TE 405</b>	3		
<b>TE 404</b>	3	<b>TE 406</b>	3		
<b>ISE 420</b>	3	CSD 333/LIN 200/LIN 401	3-4		
HST 202	4	IBIO 355	3		
AST 207	3	IAH 211 or Higher	4		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16-17</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 125**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
<b>TE 501</b>	6	<b>TE 502</b>	6		
<b>TE 801</b>	3	<b>TE 803</b>	3		
<b>TE 802</b>	3	<b>TE 804</b>	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

# Elementary Education Course Record: Mathematics

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

*\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"*

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
TE 250	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
ISE 301	3		
GEO 204	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CSD 333/LIN 200/ LIN 401	3-4		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>26-27</b>		

## MAJOR: Mathematics (32 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (28 credits):</b>			
MTH 132	3		
MTH 133	4		
MTH 201*	3		
MTH 202*	3		
MTH 301	3		
MTH 304	3		
MTH 305	3		
MTH 330	3		
MTHE 430	3		
<b>One of the following courses (4 credits):</b>			
STT 250	4		
STT 201	4		
<b>Total</b>			

\*MTH 201 & MTH 202 must be passed with a minimum of 2.0

Required overall GPA in Teaching Minor(s) of a 2.5

Course	Credit	Semester	Grade
<b>Optional Minor:</b>			
<b>Total</b>			

### Tips to Increase Likelihood of Admission to Math Teaching Major:

- Complete two semesters of calculus (MTH 132 & MTH 133) and the two math courses for elementary teachers (MTH 201 & MTH 202) by the end of fall semester sophomore year
- Take math courses at MSU
- Have a strong GPA in all math courses taken
- Have a good overall GPA
- Don't need to repeat math courses or have grades less than 2.5 in math courses

## Elementary Education – Mathematics

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
TE 150	3	MTH 202	3		
MTH 201*	3	MTH 133	4		
MTH 132*	3	HST 202	4		
WRA 101	4	ISS 200-Level	4		
ISB or ISP Course	3				
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

\*You may be required to take a prerequisite math course before taking MTH 201 and/or MTH 132

SOPHOMORE					
FALL		SPRING		SUMMER	
TE 250	3	MTH 330	3		
MTH 301	3	KIN 355	3		
TE 348	3	IAH 211 or Higher	4		
GEO 204	3	ISB or ISP Course	3		
IAH Below 211	4	ISB or ISP Lab	2		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>ISE 301</b>	3	<b>TE 301</b>	3		
STT 201/STT 250	4	MTHE 430	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	ISS 300-Level	4		
CSD 333/LIN 200/LIN 401	3-4	Elective	3		
Elective	3	Elective	3		
<b>TOTAL CREDITS</b>	<b>16-17</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
<b>TE 403</b>	3	<b>TE 405</b>	3		
<b>TE 404</b>	3	<b>TE 406</b>	3		
<b>MTH 304</b>	3	<b>MTH 305</b>	3		
Elective	3	Elective	3		
Elective	1-2				
<b>TOTAL CREDITS</b>	<b>13-14</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 120**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
<b>TE 501</b>	6	<b>TE 502</b>	6		
<b>TE 801</b>	3	<b>TE 803</b>	3		
<b>TE 802</b>	3	<b>TE 804</b>	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

# Elementary Education Course Record: Social Studies

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

*\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"*

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
TE 250	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
MTH 201	3		
MTH 202	3		
ISE 301	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CSD 333/LIN 200/ LIN 401	3-4		
KIN 355	3		
<b>Total</b>	<b>25-26</b>		

## MAJOR: Social Studies (49 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (46 credits):</b>			
EC 201	3		
EC 202	3		
GEO 204*	3		
GEO 221	3		
GEO 330	3		
GEO 333	3		
HST 140	4		
HST 150	4		
HST 201	3		
HST 202*	4		
HST 203	4		
HST 320	3		
PLS 100	3		
PLS 140	3		
<b>One of the following courses (3 credits):</b>			
HST 310	3		
HST 311	3		
HST 312	3		
HST 313	3		
HST 314	3		
HST 327	3		
HST 378	3		
HST 379	3		
<b>Total</b>			

\*GEO 204 & HST 202 must be passed with a minimum of 2.0

Required overall GPA in Teaching Minor(s) of a 2.5

Course	Credit	Semester	Grade
<b>Optional Minor:</b>			
<b>Total</b>			

## Elementary Education – Social Studies

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
TE 150	3	TE 250	3		
MTH 103	3	MTH 201	3		
WRA 101	4	HST 202	4		
GEO 204	3	ISB or ISP Course	3		
ISB or ISP Course	3	ISB or ISP Lab	2		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 202	3	KIN 355	3		
TE 348	3	HST 201	3		
EC 201	3	PLS 100	3		
IAH Below 211	4	EC 202	3		
GEO 221	3	ISS 200-Level	4		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>ISE 301</b>	3	<b>TE 301</b>	3		
HST 203	4	HST 140	4		
HST 320	3	GEO 333	3		
GEO 330	3	PLS 140	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	CSD 333/LIN 200/LIN 401	3-4		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16-17</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
<b>TE403</b>	3	<b>TE405</b>	3		
<b>TE404</b>	3	<b>TE406</b>	3		
HST 3xx (see options)	3	HST 150	4		
IAH 211 or Higher	4	ISS 300-Level	4		
<b>TOTAL CREDITS</b>	<b>13</b>	<b>TOTAL CREDITS</b>	<b>14</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 122**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
<b>TE 501</b>	6	<b>TE 502</b>	6		
<b>TE 801</b>	3	<b>TE 803</b>	3		
<b>TE 802</b>	3	<b>TE 804</b>	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**



# Elementary Education Course Record: Language Arts

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
TE 250	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
MTH 201	3		
MTH 202	3		
ISE 301	3		
GEO 204	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/*TE 430/ *TE 431/*TE 432/ *THR 421/*THR 422	3		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>23-26</b>		

\* THR 421/422 or TE 430-432 can count towards the Language Arts major in section 4a

## MAJOR: Language Arts (36 credits)

At least 17-18 credits must be at the 3xx-4xx level

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>1. Language, Literacy &amp; Culture (11-15 credits):</b>			
*a.			
b.			
c.			
c.			
<b>2. Writing, Rhetoric &amp; Design (6-8 credits):</b>			
a.			
b.			
<b>3. Text, Media &amp; Interpretation (12-16 credits) 2 courses at 3xx-4xx level</b>			
a.			
b.			
c.			
b/c.			
<b>4. Speech, Performance &amp; Com (3-4 credits):</b>			
a.			
<b>5. Children's Literature (3 credits):</b>			
*a. TE 348	3		
<b>Total Credits</b>			
<b>Total 3xx/4xx</b>			

\*Classes in these areas must be passed with a minimum of 2.0

Required overall GPA in Teaching Minor(s) of a 2.5

Course	Credit	Semester	Grade
<b>Optional Minor:</b>			
<b>Total</b>			

## Elementary Education – Language Arts

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
TE 150	3	TE 250	3		
MTH 103	3	MTH 201	3		
WRA 101	4	Teaching Major Course	3		
ISB or ISP Course	3	ISS 200-Level	4		
ISB or ISP Lab	2	ISB or ISP Course	3		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 202	3	KIN 355	3		
TE 348	3	Teaching Major Course	3		
GEO 204	3	Teaching Major Course	3		
Teaching Major Course	3	ISS 300-Level	4		
IAH Below 211	4	Elective	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>ISE 301</b>	3	<b>TE 301</b>	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	HST 202	4		
Teaching Major Course	3	Teaching Major Course	3		
Teaching Major Course	3	Teaching Major Course	3		
IAH 211 or Higher	4	Elective	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
<b>TE 403</b>	3	<b>TE 405</b>	3		
<b>TE 404</b>	3	<b>TE 406</b>	3		
Teaching Major Course	3	Teaching Major Course	3		
Teaching Major Course	3	Elective	3		
Elective	1				
<b>TOTAL CREDITS</b>	<b>13</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 120**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
<b>TE 501</b>	6	<b>TE 502</b>	6		
<b>TE 801</b>	3	<b>TE 803</b>	3		
<b>TE 802</b>	3	<b>TE 804</b>	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

## Language Arts Teaching Major

### 1. Language, Literacy & Culture (11-15 credits):

\*a. One of the following courses (3-4 credits):

ENG 302	3
LIN 200	3
LIN 401	4

b. One of the following courses (3 credits):

ANP 420	3	LIN 437	3
CSD 333	3	LIN 450	3
CEP 345	3	LLT 346	3
ENG 406	3	PHL 360	3
LIN 424	3		
LIN 434	3		

c. Two of the following courses (5-8 credits):

COM 310	3
COM 320	3
IAH 231C	4
LIN 471	3
LLT 307	3
LLT 361	3
LLT 362	3

### 2. Writing, Rhetoric & Design (6-8 credits):

a. One of the following courses (3 credits):

ENG 223	3	JRN 200	3
ENG 226	3	TE 458	3
ENG 228	3	WRA 260	3
ENG 229	3	WRA 308	3
ENG 232	3	WRA 320	3
ENG 327	3		

b. One of the following courses (3-4 credits):

CEP 416	3	STA 110	3
JRN 310	3	STA 113	3
JRN 336	3	STA 114	3
JRN 409	¾	STA 371	3
JRN 445	3	WRA 210	3
JRN 491	3	WRA 360	4

### 3. Text, Media & Interpretation (12-16 credits):

**Two courses must be at the 3xx-4xx level**

a. One of the following courses (3-4 credits):

ENG 126	4	ENG 210	3
ENG 129	4	ENG 314	3
ENG 204	3	ENG 315	3
ENG 205	3	ENG 316	3
ENG 206	3		

b. One or two of the following courses (3-8 credits):

AMS 210	4	ENG 478B	3
COM 275	3	FLM 230	4
ENG 130	4	FLM 355	3
ENG 140	4	FLM 380	3
ENG 142	4	FLM 381	3
ENG 231	4	JRN 108	3
ENG 332	3	WRA 260	3
ENG 342	3	WRA 415	3
ENG 478A	3		

c. One or two of the following courses (3-8 credits):

AL 431	3	ENG 328	3
ASN 464	3	ENG 329	3
CLA 360	3	ENG 350	3
ENG 153	4	ENG 351	3
ENG 218	3	ENG 352	3
ENG 265	3	ENG 353	3
ENG 318	3	ENG 354	3
ENG 320A	4	ENG 355	3
ENG 320B	4	ENG 356	3
ENG 320C	4	RUS 321	3
ENG 323	3	RUS 232	3
ENG 324	3	TE 448	3
ENG 326	3		

### 4. Speech, Performance & Communication (3-4 credits):

a. One of the following courses (3-4 credits):

CEP 460	3	THR 421	3
COM 100	3	THR 422	3
COM 225	3	TE 430	3
COM 240	4	TE 431	3
THR 101	3	TE 432	3

### 5. Children's Literature (3 credits):

\*a. The following course (3 credits):

TE 348	3
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### 6. Electives

Additional credits in courses in English, linguistics, language learning and teaching, communications, journalism, theatre, or writing, rhetoric and American culture as needed to satisfy the requirements of at least 36 credits in this teaching major.

### NOTE:

*\*Classes in these areas are also required in the Planned Program and therefore must be passed with a minimum grade of 2.0.*

# SPECIAL EDUCATION PRE-ADMISSION EXPERIENCE

## Observation or experience with children and youth who have disabilities

### Requirements

- 42 hours of documented experience with children or youth who have special needs—ideally those who are identified with learning disabilities
- One-on-one experiences with children with special needs (tutoring or babysitting) can be used for up to 21 of the required hours
- Remaining hours should come from experiences in a group setting under the supervision of an experienced teacher or supervisor
- Hours may be from previous experiences within two years (from high school, preschool or school based settings) of the application to Special Education program
- Submission of [Student Reaction Form](#) and [Supervisor Reaction Form](#) by the first week of the spring semester

### Purpose

- To help students explore the opportunity of working with students with special learning needs and what the role of a special education teacher and/or consultant might look like out in the field of education
- To provide students with a foundation for acquiring the knowledge and skills needed prior to admission to the special education program

### Suggestions for finding experience

- MSU Center for Service-Learning and Civic Engagement
- Special Education Faculty
- [Lisa Plascencia](#), Special Education Internship Coordinator
- School districts—Special Education Director, Special Ed. Teachers, or Special Ed. Teacher Consultants
- Public or private agencies that provide services for special needs children
- Summer camp programs for children with special needs
- Parents of children with special needs

### Due Dates

- For those applying during the fall semester forms are due by the first week of spring semester
- Transfer students seeking direct admission to Special Education must submit forms at the time they matriculate at MSU



# Special Education- Learning Disabilities Course Record: Integrated Science

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
<b>Alternative Track to ISB/ISP:</b> For certain majors, students can meet the Integrative Studies in General Science requirement with a specific "alternate" grouping of courses. Courses in the Integrated Science major count towards the Alternative Track.			

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
CEP 240	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
MTH 201	3		
MTH 202	3		
GEO 204	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C, D, E, F, G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CEP 345	3		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>29</b>		

## MAJOR: Integrated Science (53-59 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (17 credits):</b>			
BS 161	3		
BS 162	3		
BS 171	2		
BS 172	2		
IBIO 355	3		
PSL 250	4		
<b>All of the following courses (8 credits):</b>			
CEM 141	4		
CEM 142	3		
CEM 161	1		
<b>All of the following courses (10 credits):</b>			
AST 207	3		
GLG 201	4		
GEO 203	3		
<b>One of the following courses (3-5 credits):</b>			
MTH 114	3		
MTH 116	5		
<b>All of the following courses (7 credits):</b>			
ISE 120	1		
ISE 320	3		
ISE 420	3		
<b>All of the following courses (8 credits):</b>			
PHY 231	3		
PHY 232	3		
PHY 251	1		
PHY 252	1		
<b>One of the following courses (3-4 credits):</b>			
STT 200	3		
STT 201	4		
<b>Total</b>			

## SPECIAL EDUCATION: Learning Disabilities

(19 credits) Required overall GPA in Learning Disabilities of a 2.5

Course	Credit	Semester	Grade
PSY 101	4		
CEP 345	3		
CEP 451	3		
CEP 301	3		
CEP 452	3		
CEP 449	3		
<b>Total</b>	<b>19</b>		

## Special Education – Integrated Science

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
CEP 240	3	TE 150	3		
MTH 103	3	MTH 114	3		
CEM 141	4	CEM 142	3		
CEM 161	1	GEO 203	3		
WRA 101	4	ISS 200-Level	4		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 201	3	MTH 202	3	PSY 101	4
BS 161	3	CEP 345	3	ISS 300-Level	4
BS 171	2	TE 348	3		
GLG 201	4	BS 162	3		
IAH Below 211	4	BS 172	2		
		ISE 120	1		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>8</b>

JUNIOR					
FALL		SPRING		SUMMER	
TE 301	3	CEP 301	3	PSL 250	4
CEP 451	3	CEP 449	3	IAH 211 or Higher	4
KIN 355	3	ISE 320	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	PHY 232	3		
PHY 231	3	PHY 252	1		
PHY 251	1	GEO 204	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>8</b>

SENIOR*					
FALL		SPRING		SUMMER	
TE 403	3	TE 405	3		
TE 404	3	TE 406	3		
CEP 452	3	ISE 420	3		
AST 201	3	IBIO 355	3		
STT 200/STT 201	3-4	HST 202	4		
<b>TOTAL CREDITS</b>	<b>15-16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 141**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
TE 501	6	CEP 502A	6		
CEP 801A	3	CEP 803A	3		
CEP 802A	3	CEP 804A	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

# Special Education – Learning Disabilities Course Record: Mathematics

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

*\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"*

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
CEP 240	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
ISE 301	3		
GEO 204	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CEP 345	3		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>26</b>		

## MAJOR: Mathematics (32 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (28 credits):</b>			
MTH 132	3		
MTH 133	4		
MTH 201*	3		
MTH 202*	3		
MTH 301	3		
MTH 304	3		
MTH 305	3		
MTH 330	3		
MTHE 430	3		
<b>One of the following courses (4 credits):</b>			
STT 250	4		
STT 201	4		
<b>Total</b>			

\*MTH 201 & MTH 202 must be passed with a minimum of 2.0

## SPECIAL EDUCATION: Learning Disabilities

**(19 credits):** Required overall GPA in Learning Disabilities of a 2.5

Course	Credit	Semester	Grade
PSY 101	4		
CEP 345	3		
CEP 451	3		
CEP 301	3		
CEP 452	3		
CEP 449	3		
<b>Total</b>	<b>19</b>		

### Tips to Increase Likelihood of Admission to Math Teaching Major:

- Complete two semesters of calculus (MTH 132 & MTH 133) and the two math courses for elementary teachers (MTH 201 & MTH 202) by the end of fall semester sophomore year
- Take math courses at MSU
- Have a strong GPA in all math courses taken
- Have a good overall GPA
- Don't need to repeat math courses or have grades less than 2.5 in math courses



## Special Education – Mathematics

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
CEP 240	3	MTH 202	3		
MTH 201*	3	MTH 133	4		
MTH 132*	3	HST 202	4		
WRA 101	4	ISS 200-Level	4		
ISB or ISP Course	3				
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

\*You may be required to take a prerequisite math course before taking MTH 201 and/or MTH 132

SOPHOMORE					
FALL		SPRING		SUMMER	
TE 150	3	MTH 330	3		
MTH 301	3	PSY 101	4		
TE 348	3	IAH 211 or Higher	4		
GEO 204	3	ISB or ISP Course	3		
IAH Below 211	4	ISB or ISP Lab	2		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>TE 301</b>	3	<b>ISE 301</b>	3		
<b>CEP 451</b>	3	<b>CEP 301</b>	3		
STT 201/STT 250	4	CEP 345	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	MTHE 430	3		
KIN 355	3	ISS 300-Level	4		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
<b>TE 403</b>	3	<b>TE 405</b>	3		
<b>TE 404</b>	3	<b>TE 406</b>	3		
<b>CEP 452</b>	3	<b>CEP 449</b>	3		
<b>MTH 304</b>	3	<b>MTH 305</b>	3		
Elective	1				
<b>TOTAL CREDITS</b>	<b>13</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 120**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
<b>TE 501</b>	6	<b>CEP 502A</b>	6		
<b>CEP 801A</b>	3	<b>CEP 803A</b>	3		
<b>CEP 802A</b>	3	<b>CEP 804A</b>	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

# Special Education-Learning Disabilities Course Record: Social Studies

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
CEP 240	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Semester	Grade
MTH 201	3		
MTH 202	3		
ISE 301	3		
TE 348	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/TE 430/ TE 431/TE 432/ THR 421/THR 422	3		
CEP 345	3		
KIN 355	3		
<b>Total</b>	<b>25</b>		

## MAJOR: Social Studies (49 credits)

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>All of the following courses (46 credits):</b>			
EC 201	3		
EC 202	3		
GEO 204*	3		
GEO 221	3		
GEO 330	3		
GEO 333	3		
HST 140	4		
HST 150	4		
HST 201	3		
HST 202*	4		
HST 203	4		
HST 320	3		
PLS 100	3		
PLS 140	3		
<b>One of the following courses (3 credits):</b>			
HST 310	3		
HST 311	3		
HST 312	3		
HST 313	3		
HST 314	3		
HST 327	3		
HST 378	3		
HST 379	3		
<b>Total</b>			

\*GEO 204 & HST 202 must be passed with a minimum of 2.0

## SPECIAL EDUCATION: Learning Disabilities

**(19 credits):** Required overall GPA in Learning Disabilities of a 2.5

Course	Credit	Semester	Grade
PSY 101	4		
CEP 345	3		
CEP 451	3		
CEP 301	3		
CEP 452	3		
CEP 449	3		
<b>Total</b>	<b>19</b>		

## Special Education – Social Studies

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
MTH 103	3	CEP 240	3		
WRA 101	4	MTH 201	3		
HST 202	4	HST 203	4		
ISS 200-Level	4	ISB or ISP Course	3		
		ISB or ISP Lab	2		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 202	3	PSY 101	4	ISS 300-Level	4
TE 150	3	CEP 345	3	HST 140	4
TE 348	3	GEO 221	3		
GEO 204	3	PLS 100	3		
EC 201	3	EC 202	3		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>8</b>

JUNIOR					
FALL		SPRING		SUMMER	
TE 301	3	ISE 301	3	HST 150	4
CEP 451	3	CEP 301	3	IAH 211 or Higher	4
GEO 330	3	GEO 333	3		
MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3	KIN 355	3		
IAH Below 211	4	ISB or ISP Course	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>8</b>

SENIOR*					
FALL		SPRING		SUMMER	
TE 403	3	TE 405	3		
TE 404	3	TE 406	3		
CEP 452	3	CEP 449	3		
HST 201	3	HST 3xx (see options)	3		
HST 320	3	PLS 140	3		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 138**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
TE 501	6	CEP 502A	6		
CEP 801A	3	CEP 803A	3		
CEP 802A	3	CEP 804A	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

# Special Education- Learning Disabilities Course Record: Language Arts

## INTEGRATIVE STUDIES (28 credits)

Course	Credit	Semester	Grade
WRA 1__	4		
IAH 201-210	4		
IAH 211+	4		
ISS 2__	4		
ISS 3__	4		
ISB	3		
ISP	3		
Lab	2		

## UNIVERSITY MATH

Course	Credit	Semester	Grade

## UNIVERSITY DIVERSITY DISTRIBUTION

Course 1	I/N/D	Course 2	I/N/D

\*Check with an advisor to make sure you meet IAH/ISS Diversity Requirements for "I", "N" and "D"

## TEACHER EDUCATION COURSES (21 credits)

Overall GPA of 2.5 with no grade lower than 2.0

Course	Credit	Semester	Grade
TE 150	3		
CEP 240	3		
TE 301	3		
TE 403	3		
TE 404	3		
TE 405	3		
TE 406	3		

## PLANNED PROGRAM No grade lower than 2.0

Course	Credit	Sem	Grade
MTH 201	3		
MTH 202	3		
ISE 301	3		
GEO 204	3		
IAH 208/IAH 209/ IAH 241 A,C,D,E,F,G	4		
MUS 463/*TE 430/ *TE 431/*TE 432/ *THR 421/*THR 422	3		
HST 202	4		
KIN 355	3		
<b>Total</b>	<b>23-26</b>		

\* THR 421/422 or TE 430-432 can count towards the Language Arts major in section 4a

## MAJOR: Language Arts (36 credits)

At least 17-18 credits must be at the 3xx-4xx level

Required overall GPA in Teaching Major of a 2.5

Course	Credit	Semester	Grade
<b>1. Language, Literacy &amp; Culture (11-15 credits):</b>			
*a.			
*b. CEP 345	3		
c.			
c.			
<b>2. Writing, Rhetoric &amp; Design (6-8 credits):</b>			
a.			
b.			
<b>3. Text, Media &amp; Interpretation (12-16 credits) 2 courses at 3xx-4xx level</b>			
a.			
b.			
c.			
b/c.			
<b>4. Speech, Performance &amp; Com (3-4 credits):</b>			
a.			
<b>5. Children's Literature (3 credits):</b>			
*a. TE 348	3		
<b>Total Credits</b>			
<b>Total 3xx/4xx</b>			

\*Classes in these areas must be passed with a minimum of 2.0. Only one course from 1A or 1B needs to be passed with a minimum of 2.0. 5A must be passed with a minimum of 2.0.

## SPECIAL EDUCATION: Learning Disabilities

**(19 credits):** Required overall GPA in Learning Disabilities of a 2.5

Course	Credit	Semester	Grade
PSY 101	4		
CEP 345	3		
CEP 451	3		
CEP 301	3		
CEP 452	3		
CEP 449	3		
<b>Total</b>	<b>19</b>		

## Special Education – Language Arts

**IMPORTANT: This schedule is a student tool/guide, NOT a rigid plan!**

FRESHMAN					
FALL		SPRING		SUMMER	
CEP 240	3	TE 150	3		
MTH 103	3	MTH 201	3		
WRA 101	4	Teaching Major Course	3		
ISB or ISP Course	3	Teaching Major Course	3		
ISB or ISP Lab	2	ISS 200-Level	4		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
MTH 202	3	PSY 101	4	IAH Below 211	4
CEP 345	3	KIN 355	3		
TE 348	3	MUS 463/TE 430/TE 431/ TE 432/THR 421/THR 422	3		
GEO 204	3	Teaching Major Course	3		
Teaching Major Course	3	ISB or ISP Course	3		
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>4</b>

JUNIOR					
FALL		SPRING		SUMMER	
TE 301	3	ISE 301	3		
CEP 451	3	CEP 301	3		
Teaching Major Course	3	HST 202	4		
Teaching Major Course	3	Teaching Major Course	3		
IAH 211 or Higher	4	Teaching Major Course	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	

SENIOR*					
FALL		SPRING		SUMMER	
TE 403	3	TE 405	3		
TE 404	3	TE 406	3		
CEP 452	3	CEP 449	3		
Teaching Major Course	3	ISS 300-Level	4		
Teaching Major Course	3				
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>13</b>	<b>TOTAL CREDITS</b>	

\*You will graduate with your bachelor's degree at the end of your senior year BEFORE moving to the internship  
**TOTAL CREDITS TO GRADUATE: 126**

INTERNSHIP YEAR					
FALL		SPRING		SUMMER	
TE 501	6	CEP 502A	6		
CEP 801A	3	CEP 803A	3		
CEP 802A	3	CEP 804A	3		
<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	<b>12</b>	<b>TOTAL CREDITS</b>	

**TOTAL INTERNSHIP CREDITS: 24**

## Language Arts Teaching Major

### 1. Language, Literacy & Culture (11-15 credits):

\*a. One of the following courses (3-4 credits):

ENG 302	3
LIN 200	3
LIN 401	4

b. One of the following courses (3 credits):

ANP 420	3	LIN 434	3
CSD 333	3	LIN 437	3
CEP 345	3	LIN 450	3
ENG 406	3	LLT 346	3
LIN 424	3	PHL 360	3

c. Two of the following courses (5-8 credits):

COM 310	3
COM 320	3
IAH 231C	4
LIN 471	3
LLT 307	3
LLT 361	3
LLT 362	3

### 2. Writing, Rhetoric & Design (6-8 credits):

a. One of the following courses (3 credits):

ENG 223	3	JRN 200	3
ENG 226	3	TE 458	3
ENG 228	3	WRA 260	3
ENG 229	3	WRA 308	3
ENG 232	3	WRA 320	3
ENG 327	3		

b. One of the following courses (3-4 credits):

CEP 416	3	STA 110	3
JRN 310	3	STA 113	3
JRN 336	3	STA 114	3
JRN 409	¾	STA 371	3
JRN 445	3	WRA 210	3
JRN 491	3	WRA 360	4

### 3. Text, Media & Interpretation (12-16 credits):

Two courses must be at the 3xx-4xx level

a. One of the following courses (3-4 credits):

ENG 126	4	ENG 210	3
ENG 129	4	ENG 314	3
ENG 204	3	ENG 315	3
ENG 205	3	ENG 316	3
ENG 206	3		

b. One or two of the following courses (3-8 credits):

AMS 210	4	ENG 478B	3
COM 275	3	FLM 230	4
ENG 130	4	FLM 355	3
ENG 140	4	FLM 380	3
ENG 142	4	FLM 381	3
ENG 231	4	JRN 108	3
ENG 332	3	WRA 260	3
ENG 342	3	WRA 415	3
ENG 478A	3		

c. One or two of the following courses (3-8 credits):

AL 431	3	ENG 328	3
ASN 464	3	ENG 329	3
CLA 360	3	ENG 350	3
ENG 153	4	ENG 351	3
ENG 218	3	ENG 352	3
ENG 265	3	ENG 353	3
ENG 318	3	ENG 354	3
ENG 320A	4	ENG 355	3
ENG 320B	4	ENG 356	3
ENG 320C	4	RUS 231	3
ENG 323	3	RUS 232	3
ENG 324	3	TE 448	3
ENG 326	3		

### 4. Speech, Performance & Communication (3-4 credits):

a. One of the following courses (3-4 credits):

CEP 460	3	THR 421	3
COM 100	3	THR 422	3
COM 225	3	TE 430	3
COM 240	4	TE 431	3
THR 101	3	TE 432	3

### 5. Children's Literature (3 credits):

\*a. The following course (3 credits):

TE 348	3
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### 6. Electives

Additional credits in courses in English, linguistics, language learning and teaching, communications, journalism, theatre, or writing, rhetoric and American culture as needed to satisfy the requirements of at least 36 credits in this teaching major.

#### NOTE:

*\*Classes in these areas are also required in the Planned Program and therefore must be passed with a minimum grade of 2.0.*

## Classification of Students

<u>Class Standing</u>	<u>Credits Earned</u>
FRESHMAN	LESS THAN 28
SOPHOMORE	28-55
JUNIOR	56-87
SENIOR	88 AND ABOVE

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## Grading Systems

NOTE: All grades are final and may not be changed by re-examination or by the submission of additional work.

### Numerical System

The numerical system consists of the following scale (credit is awarded for grades 1.0 or higher. No credit is awarded for 0.0):

**4.0 – 3.5 – 3.0 – 2.5 – 2.0 – 1.5 – 1.0 – 0.0**

### The Pass – No Grade System

In the pass-no grade system the following symbols are used:

**P-Pass**—means that credit is granted and that the student achieved a level of performance judged to be satisfactory by the instructor.

**N-No Grade**—means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory by the instructor.

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## Calculating Your GPA

- **CREDITS** earned in course **X GRADE** in course = **POINTS**
- **ADD** all **CREDITS** together
- **ADD** all **POINTS** together
- **DIVIDE** total **POINTS** **BY** total **CREDITS** = **GPA**



<u>Course</u>	<u>Credits</u>		<u>Grade</u>		<u>Points</u>
TE 150	3	X	4.0	=	12
MTH 103	3	X	2.5	=	7.5
WRA 101	4	X	3.5	=	14
ISB 201	3	X	2.0	=	6
ISB 201L	<u>2</u>	X	3.0	=	<u>6</u>
	15				45.5

**POINTS** divided by **CREDITS**  
**45.5 ÷ 15 = 3.03**  
**Semester GPA = 3.03**



# Application Process to the Teacher Preparation Program

**Criteria for admission to the teacher preparation program include (but are not limited to):**

- Commitment to teaching and dispositions that support learning to teach
- Disposition to teach students from all backgrounds, including students in poverty; students in urban settings; and students with special needs
- Commitment to inclusion, equity, and social/educational justice
- Academic accomplishments and promise

## **Eligibility:**

The undergraduate application process is intended for MSU undergraduates who **(1)** are currently enrolled; **(2)** will have earned at least 28 credits by the end of the Fall Semester of application; **(3)** will have a cumulative GPA of at least 2.5 at the end of the Fall Semester of application; **(4)** have demonstrated (or will demonstrate during the Fall Semester of application) basic skills in reading, writing, and mathematics on the SAT (taken March 5, 2016 or later); and **(5)** wish to be considered for admission to the teacher preparation program during the Spring Semester following application.

Applicants should understand that meeting minimum requirements makes their complete application eligible for consideration. It does not guarantee admission. Each application receives a thorough and holistic review by several evaluators.

## **Online Application:**

The undergraduate application is open only during the fall semester. The application will open the day after Labor Day. Please note that for some applicants, additional paper materials may be required (see below).

## **Experience:**

Students applying for admission to Special Education must complete a pre-admission experience and submit documentation electronically before the end of the first week of spring semester of the year they apply (see p. 18). No documentation is required for Elementary or Secondary, but experience is helpful for the essay.

## **Applying for the Elementary Mathematics Teaching Major:**

In addition to meeting minimum requirements for admission to the teacher preparation program, admission to the elementary mathematics teaching major is competitive and requires submission of the Supplemental Application for Admission to the Elementary Mathematics Teaching Major. This is the only elementary teaching major that is space-limited and requires a separate admission decision.

## **UECP and GECP Students:**

Students admitted to UECP and GECP are required to meet all admission requirements. However, they are not required to complete the entire application for admission to the teacher preparation program.

**For a full outline of application requirements:** <http://education.msu.edu/teacher-preparation/applying/applying-msu-students.asp>

## Test Scores Required for Admission

The Michigan Department of Education (MDE) requires that all teacher preparation programs in Michigan be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP requires that students admitted to teacher preparation programs take a standardized test. Because Michigan high school students take the SAT, MSU has chosen the current SAT (taken March 5, 2016 or later) as the standardized test required for admission.

Recent legislation has given us greater flexibility in interpreting test scores within the context of admission decisions. In the past, MDE required that applicants meet SAT "college and career readiness" standards in reading, writing and mathematics (see below). Although applicants are still required to take the current version of the SAT, reaching those scores is no longer required for admission. Further, we are committed to opening the teaching profession to students of all backgrounds. Therefore, SAT scores will not be a barrier to admission, but will be used to determine what (if any) support you may need to be successful in the teacher preparation program and teaching profession.

Applicants must take the **entire SAT (with the essay)** and have the results sent to MSU. Taking only portions of the SAT or failing to have results sent to MSU will make it impossible for us to use the results for admission to the teacher preparation program.



# Urban Educators Cohort Program (UECP)

## What is UECP?

The Urban Educators Cohort Program gives students a distinct perspective on teaching in communities where resources and services are often limited. Through two years of focused coursework and guided teaching experiences, UECP helps prepare educators who are uniquely qualified to teach in urban school districts, addressing the needs of all learners.

## Why Join UECP?

Students attending the nation's urban schools deserve teachers who will remain committed to the job no matter how school budgets and reform efforts fumble. They need teachers who know how to cultivate the resources and potential others may fail to notice—so that all learners have the best chances to succeed. Those teachers are starting their preparation through the Urban Educators Cohort Program at Michigan State University.

## What Do Urban Educators Do?

Members of the close-knit program spend their freshman and sophomore years at MSU together visiting real classrooms and taking specialized courses together. They receive all the benefits of the nation's top-ranked teacher preparation program, with a distinctly urban focus.

Urban educators:

- Appreciate sociocultural issues
- Understand structures of power, privilege, & poverty
- Embrace cross-cultural differences
- Create inclusive learning environments
- Connect with families & communities

## How Do I Apply?

Talk to your academic advisor during NSO!

## What Classes Do I Take for UECP?

Cohort members move through freshman and sophomore years as a cohesive group, taking special sections of teacher education courses together. The classes are specifically designed to help students understand social, cultural, and financial issues associated with urban schools. Students move into the formal teacher preparation program at MSU during their sophomore year.

Freshman Year				
Fall Semester	TE 250	Human Diversity, Power, & Opportunity in Social Institutions	3 credits	Sections: 005, 006, 007
Spring Semester	TE 150	Reflections on Learning	3 credits	Sections: 023, 024, 025
Sophomore Year				
Fall Semester	CEP 240	Diverse Learners in Multicultural Perspectives	3 credits	Sections: TBD
Spring Semester	TE 291A	Special Issues in Urban Education	2 credits	Sections: TBD

**UECP is only available to incoming freshmen!**

For more information: <http://education.msu.edu/teacher-preparation/urban/>

# Global Educators Cohort Program (GECP)

## What is GECP?

The Global Educators Cohort Program (GECP) prepares future teachers who are committed to preparing today's children for tomorrow's world. The Global Educators Cohort Program (GECP) gives future educators the tools they need to teach with a global view and to make an impact in today's classrooms, which are increasingly culturally diverse. Through social and educational experiences, MSU's Global Educators are prepared to help young people think about themselves as citizens and stewards of the world around them.

## Why Join GECP?

New teachers can expect to enter classrooms that are increasingly culturally diverse, whose students not only need a strong foundation in core academic subjects, but also need to acquire the knowledge, skills, and points of view necessary to interact successfully across a variety of cultural groups as well as grapple with issues and problems whose causes and foundation are more complex than ever before, that cross local, national, and international boundaries, and whose solutions require new approaches to problem solving.

## What Do Global Educators Do?

Members of the close-knit program spend their freshman and sophomore years at MSU together visiting real classrooms and taking specialized courses together. They receive all the benefits of the nation's top-ranked teacher preparation program, with a distinctly global focus.

Global educators will be specially qualified to bring the world to their students by:

- Teaching abroad
- Teaching in magnet schools
- Teaching in other programs that emphasize international, global, or multi-cultural perspectives

## How Do I Apply?

Talk to your academic advisor during NSO!

## What Classes Do I Take for GECP?

Cohort members move through freshman and sophomore years as a cohesive group, taking special sections of teacher education courses together. The classes are specifically designed to help students understand international, global, or multi-cultural perspectives. Students move into the formal teacher preparation program at MSU during their sophomore year.

Freshman Year				
Fall Semester	TE 250	Human Diversity, Power, & Opportunity in Social Institutions	3 credits	Sections: 010, 011, 012
Spring Semester	TE 150	Reflections on Learning	3 credits	Sections: 026, 027, 028
Sophomore Year				
Fall Semester	TE 352	Immigrant Language & Culture	3 credits	Sections: TBD
Spring Semester	TE 291A	Special Issues in Global Education	1 credits	Sections: TBD

**GECP is only available to incoming freshmen!**

For more information: <http://education.msu.edu/teacher-preparation/global/>



# handshake

## What is Handshake?

Handshake is your one stop shop for all things career-related. It allows you to:

Explore majors & career paths

Sign up for workshops & events

Learn about career fairs

Connect with employers

Find job & internship opportunities

All **Jobs** (part-time, on and off-campus, full-time and internships),

**Career Events**, and **Career Advising**

**Appointments** are found on Handshake.

## 5 steps to get started with Handshake

**1. Log in to Handshake.** Go to [MSU.joinhandshake.com](https://msu.joinhandshake.com) and use your MSU NetID and password to access your account.

**2. Fill out your profile.** Take a moment to complete your Handshake profile and career interests to best communicate your skills and career preferences.

**3. Upload a Document.** Add your resume and make it public for employers to view. Need help creating a resume? See a career advisor!

**4. Take Handshake for a spin.** Use the search bar and filters to look for companies and jobs you're interested in. Save your searches so finding relevant employers and jobs will be easy later on.

**5. Follow jobs and employers you're interested in.** When you follow an employer or a job on Handshake, you'll automatically receive updates or new opportunities!

## We're Here to Help!


Meet with your college Career Consultant to get started making decisions on your major and career.

### College of Education

 Pepa Casselman

 134 Erickson Hall

 [carls173@msu.edu](mailto:carls173@msu.edu)

 (517) 353-9682

[CareerNetwork.msu.edu](https://CareerNetwork.msu.edu)

# Education Student

[studented@msu.edu](mailto:studented@msu.edu)

517-555-5555

## Education

**Michigan State University**, East Lansing MI

May 2023

*Bachelor of Arts, Special Education*

*Teaching Major: Integrated Science*

- *Urban Educators Cohort Program*

**Haslett High School**, Haslett, MI

GPA: 3.5/4.0

June 2019

When you're ready, try having a part time job in college to show future employers you are responsible and can manage your time.

Once you gain more college experience you won't need to list your high school or experiences prior to coming to MSU anymore.

## Experience

**Rise and Shine Tutoring**, Okemos, MI

August 2019-Present

*Tutor*

- Mentored 4 non-native English speaking children by helping them develop conversational language skills.
- Collaborated with lead tutor to create lesson plans that facilitated students' learning.
- Adapted study materials for students with learning disabilities.

**High School Summer Study Program**, Ensenada, Mexico

June 2018-August 2018

*Participant*

- Travelled to Ensenada, Mexico during a 6-week high school exchange program.
- Gained experience working with diverse classmates to prepare group presentations for class of 30 students.
- Utilized Spanish-speaking skills to effectively communicate with host family and other native speakers.

Avoid only highlighting "jobs" on your resume. Valuable experiences can also be volunteer, research, or leadership-based. Choose those that have helped you gain transferrable skill sets.

**J's Cone Zone**, Haslett, MI

April 2017-August 2019

*Ice Cream Associate*

- Provided friendly customer service in a family environment.
- Only high school student invited to handle daily cash transactions over \$500.
- Monitored inventory and assisted manager by reordering supplies when needed.

Get involved at MSU. Successful students join organizations and often take on leadership positions before graduating.

## Extracurricular Activities

**FRIENDSHOP**, *Member*

September 2019-Present

**Habitat for Humanity**, *Volunteer*

Spring 2019

**National Honors Society**, *Member*

August 2016-June 2019

**Varsity Soccer Team**, *Athlete*

Fall 2015-Fall 2019

## Skills

Proficient in Microsoft Office: Word, Excel, PowerPoint, Access; Adobe InDesign & Photoshop  
Conversational Spanish



## Enrollment Preparation

**DIRECTIONS:** Using your device, look at the Schedule of Courses website <http://schedule.msu.edu/> to read the descriptions for the following courses and rank your choices in each category. (1, 2, 3...)

**Please check all that apply to you (if applicable):**

Spartan Success Scholar     
  NCAA Athlete     
  ROTC     
  AP Credit     
  Transfer Credit  
 Honors College     
  Academic Scholar

### UNIVERSITY REQUIREMENTS

#### WRA - 4 credits

WRA 101—Writing as Inquiry

#### ISS 2xx LEVEL - 4 credits

210      Society and the Individual  
 215      Social Differentiation and Inequality  
 220      Time, Space, and Change in Human  
                  Society  
 225      Power, Authority, and Change  
 230      Government and the Individual

#### IAH - 4 credits

*Prerequisite: WRA 101*

201      United States and the World  
 202      Europe and the World  
 203      Latin America and the World  
 204      Asia and the World  
 205      Africa and the World  
 206      Self, Society, and Technology  
 207      Literature, Cultures, and Identities  
 208\*      Music and Culture  
 209\*      Art, the Visual, and Culture  
 210      Middle East and the World

\*also satisfies Planned Program

**Note:** ISB & ISP are satisfied with alternate science courses for the Integrated Science teaching major

#### ISB Lecture - 3 credits, ISB Lab - 2 credits

*Prerequisite: MTH 103 or concurrently*

200      History of Life (no lab)  
 201\*      Insects, Globalization, and  
                  Sustainability  
 202\*      Application of Environmental and  
                  Organismal Biology  
 204\*      Applications of Biomedical Sciences

\*Has a lab that corresponds (see below)

#### ISP Lecture - 3 credits, ISP Lab - 2 credits

*Prerequisite: MTH 103*

203A\*      Global Change  
 203B\*      Natural Hazards and the Environment  
 205\*      Visions of the Universe  
 209\*      The Mystery of the Physical World  
 215      The Science of Sound  
 217\*      Water and the Environment  
 220      Quarks, Space-time, and the Big Bang

\*Has a lab that corresponds (see below)

#### ISB/ISP Labs (only one course between ISB/ISP Lab):

##### ISB:

ISB 201L      Insects, Globalization and  
                  Sustainability  
 ISB 208L      Applications of Biomedical Science  
                  (With ISB 202 or 204)

##### ISP:

ISP 203L      Geology of Human Environment  
 ISP 205L      Visions of the Universe  
 ISP 209L      The Mystery of the Physical World  
 ISP 217L      Water and the Environment

**\* Choose a lab that associates with one ISB/ISP Lecture**

**DIRECTIONS:** Choose one of the following teaching majors (you will be qualified to teach it in grades K-8). Put a check next to any courses that you are interested in enrolling for in your Teaching Major, Planned Program, and Electives.

**SOME COURSES MAY HAVE PREREQUISITES. CHECK THE SCHEDULE OF COURSES FOR DETAILS.**

**Language Arts**

2.a. take only one of the following:

- ENG 226 3 cr Intro to Creative Writing
- ENG 232 3 cr Writing as Exploration

3.a. take only one of the following:

- ENG 126 4 cr Intro to Literary Genres
- ENG 129 4 cr Intro to Reading Poetry

3.b. take only one of the following:

- COM 275 3 cr Effects of Mass Communication
- ENG 130 4 cr Film and Society
- ENG 140 4 cr Literature and Society
- ENG 142 4 cr Intro to Popular Literature
- FLM 230 4 cr Intro to Film
- JRN 108 3 cr The World of Media

3.c. take only one of the following:

- ENG 153 4 cr Intro to Women Authors

4.a. take only one of the following:

- COM 100 3 cr Human Communication
- COM 225 3 cr Intro to Interpersonal Comm
- COM 240 4 cr Intro to Organizational Comm
- THR 101 3 cr Acting I

**Mathematics**

Begin with the MTH course in which you place. If you place into Calculus you should consider taking MTH 201 simultaneously.

**Social Studies**

- EC 201 3 cr Intro to Microeconomics
- EC 202 3 cr Intro to Macroeconomics
- HST 140 4 cr World History to 1500
- HST 150 4 cr World History since 1500
- HST 201 3 cr Historical Methods and Skills
- HST 202 4 cr U.S. History to 1876
- HST 203 4 cr U.S. History since 1876
- GEO 204 3 cr World Regional Geography
- PLS 100 3 cr Intro to American Nat Government
- PLS 140 3 cr Government & Politics of the World

**Integrated Science**

- BS 161 3 cr Cells and Molecules
- BS 171 2 cr Cell & Molecular Biology Lab
- CEM 141 4 cr General Chemistry
- CEM 161 1 cr General Chemistry Lab
- GEO 203 3 cr Intro to Meteorology
- GLG 201 4 cr The Dynamic Earth
- ISE 120 1 cr Integrated Science Seminar
- PHY 231 3 cr Introductory Physics I
- PHY 251 1 cr Introductory Physics Lab I

Take only one of the following:

- STT 200 3 cr Statistical Methods
- STT 201 4 cr Statistical Methods

One of the following. Based on Math Placement.

- MTH 103 + MTH 114 3 cr each  
College Algebra + Trigonometry
- MTH 116 5 cr College Algebra and Trigonometry

**Planned Program**

- HST 202 4 cr U.S. History to 1876
- GEO 204 3 cr World Regional Geography
- MTH 201 3 cr Elementary Math for Teachers I
- MTH 202 3 cr Elementary Math for Teachers II

Take only one of the following:

- IAH 208\* 4 cr Music and Culture
- IAH 209\* 4 cr Art, the Visual, and Culture

\*satisfies University Requirement

**Electives (this is not an exhaustive list)**

- CEP 260 3 cr Dynamics of Personal Adjustment
- CEP 261 3 cr Substance Abuse
- EAD 315 3 cr Student Leadership Training
- HDFS 145 3 cr Individual, Marriage, and the Family
- HDFS 211 3 cr Child Growth and Development
- HDFS 212 3 cr Children, Youth, and Family
- HDFS 225 3 cr Lifespan Human Dev in the Family
- HDFS 238 3 cr Personal Finance
- HNF 150 3 cr Introduction to Human Nutrition
- KIN 101-118 1 cr Physical Activity Course



Teaching Major: \_\_\_\_\_

### NSO Schedule Planning

Name: \_\_\_\_\_

PID: \_\_\_\_\_

Date: \_\_\_\_\_

**MTH 103A &  
MTH 103B**

FALL	Credits	SPRING	Credits
TE 150 or TE 250 or CEP 240	3	TE 150 or TE 250 or CEP 240	3
MTH 103A	3	MTH 103B	3
WRA 101	4	HST 202	4
ISS 200-Level	4	ISB or ISP Course	3
UGS 110 (section 339 or 345)	1	ISB or ISP Lab	2
<b>Total Credits</b>	<b>15-16</b>	<b>Total Credits</b>	<b>15-16</b>

**MTH 103**

FALL	Credits	SPRING	Credits
TE 150 or TE 250 or CEP 240	3	TE 150 or TE 250 or CEP 240	3
MTH 103	3	MTH 201	3
WRA 101	4	Teaching Major Course	3
ISB or ISP Course	3	Teaching Major Course	3
ISB or ISP Lab	2	ISS 200-Level	4
<b>Total Credits</b>	<b>15-16</b>	<b>Total Credits</b>	<b>15-16</b>

**MTH 201**

FALL	Credits	SPRING	Credits
TE 150 or TE 250 or CEP 240	3	TE 150 or TE 250 or CEP 240	3
MTH 201	3	MTH 202	3
WRA 101	4	Teaching Major Course	3
ISB or ISP Course	3	Teaching Major Course	3
ISB or ISP Lab	2	ISS 200-Level	4
<b>Total Credits</b>	<b>15-16</b>	<b>Total Credits</b>	<b>15-16</b>

FALL	Credits	SPRING	Credits
<b>Total Credits</b>		<b>Total Credits</b>	

FALL ALTERNATES:	
1.	
2.	
3.	

SPRING ALTERNATES:	
1.	
2.	
3.	

## PLANNING GRID

FRESHMAN					
FALL		SPRING		SUMMER	
<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>	

SOPHOMORE					
FALL		SPRING		SUMMER	
<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>	

JUNIOR					
FALL		SPRING		SUMMER	
<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>	

SENIOR					
FALL		SPRING		SUMMER	
<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>	

**TOTAL CREDITS TO GRADUATE: \_\_\_\_\_**

# Student Organizations for Future Teachers

<http://studentlife.msu.edu/>

## Friendshop

FriendShop is a club consisting mostly of education majors that organizes monthly activity afternoons at the East Lansing Public library with the goal of providing an engaging, free, and fun resource for the local community. As an organization we strive to connect meaningfully with our East Lansing neighbors, promoting an environment where children, families, and MSU students can come together to play, create, and read. <https://msufriendshop.wordpress.com/who-are-we/>

## Kappa Delta Pi

Kappa Delta Pi is an international honor society of, about, and for educators. Invitation to membership is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession. Monthly speakers and chapter service projects foster professional development among members.

<https://kdpatmsu.wordpress.com/>

## MSU Future Social Science Educators (MSU FSSE)

For students seeking to build their resume as a future teacher, MSU FSSE is a campus group that works toward producing strong and experienced teachers. The group has many professional development opportunities as well as volunteer, fundraising, and social activities. While FSSE is focused on social studies education, the group accepts anyone interested in various areas of education, and most group activities can be helpful to any education student.

<http://fssemsu.wixsite.com/fsse>

## Read to Succeed

Read to Succeed gives students the opportunity to volunteer as tutors for local children who are struggling with reading and writing. As part of the MSU Student Literacy Corps, the program serves elementary school students in East Lansing and Lansing before and after school, and there is an evening option for K-12 students from other school districts. For more information, contact Pat Williams at (517) 420-1849 or (517) 485-4949. MSU students must go to 347 Erickson Hall to sign up and attend a training session before they can begin tutoring. <http://www.thereadingpeople.org/>

## Student Council For Exceptional Children (SCEC)

MSU SCEC is the Student chapter of the national Council for Exceptional Children (CEC). The CEC "works to improve public policy affecting children and youth with disabilities and gifts and talents, their parents and the professionals who work with them, at all levels of the government." As the student chapter, we strive to follow this example by fundraising and volunteering in the community. <https://msuscec.weebly.com/>

## Student Michigan Education Association (SMEA)

SMEA is the student chapter of the Michigan Education Association (MEA) and the National Education Association (NEA). It is a pre-professional organization that provides community service and professional development opportunities to teacher preparation students. If you would like to learn more about the field of teaching and get more experience working with children, SMEA is the organization for you! Contact [smea@msu.edu](mailto:smea@msu.edu) or visit the SMEA website for more information.

## Tomorrow's Educators for the Advancement of Multiculturalism (TEAM)

This student organization provides opportunities for students interested in teaching to promote diversity, both within and outside the classroom, through academic and civic engagement. <http://msuteam.weebly.com/>



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# ED-CONNECT

NEWS AND INFORMATION FOR **FUTURE TEACHERS**



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