

# Title II Higher Education Act

## SUBMIT REPORTS

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York College  
Traditional Program  
2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** York College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2011-12  
**State:** Nebraska

**Address:** 1125 E. 8th St.

York, NE, 68467

**Contact Name:** Mr. Robert DeHart  
**Phone:** 402 363 5696  
**Email:** bdehart@york.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

#### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education	No
Art	No
Basic Business	No
Biology	No
Coaching	No
Elementary	No
Elementary Art	No
English	No
History	No
Mathematics	No

Middle Grades	No
Natural Science	No
Physical Education	No
Psychology	No
Reading and Writing	No
Religious	No
Social Science	No
Special Education	No
Speech and Theatre	No
Vocal Music	No
<b>Total number of teacher preparation programs: 20</b>	

**Section I.b Admissions**

**Indicate when students are formally admitted into your initial teacher certification program:**

Junior year may be at the end of the sophomore year

**Does your initial teacher certification program conditionally admit students?**

Yes

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://www.york.edu/academics/edu/dept.asp>

**Please provide any additional about or exceptions to the admissions information provided above:**

YORK COLLEGE

TEACHER EDUCATION

"Educating Minds and Hearts in America's Heartland"

Candidate

HANDBOOK

Revised 8/31/09

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WELCOME TO YORK COLLEGE

TEACHER EDUCATION

The faculty of Teacher Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions, which enables a person to touch the lives of countless young people.

This handbook is designed to help guide you through the Teacher Education program at York College so that you will make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible.

Please read this handbook carefully and, when you have questions, please feel free to speak to a member of the York College Teacher Education Division

YORK COLLEGE STATEMENT

OF MISSION AND PURPOSES

Mission Statement:

The mission of York College is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society.

Purposes:

To provide students with Biblical teachings leading to the development of moral and spiritual values, and appreciation of N.T. Christianity.

To provide students with quality, academic, liberal arts programs in the arts, sciences, and professional areas.

To provide students with an environment where tolerance, dialog, and the pursuit of truth are honored, enabling them to mature in spiritual, academic, and community life.

Core Values:

Spiritual

We believe that God, His word, and His will are sovereign, and that Jesus Christ is His Son.

Academic

We strive to develop lives of faith and learning through the pursuit of integrity and academic excellence.

Individual

We welcome each student as a meaningful part of York College, encouraging individual responsibility, personal integrity, and spiritual maturity.

Community

We value each student and the diversity of our student body, and strive to build a sense of unity and service in communities both on and off campus.

Health and Wellness

We support the positive development of the physical and emotional health and wellness of each student. Promote a spirit of both service and leadership among our students.

Conceptual Framework chart

The Conceptual Framework

as

York College Teacher Education Candidate Proficiencies

The mission of York College is to provide a quality liberal arts education leading to an understanding and philosophy of life consistent with Christian ideals. Building on the foundations of Christian Principles and General Education, the York College Teacher Education Program strives to prepare students to become Effective Christian Educators who are Reflective Practitioners and Facilitators of Learning and who demonstrate Leadership Through Service, leading to the ultimate goal of Life-Long Learning. Recognizing the importance of Diversity, in an ever-changing world, York College Teacher Education holds the following as goals and objectives, which are expressed as candidate proficiencies.

Subject Matter:

\*The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

As a result, the candidate:

- ? has enthusiasm for the discipline(s) he/she teaches and sees connections to every day life.
- ? can relate his/her disciplinary knowledge to other subject areas by creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- ? engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- ? develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.
- ? effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- ? demonstrates a sound understanding of technology.
- ? realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving, keeping abreast of new ideas and understandings in the field.

Student Development and Learning:

\*The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

\*The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

As a result, the candidate:

- ? stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks that lead to the next level of development.
- ? encourages discussion, listens and responds to group interaction and elicits student thinking.
- ? knows about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges and identifies when and how to access appropriate services or resources to meet exceptional learning needs.
- ? understands how learning occurs and identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs by using a variety of instructional strategies that promote student learning.
- ? understands how to develop a well grounded framework based on knowledge of diversity and how students' learning is influenced by language, culture, family and community.
- ? appreciates and values human diversity and believes that all children can learn at high levels and persists in helping all children achieve success.
- ? appreciates and shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- ? creates a learning community in which individual differences are respected.

Instructional Strategies and Facilitators of Learning:

\*The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

\*The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

\*The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

\*The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As a result, the candidate:

- ? understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- ? values both long-term and short-term planning.
- ? creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- ? knows when and how to adapt planning, instruction and evaluation based on student responses, ideas, and needs, and also other contingencies, by using alternative teaching strategies and materials to

achieve different instructional purposes.

? knows how to help people work productively and cooperatively with each other in complex social settings while varying his/her role (e.g. instructor, facilitator, coach, audience).

? knows how to enhance learning through the uses of a wide variety of materials, as well as, human and technological resources.

? organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.

? recognizes the importance of nonverbal, as well as, verbal communication.

? understands the advantages and limitations associated with cooperative learning, whole group discussion, independent study, and interdisciplinary instruction.

? knows how to ask questions that call for various levels of thinking, and to stimulate discussion in different ways for particular purposes.

? recognizes and promotes the value and use of intrinsic motivation to help students become self-motivated for life-long growth and learning.

? understands and demonstrates a sensitivity to cultural and gender differences in the classroom.

? understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and positive/purposeful learning in the classroom.

? plans and designs effective learning environments and experiences supported by technology.

? implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

#### Assessment of Teaching and Learning:

\*The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

As a result the candidate:

? identifies, develops, and uses assessment strategies and instruments designed to meet the informational needs of specific users, uses, and context.

? develops assessments that reflect the specific achievement targets students must master.

? uses a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to gather data within a particular context in order to enhance his/her knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

? samples student achievement to draw confident conclusions about instruction and student learning.

? values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning and is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.

? controls for relevant sources of bias.

? maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

? applies technology to facilitate a variety of effective assessment and evaluation strategies.

? uses student involvement in the assessment process to motivate student learning.

#### Reflective Practitioners and Lifelong Learners:

\*The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

As a result, the candidate:

? is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities).

? uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

? values critical thinking and self-directed learning as habits of mind.

? is willing to give and receive help.

? is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

? uses technology to enhance his/her productivity and professional practice.

## Effective Christian Educators and Leadership Through Service:

\*The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

As a result, the candidate:

? understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

? values and appreciates the importance of all aspects of the child's experience.

? respects the privacy of students and confidentiality of information.

? exhibits a strong work ethic

? demonstrates a willingness to work with other professionals to improve the overall learning environment for students.

? identifies and uses community resources to foster student learning.

? portrays professionalism and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

? talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

? acts as an advocate for students.

? understands the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools and applies those principles in practice.

## Field Experiences:

Interwoven throughout each program in Teacher Education are intricately placed Field Experiences. These experiences place candidates in classrooms where they have the opportunity to work with experienced classroom teachers who model the best in theory and in practice. During these field experiences, a candidate has the opportunity to solidify his/her decision to become an educator, as well as, to become an Effective Christian Educator.

Conceptual Framework-Proficiencies #4 Revised 7/5/04

## YORK COLLEGE TEACHER EDUCATION

## NOTICE OF ADMISSIONS PROCEDURES

Requirements for Admission to Teacher Education - After admission to York College, Teacher Education candidates must be formally admitted to the Teacher Education Program. During EDU 103, Introduction to Education, candidates must sign a notice verifying that they have read the screening procedures for acceptance into the program. During EDU 212 or EDU 232A, Field Experience, candidates will make formal application to the Teacher Education Program. In order to be considered for acceptance to the Teacher Education Program. Candidates must have on file the following:

1. A signed notice of Admission Procedures form
2. A completed Teacher Education Application for Admission form
3. A notarized Felony/Misdemeanor Statement
4. Completed Teacher Education Health Form
5. Documented proof of a minimum of 60 semester hours of credit with a cumulative GPA of 2.500 or above
6. Documented proof of successful completion (C or above) of each of the following courses: COM 113, EDU 103, ENG 113 and ENG 123
7. Satisfactory scores on the Pre-Professional Skills Test

Nebraska Department of Education Rule 20 states that NO student may be permitted to enroll in an approved teacher education program until he/she has achieved satisfactory scores on their Basic Skills Test (PPST).

## Passing scores

The Praxis Series Reading 170

The Praxis Series Math 171

The Praxis Series Writing 172

8. Favorable recommendations from three members of the York College faculty

(These recommendations assess reading and writing competencies, people skills, the suitability of a candidates personality to teaching, his/her moral and personal standards, and other factors deemed important by the faculty members.)

9. Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios

10. Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview (The student shall be responsible for setting up an appointment on the scheduled interview days before a panel of two Teacher Education Council members.)

\*\*\*Note: Elementary – To register for more than six hours of upper division (300 or 400 level) Education classes, a student must meet the above criteria.

Middle Grades, Secondary, and K-12 – To register for more than six hours of upper division (300 or 400 level) classes, a student must meet the above criteria.

Upon recommendation from the Teacher Education Council, the Education Division will grant formal acceptance to a candidate who meets all the above requirements.

Candidates will be notified in writing of admission or denial to Teacher Education. Any candidate may appeal denial of admittance in writing, first to the Teacher Education Council and secondly to the Division of Education.

Candidates may be placed on Program Probation or be dismissed from the program for failure to maintain the standards set forth. Reviews may take place at any time during a candidate's participation in the program. Candidates who are dismissed may be readmitted by appealing in writing, first to the Education Division, and secondly to the Education Division Chair. Each candidate will be assigned an advisor from the Teacher Education Council. Each candidate must maintain GPAs of at least 2.000 in English, and 2.500 overall. No course with a grade below "C" (2.00) may be used to satisfy any professional development or teaching field requirement.

Revised 7/12/05 Admissions Procedures #5

Acceptance of Transfer Credit - (See also Transfer, YC Catalog page 27). A candidate must complete at least 30 semester hours at York College (15 of which must be in the senior year), be a regular student for at least one semester and be in attendance during the semester of graduation. Student Teaching must be arranged through York College.

Candidates who transfer 60 or more semester hours from other institutions, meeting GPA requirements, and another institution's equivalent of the Introduction to Education course and required field experience, may enroll in upper division professional education courses their first semester at York College only with permission of the Division of Education Chair Person. They must apply for admission to the Teacher Education Program, meet all requirements, and be admitted before enrolling in additional professional education courses.

York College Teacher Education Electronic Growth Portfolio Requirements - The York College Teacher Education faculty believe very strongly in the development of the knowledge, skills and dispositions of its Teacher Education Candidates as stated in the York College Teacher Education Conceptual Framework. Therefore all candidates will develop an Electronic Growth Portfolio beginning with EDU 103, Introduction to Education. Each candidate will be mentored throughout his/her program and will complete the Electronic Growth Portfolio as part of program completion. The following is a list of requirements for completing the Electronic Growth Portfolio.

1. Listed for each year, on the corresponding year's matrix, are the required Electronic Growth Portfolio entries. Each entry must be dated and accompanied by a reflection. Each reflection must include the following information: Title of the piece, I chose this piece because..., This shows..., and I want you to notice... Reflections should be clear, specific, cohesive, honest, and provide evidence of the candidate's growth. The candidate should check off the Candidate Proficiencies, which are appropriate for the specific entry on the Electronic Growth Portfolio Matrix. In addition to the above information, the accompanying reflection should contain language specific to the Candidate Proficiencies (see The Conceptual Framework as York College Teacher Education Candidate Proficiencies). Each Electronic Growth Portfolio must contain the required entries and in addition, the candidate must include additional entries, as listed on the corresponding matrix, so that each proficiency is met each year. Entries may satisfy more than one proficiency. It is expected that the degree to which each proficiency is met will increase each year.

2. At the end of each target course through the Junior year, the candidate will meet with the designated mentor to present his/her Electronic Growth Portfolio. The mentor will provide feedback to the candidate and will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At the completion of the Junior year target course, the candidate must also select one peer to complete the Electronic Growth Portfolio Evaluation Form. At the completion of EDU 491, Student Teaching Seminar each candidate will present his/her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional persons, to be chosen by the candidate, from the following:

? his/her Academic Advisor,

? his/her Student Teaching Supervising Teacher,

? his/her Student Teaching Cooperating Teacher,

? a faculty member from Arts and Sciences, or

? member of the Teacher Education Council.

Each panel member will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At this exit presentation, the candidate will present his/her Electronic Growth Portfolio, how it shows his/her growth and how it evidences completion of the Teacher Education Goals and Candidate Proficiencies. In preparation for each Electronic Growth Portfolio presentation, the candidate will complete the York College Teacher Education Electronic Growth Portfolio Evaluation

Form .

3. To successfully complete the Electronic Growth Portfolio, candidates must receive an average of 2.0 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios, a minimum of 2.5 on the Junior Year Electronic Growth Portfolio and a minimum of a 3.0 on the Senior Year Electronic Growth Portfolio. If a candidate scores below the acceptable targets, he/she must make modifications to the portfolio, as directed by the mentor, in order to meet or exceed the designated targets.

4. After acceptable completion of the Electronic Growth portfolio, a candidate may make additional changes to the Electronic Growth Portfolio, within the same academic year. These additions and deletions can be made by the candidate, by submitting the Request for Electronic Growth Portfolio Change form to the current mentor.

Requirements for Portfolios #5 Revised 7/1/04

Requirements for Admission to Student Teaching - After admission to York College and to the Teacher Education Program, candidates must make application for student teaching. Student Teaching is required in order to obtain a Nebraska Teaching Certification. All Student Teachers will be placed within a 90 mile radius of York beginning April 28, 2004. Acceptance to Student teaching requires the following:

1. Formal admission to Teacher Education
2. Senior standing with a minimum cumulative GPA of 2.500
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 hours working with K-12 students
6. A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Education Placement

For placement information contact:

Kathleen B. Wheeler, Education Division, Chair (402) 363-5696

Erin Sams, Administrative Assistant (402) 363-5694

Name: (Last, First, MI)

Mailing Address:

Local Phone #:

Current Classification:

Sophomore ? Junior ? Senior ? Transfer Student? No ? Yes ?

Institution Name:

I expect to major/certify in the areas checked below

? Elementary Education

? K-6 Art Education

K-12 Education:

? Art Education

? Physical Education

? Religious Education

? Special Education

? Vocal Music Education

Middle Grades:

? Art

? Basic Business

? Health & Physical Educ

? Language Arts

? Mathematics

? Natural Science

? Social Science Secondary Education:

? Basic Business

? Biology

? Coaching

? English

? History

? Mathematics

? Natural Science

? Physical science

? Psychology

? Reading & Writing

? Social Studies

? Speech & Theatre

I submit the following three York College Professors as references. In accordance with provisions of the Family Educational Rights and Privacy Act of 1974, as amended, I hereby waive my rights to view the following references and wish my file to be confidential. (please initial)

Please send a reference form to: (Please be sure to get verbal permission from a YC Professor before listing each as a reference.)

Professor #1:

Department:

Professor #2:

Department:

Professor #3:

Department:

I have COMPLETED the following Teacher Education requirements and have provided York College Teacher Education with the appropriate documentation.

? Completed Signed Notice of Admission Procedures form

? Completed Teacher Education Application for Admission form

? Completed Felony /Misdemeanor Statement

? Completed Teacher Education Health form

? Documented proof of a minimum of 60 semester hour of credit with a cumulative GPA of 2.50 or above

Documented proof of successful completion (C or above) of each of the following courses:

? COM 113 Basic Speech ? ENG 113 English Composition I

? EDU 103 Introduction to Education ? ENG 123 English Composition II

Satisfactory scores on the Pre-Professional Skills Test (PPST)

Passing Scores

? Reading 170

? Math 171

? Writing 172

? Favorable recommendation from three YC Professors

? Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios

? Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview

Have you previously been denied admission to Teacher Education at any other institution? No ? Yes ?

Name of institution: Reason for admission denied:

The information I have given is correct and complete to the best of my knowledge.

Candidate Signature: Date:

Application Teacher Education #3 Revised 7/20/05

YORK COLLEGE

Teacher Education

Candidate Avenue of Complaint Record

Form Issued By Form Due Date

Candidate(s) Initiating Complaint Address(es) of Candidate(s)

Email(s) Telephone Number(s)

Detailed Explanation/Description of Complaint:

Protocol:

Listed below is the protocol for resolution of a candidate complaint. This record is confidential to the parties involved. Please complete the below information for each step as needed. Once the process begins, this record should remain with the appropriate faculty and sent via York College campus mail to the next person or group as needed. The candidate is responsible for scheduling all meetings in a timely and professional manner. When resolution of the complaint has been reached, this record MUST be returned to the Administrative Assistant for the Education Department. This record is due 10 days after the date of issue.

1. Faculty Member

Date \_\_\_\_\_

Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Faculty Member Signature of Candidate(s)

2. Department/Division Chair

Date \_\_\_\_\_

Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Department/Division Chair Signature of Candidate(s)

3. Division of Education

Date \_\_\_\_\_

Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Education Division Chair Signature of Candidate(s)

4. Academic Dean

Date \_\_\_\_\_

Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Department/Division Chair Signature of Candidate(s)

5. York College Grievance Committee

Date \_\_\_\_\_

Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of York College Grievance Committee Chair Signature of Candidate(s)

Date Received

Signature

Administrative Assistant for the Education Department

Copies Sent To

Date Filed

Candidate Complaint Record Revised 9/30/04

Nebraska Rule for Felony or Misdemeanor Convictions

Candidates who are involved in either Field Experiences or Student Teaching must have on file in the Education Office a notarized statement affirming that they have had no convictions of a felony or misdemeanor:

Nebraska Department of Education Rule 20

005.07 Information Regarding Convictions

The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07 A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and

classroom experiences or student teaching with the approval of the Commissioner or the Board.

005.07A The institution shall require the prospective teacher education student to provide it with a list of all criminal convictions, except traffic offenses. The institution shall require the prospective student to affirm under oath that he or she has no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct as hereinafter defined:

005.07A1 For purposes of this Chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

005.07A2 For purposes of this Chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parenthesis):

005.07A2a Assault (third degree) (28-310)

005.07A2b Stalking (28-311.03)

005.07A2c Hazing (28-311.06)

005.07A2d False Imprisonment (28-315)

005.07A2e Sexual Assault (third degree) (28-705)

005.07A2f Abandonment of Spouse or Child (28-320)

005.07A2g Child Abuse (28-707)

005.07A2h Contributing to the Delinquency of a Child (28-709)

005.07A2i Prostitution (28-801)

005.07A2j Keeping a Place of Prostitution (28-804)

005.07A2k Debauching a Minor (28-805)

005.07A1l Public Indecency (28-806)

005.07A2m Sale of Obscene Material to Minor (28-808)

005.07A2n Obscene Motion Picture Show, Admitting Minor (28-809)

005.07A2o Obscene Literature Distribution (28-813)

005.07A2p Sexually Explicit Conduct (28-813.01)

005.07A2q Resisting Arrest (28-904 (1)(a)), when the conviction involves use or threat of physical force or violence against a police officer

005.07A2r Indecency with an Animal (28-1010)

005.07A2s Intimidation by Phone Call (28-1310)

005.07A3 For purposes of this Chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parenthesis)

005.07A3a Attempt to Commit a Crime (28-201)

005.07A3b Criminal Conspiracy (28-202)

005.07A3c Accessory to a Felony (28-204)

005.07A3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

005.07A4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this Chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in pre-student teaching field, laboratory, and classroom experiences or student teach, or for denial of a certificate to special services in schools. However, such convictions shall be listed by the student as required in Section 005.07A.

005.07B A person with a conviction as defined in Section 005.07A shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach, without approval by the Commissioner or the Board. A person with a conviction as defined in Section 005.07A may request approval by the Commissioner or the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

York College Teacher Education

FELONY/MISDEMEANOR STATEMENT

(REQUIRED BY NEBRASKA STATE LAW)

NAME: (print) \_\_\_\_\_

DATE: \_\_\_\_\_

(Sign one section only : A, B, or C)

A. I swear or affirm under oath that I have never been convicted of a felony or misdemeanor. I understand that a conviction requires immediate notification to the Education Division Chair. Minor traffic infractions, and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported

\_\_\_\_\_

(Legal signature of student)

or

B. I swear or affirm under oath that I have no felony or misdemeanor convictions involving abuse, neglect, or sexual misconduct. I understand that a past or future conviction for any such offense requires that I immediately notify the Education Division Chair.

\_\_\_\_\_

(Legal signature of student)

or

C. I swear or affirm under oath that I have no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, EXCEPT THE FOLLOWING:

A. Criminal charge: \_\_\_\_\_ B. Criminal Charge: \_\_\_\_\_

Disposition: \_\_\_\_\_ Disposition: \_\_\_\_\_

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

Court Address: \_\_\_\_\_ Court Address: \_\_\_\_\_

I understand that any past or any subsequent conviction for any such offense requires that I immediately notify the Education Division Chair.

I understand that if I have been convicted of a felony or any misdemeanor involving abuse, neglect or sexual misconduct, that I must make a written PETITION FOR APPROVAL TO PARTICIPATE IN PRE-STUDENT TEACHING, FIELD, LABORATORY, AND CLASSROOM EXPERIENCES, OR STUDENT TEACHING on forms prescribed by the rules of the Nebraska Department of Education, and attach a copy of my court records and such additional information that shall be required by the Nebraska Department of Education. During the appeal process, I understand that I will not be permitted to participate in any field experience or student teaching activity.

\_\_\_\_\_

(Legal signature of student)

Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_

NOTARY PUBLIC

SEAL:

Revised 7/14/03 Felony

York College

Teacher Education

Freshman Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Freshman Year

Target Course: EDU 103 Introduction To Education

Mentor: Dr. Kathleen Wheeler

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

- 1. Written Introduction to the Portfolio
- 2. "Why I Want to Teach" Essay
- 3. Observation #1
- 4. Observation #2
- 5. Dispositions of a Teacher
- 6. Written Conclusion to the Portfolio
- 7. Portfolio Evaluation Form -Self

OTHER (optional):

- 8. Work Completed from any other course
- 9. Materials created for a lesson
- 10. Picture of bulletin board created
- 11. Listing of pre-service experiences (100 hours)
- 12. Listing of multicultural experiences
- 13. Involvement in York College activities
- 14. Leadership in York College activities
- 15. Letters of recommendation
- 16. Notes from students, parents, or school personnel
- 17. Examples of technology proficiency
- 18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Sophomore Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Sophomore Year

Mentor(s)

Target Course(s): EDU 213

EDU 213, Elementary/Middle Grades Mrs. Erin DeHart

EDU 232 A, Secondary EDU 232 A

EDU 213 or EDU 232 A, K-12 TBA

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

- 1. Written Introduction to the Portfolio
- 2. "Why I Want to Teach" Essay

3. First Lesson
4. Last Lesson
5. Entry from field notes
6. Work completed from content or general education course
7. Materials created for a lesson (Secondary) or picture of bulletin board created (Elementary)
8. Scanned copy of Field Experience Log
9. Evidence of teaching to diversity
10. Evidence of student learning (student work sample)
11. Involvement in York College activities
12. Written Conclusion to the Portfolio
13. Portfolio Evaluation Form -Self

## OTHER (optional):

14. Leadership in York College activities
15. Letters of recommendation
16. Notes from students, parents, or school personnel
17. Examples of technology proficiency
18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Junior Year

Electronic Growth Portfolio

Student Portfolios Table Of Contents

Junior Year Mentor(s)

RDG 456

Target Course(s): TBA

RDG 456, Elementary EDU 311

EDU 311, Middle Grades Dr. Kathleen Wheeler

EDU 232 B, Secondary EDU 232 A/B

EDU 213 or EDU 232 A, K-12 TBA

EDU 213

Mrs. Erin DeHart

## CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio
2. Lesson Plan
3. Field Experience Notes

4. Work completed from content or general education course
5. Materials created for a lesson or picture of a bulletin board created
6. Scanned copy of the Field Experience Log
7. Evidence of teaching to diversity
8. Evidence of student learning (student work sample)
9. Example(s) of Assessment(s) Used
10. Example of technology proficiency
11. Involvement in York College activities
12. Leadership in York College activities
13. Written Conclusion to the Portfolio
14. Portfolio Evaluation Form -Self
15. Portfolio Evaluation Form -Peer

OTHER (optional):

16. Letters of recommendation
17. Notes from students, parents, or school personnel
18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Senior Year

Electronic Growth Portfolio

Student Portfolios Table Of Contents

Senior Year

Target Course: EDU 491, Student Teaching Seminar

Mentor: Dr. Kathleen Wheeler

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio
2. Week of Lesson Plans
3. Materials created for a lesson or picture of bulletin board created
4. Evidence of student learning (student work sample)
5. Example(s) of assessment(s) used
6. Lesson Review from Cooperating Teacher or College Supervising Teacher
7. Example of technology proficiency
8. One Weekly Reflections (Weekly Log)
9. Final "Why I Want To Teach" Essay, including future goals
10. Journal article which supports teaching philosophy

- 11. Listing of multicultural experiences
- 12. Involvement in York College activities
- 13. Leadership in York College activities
- 14. Evidence of involvement in professional activities
- 15. Current Resume
- 16. Written Conclusion to the Portfolio
- 17. Portfolio Evaluation Form -Self

OTHER (optional):

- 18. Work Completed from any other course
- 19. Listing of pre-service experiences (100 hours)
- 20. Letters of recommendation
- 21. Notes from students, parents, or school personnel
- 22. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College Teacher Education Electronic Growth

Portfolio Evaluation Form

Candidate Name: Mentor:

Year and Target Course:

Evaluator Name: Self Mentor Peer Other

Please rate each of the following Candidate Proficiencies, from weak to superior, by placing an x under the number 1,2,3,4. In addition, please list evidence from the candidate's Electronic Growth Portfolio, in the appropriate column, which supports each of your ratings.

Proficiency Evidence Weak Average Strong Superior

- 1. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 1 2 3 4
- 2. The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development 1 2 3 4
- 3. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners 1 2 3 4
- 4. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills 1 2 3 4
- 5. The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 1 2 3 4
- 6. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 1 2 3 4
- 7. The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 1 2 3 4
- 8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. 1 2 3 4
- 9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally. 1 2 3 4
- 10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. 1 2 3 4

Strengths: Total:

Average:

Areas for Improvement:

Signature: Date:

Portfolio Evaluation Form #6 Revised 6/29/06

ENGLISH PROFICIENCY EXAM

All students graduating with a Bachelor of Arts Degree from York College are required to pass the York College English Proficiency Exam during their first semester of their Junior Year. The English Proficiency Exam is offered twice during each semester. If a student fails to pass the exam by the second

attempt, he/she will be required to take and pass ENG 203, English Proficiency.

BACHELOR OF ARTS DEGREES OFFERED IN EDUCATION:

1. Art (K-12/Field Endorsement)
2. Coaching (7-12/Supplemental Endorsement)
3. Elementary Education (K-8/Field Endorsement)
4. General Art (K-6/Subject Endorsement must be added to another endorsement)
5. Middle Grades Education (4-9/Field Endorsement)
6. Physical Education (K-12/Subject Endorsement) with Coaching (7-12/Supplemental Endorsement) optional Adaptive Physical Education (Supplemental Endorsement)
7. Religious Education (K-12/Subject Endorsement must be added to another endorsement)
8. Secondary Basic Business Education (7-12/Subject Endorsement)
9. Secondary Biology Education (7-12/Subject Endorsement)
10. Secondary English Education (7-12/Subject Endorsement)
11. Secondary History Education (7-12/Subject Endorsement)
12. Secondary Mathematics Education (7-12/Field Endorsement)
13. Secondary Natural Science Education (7-12/Field Endorsement)
14. Secondary Psychology Education (7-12/Subject Endorsement)
15. Secondary Reading and Writing Education (7-12/Subject Endorsement)
16. Secondary Social Science Education (7-12/Field Endorsement)
17. Secondary Speech and Theatre Education (7-12/Field Endorsement)
18. Special Education (K-12/Field Endorsement must be added to another endorsement)
19. Vocal Music Education (K-12/Subject Endorsement)

ADAPTIVE PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

2009-2010

This endorsement is available to students who are working towards or have completed a Physical Education or Special Education endorsement.

Prerequisites:

- EDS203 EDS203 Introduction to Learners with Exceptionalities
- PED303 PED303 Adapted Physical Education
- PED233 PED233 Introduction to Physical Education
- EDS323 EDS323 Inclusion and Collaborative Partnerships
- PED323 PED323 Teaching Hlth & Phys Ed in Elem and Middle Grades
- EDU483 EDU483 Secondary Methods

Required Courses:

- PED333 PED333 Physical Education for Person with Severe Disabilities
- PED343 PED343 Diagnostic-Prescriptive Techniques for Adapted Physical Education
- PED353 PED353 Instructional Strategies in Adapted Physical Education

TOTAL HOURS \_\_\_\_\_

Revised 5/20/10-def

ADAPTED PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

2009-2010

This endorsement is available to students who are working towards or have completed a Physical Education or Special Education endorsement.

Prerequisite:

- EDS203 EDS203 Introduction to Learners with Exceptionalities
- PED303 PED303 Adapted Physical Education

Required:

- PED333 PED333 Physical Education for Person with Severe Disabilities
- PED343 PED343 Diagnostic-Prescriptive Techniques for Adapted Physical Education
- PED353 PED353 Instructional Strategies in Adapted Physical Education

TOTAL HOURS \_\_\_\_\_

## PED333 Physical Education for Persons with Severe Disabilities

Study of the etiology, pathology and characteristics of chronic and permanent disabilities. Focus on physical education programs for students with severe/profound disabilities.

## PED343 Diagnostic-Prescriptive Techniques for Adapted Physical Education

Evaluation/assessment instruments utilized in adapted physical education will be described and critically analyzed. Students will acquire competencies related to administration of these instruments, interpretation of results, and prescription of remedial,

Developmental and adapted activities

## PED353 Instructional Strategies in Adapted Physical Education

Study of physical, mental, and emotional impairments which limit human performance. Detailed study of effective strategies for integration of handicapped students into activities of the regular class, strategies for individualizing instruction and procedures for implementation of objective-based instruction.

## BACHELOR OF ARTS IN EDUCATION

Art (K-12) (Field Endorsement)

(2009-2010 degree plan)

## GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Cultural Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_

ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_

HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

PHI213 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Sc.: NSC153 \_\_\_\_\_

Biological Sc.: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ Or

MTH133 (or higher) \_\_\_\_\_

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS (12 hours)

COM333 \_\_\_\_\_ PSY143 \_\_\_\_\_ PSY323 \_\_\_\_\_

PED223 \_\_\_\_\_ PPST \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (41 hrs)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343\* \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU213 \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG413 \_\_\_\_\_

EDU232A \_\_\_\_\_ EDU483 \_\_\_\_\_

Subject Area : Art offered at YORK (27 hrs)

ART133 \_\_\_\_\_ ART203\* \_\_\_\_\_ ART263 \_\_\_\_\_

ART143 \_\_\_\_\_ ART233 \_\_\_\_\_ ART313 \_\_\_\_\_

ART153 \_\_\_\_\_ ART243 \_\_\_\_\_ ART333 \_\_\_\_\_

Subject Area : Art offered at CONCORDIA (27 hrs)

ART145C \_\_\_\_\_ ART241C \_\_\_\_\_ ART315C \_\_\_\_\_

ART223C \_\_\_\_\_ ART243C \_\_\_\_\_ ART345C \_\_\_\_\_

ART235C \_\_\_\_\_ ART273C \_\_\_\_\_

Must choose one additional ART \_\_\_\_\_

\*count only one time

GENERAL ELECTIVES

TOTAL HOURS (157 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: K-12 Art

Freshman

Fall

ART 133 (YPS)

BIB 114

EDU 103

ENG 113

NSC 153

YCS 101

16 Credits

Spring

ART 143

ART 203

BIB 123

MTH 133 or higher

NSC 163

PSY 143\*(sub for FAM 113)

18 Credits

Summer

ENG 123

HST 213

6 credits

Sophomore

Fall

ART 145C

ART 153

ART 233

ART 241C

COM 113

EDS 203

18 Credits

Spring

ART 235C

ART 273C (odd)

BIB/PHI 223

EDU 213

EDU 313

PHI 213

18 Credits

Summer

ENG 223

HST 223

6 credits

PPST &

Acceptance into Educ. Program

Junior

Fall

ART 223C

ART 263

COM 333

EDU 232A

EDU 373

PED 223

17 Credits

Jr. English Proficiency Test

Spring

ART 243

ART (Upper) C

EDUC 377C (Sp)

EDU 483

PSY 323

RDG 413

17 Credits

Summer

ENG 273

BIB (Upper)

5 credits

Senior

Fall

ART 313

ART 315C

ART 333

ART 345C

BIB (upper)

EDU 343

17 Credits

Spring

EDU 491

EDU 494

15 Credits

Total Credits

151

COACHING (Supplemental Endorsement)

2009-2010

Subject area: Coaching (13 hours)

PED102\* \_\_\_\_\_

PED203\* \_\_\_\_\_

PED212\* \_\_\_\_\_

Coaching Courses (Choose Three):

PED302 \_\_\_\_\_

PED312 \_\_\_\_\_

PED332 \_\_\_\_\_

PED342 \_\_\_\_\_

\*count only one time

TOTAL HOURS \_\_\_\_\_

PED102 First Aid & Cardio-Pulmonary Resuscitation

PED203 Care and Prevention of Athletic Injuries

PED312 Concepts of Coaching and Officiating

PED302 Coaching Baseball and Softball

PED312 Coaching Basketball

PED322 Coaching Track and Field

PED332 Coaching Football and Soccer

PED352 Coaching Volleyball

Updated 8-08-08

BACHELOR OF ARTS IN EDUCATION

Elementary Education (K-8) (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Cultural Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_

ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

GEO214 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_

HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

PHI213 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Sc.: NSC153 \_\_\_\_\_

Biological Sc.: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ Or

MTH133 (or higher) \_\_\_\_\_

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_YCS101 "Freshman Seminar

\_\_\_\_\_Upper-division Bible course\*

\_\_\_\_\_Upper-division Bible course\*

(\*300- or 400-level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS (15 hours)

COM333 \_\_\_\_\_ PED223 \_\_\_\_\_ PSY143 \_\_\_\_\_

GEO214\* \_\_\_\_\_ MTH145 OR MTH163 \_\_\_\_\_ PPST \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (36 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343 \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU213 \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG243 \_\_\_\_\_

Subject Area : Elementary Education (37 hrs)

ART313 \_\_\_\_\_ EDU/ENG353 \_\_\_\_\_ MUS383 \_\_\_\_\_

EDU213\* \_\_\_\_\_ EDU423 \_\_\_\_\_ PED323 \_\_\_\_\_

EDU323 \_\_\_\_\_ EDU433 \_\_\_\_\_ RDG243\* \_\_\_\_\_

EDU333 \_\_\_\_\_ EDU491\* \_\_\_\_\_ RDG443 \_\_\_\_\_

RDG463 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (134 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Elementary Education

Freshman

Fall

BIB114

COM113

EDU103

ENG113

PSY143\*(sub for FAM113)

YCS101

16 Credits

Spring

ART203 or

MUS203

BIB123

ENG123

MTH123

NSC163

GEO214

18 Credits

Sophom ore

Fall

PHI 213

EDU 213

ENG 273

HST 213

NSC 153

RDG 243

18 Credits

Spring

BIB/PHI 223

EDS 203

ENG 223

MTH 145 or MTH 163

PED 223

HST 223

18 Credits

PPST &

Acceptance into Educ. Program

Junior

Fall

ART 313

BIB (2)

COM 333

EDU 313

EDU 333

EDU/ENG 353

17 Credits

Jr. English Proficiency Test

Spring

EDU 323

MUS 383

RDG 443

RDG 463

Content Electives (3 hours)

15-18 Credits

Senior

Fall

BIB (2)

EDU 343

EDU 373

EDU 423

EDU 433

PED 323

17 Credits

Spring

EDU 491

EDU 494

15 Credits

## Total Credits

134+

## BACHELOR OF ARTS IN EDUCATION

Elementary Education (K-8) (Field Endorsement)

and Elementary Art (K-6) (Subject Endorsement)

(2009-2010 degree plan)

## GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Cultural Appreciation (9 hours)

ART203 \_\_\_\_\_

ENG223 \_\_\_\_\_

ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

GEO214 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_

HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

PHI213 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Sc.: NSC153 \_\_\_\_\_

Biological Sc.: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ Or

MTH133 (or higher) \_\_\_\_\_

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS (15 hours)

COM333 \_\_\_\_\_ PSY143 \_\_\_\_\_

GEO214\* \_\_\_\_\_ PED 223 \_\_\_\_\_ PPST \_\_\_\_\_

MTH145 or MTH163 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (36 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343 \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU213 \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG243 \_\_\_\_\_

Subject Area : Elementary Education (33 hrs)

ART313 \_\_\_\_\_ EDU423 \_\_\_\_\_ RDG243\* \_\_\_\_\_

EDU323 \_\_\_\_\_ EDU433 \_\_\_\_\_ RDG443 \_\_\_\_\_

EDU333 \_\_\_\_\_ MUS383 \_\_\_\_\_ RDG463 \_\_\_\_\_

EDU/ENG353 \_\_\_\_\_ PED323 \_\_\_\_\_

Subject Area : Elementary Art (27 hours)

ART133 \_\_\_\_\_ ART203\* \_\_\_\_\_ ART263 \_\_\_\_\_

ART143 \_\_\_\_\_ ART233 \_\_\_\_\_ ART313\* \_\_\_\_\_

ART153 \_\_\_\_\_ ART243 \_\_\_\_\_ ART333 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (152 Minimum)

(44 hours must be upper division: 300-400 level)

BACHELOR OF ARTS IN EDUCATION

Middle Grades Education 4-9 (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB113 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English must pass

ENG103 before enrolling in ENG113

Artistic Expression &amp; Critical Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_ ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_ HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

PSY143 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science: NSC153 \_\_\_\_\_

Biological Science: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ (or higher)

(Business Education requires MTH163 or higher)

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS: (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS: (12 hours)

COM333 \_\_\_\_\_ PED223 \_\_\_\_\_ PSY143\* \_\_\_\_\_

MTH123 or higher \_\_\_\_\_ PPST \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (33 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343 \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU213 \_\_\_\_\_ EDU373 \_\_\_\_\_

Subject Area : Middle Grades Education (31 hrs)

ART 313 \_\_\_\_\_ or MUS 383 \_\_\_\_\_

EDU 111 \_\_\_\_\_ EDU 323 \_\_\_\_\_ EDU 423 \_\_\_\_\_

EDU 211 \_\_\_\_\_ EDU 333 \_\_\_\_\_ EDU 433 \_\_\_\_\_

EDU 213 \* \_\_\_\_\_ EDU 393 \_\_\_\_\_ RDG 413 \* \_\_\_\_\_

EDU 311 \_\_\_\_\_ EDU 411 \_\_\_\_\_

32

Choose Two Areas of Concentration:

Area of Concentration: Art (24 hours)

ART 133 \_\_\_\_\_ ART 233 \_\_\_\_\_ ART 313 \_\_\_\_\_

ART 153 \_\_\_\_\_ ART 243 \_\_\_\_\_ ART 333 \_\_\_\_\_

ART 203 \* \_\_\_\_\_ ART 263 \_\_\_\_\_

Area of Concentration: Business Education (18 hours)

ACC 213 \_\_\_\_\_ ECO 233 \_\_\_\_\_ MKT 323 \_\_\_\_\_

BUS 143 \_\_\_\_\_ MGM 313 \_\_\_\_\_ MGM 373 \_\_\_\_\_

Area of Concentration: Health & Physical Education (24 hours)

PED 222 \_\_\_\_\_ PED 244 \_\_\_\_\_ PED 433 \_\_\_\_\_

PED 223 \_\_\_\_\_ PED 303 \_\_\_\_\_ PED 443 \_\_\_\_\_

PED 233 \_\_\_\_\_ PED 323 \_\_\_\_\_

Area of Concentration: Language Arts (24 hours)

\_\_\_\_\_ ENG 213 or \_\_\_\_\_ ENG 313 \_\_\_\_\_ RDG 243

\_\_\_\_\_ ENG/EDU 353 or \_\_\_\_\_ ENG/EDU363 \_\_\_\_\_ RDG443

\_\_\_\_\_ COM 243 \_\_\_\_\_ ENG413 \_\_\_\_\_ RDG 463

\_\_\_\_\_ COM 443

Area of Concentration: Mathematics (21 hours)

MTH 123 \_\_\_\_\_ MTH173 \_\_\_\_\_ MTH 213 \_\_\_\_\_

MTH 133 \_\_\_\_\_ MTH184 \_\_\_\_\_ or MTH 163 \_\_\_\_\_

MTH 223 \_\_\_\_\_ or BUS 243 \_\_\_\_\_

MTH 145 \_\_\_\_\_ or MTH 214 \_\_\_\_\_

Area of Concentration: Natural Science (24 hours)

CHM 114 \_\_\_\_\_ or CHM 124 \_\_\_\_\_

BIO 154 \_\_\_\_\_ BIO/ESC 354 \_\_\_\_\_ PHY 211 \_\_\_\_\_

BIO 224 \_\_\_\_\_ ESC 214 \_\_\_\_\_

Area of Concentration: Social Sciences (23 hours)

ECO 233 \_\_\_\_\_ HST 223 \_\_\_\_\_ HST 283 \_\_\_\_\_

GEO 214 \_\_\_\_\_ HST 253/263 \_\_\_\_\_ POL 123 \_\_\_\_\_

HST 213 \_\_\_\_\_ HST 273 \_\_\_\_\_

Area of Concentration: Special Education (36 hours)

EDS 203 \* \_\_\_\_\_ EDS 443 \_\_\_\_\_ EDS 490 \_\_\_\_\_

EDS 323 \_\_\_\_\_ EDS 452 \_\_\_\_\_ PED 303 \_\_\_\_\_

EDS 402 \_\_\_\_\_ EDS 472 \_\_\_\_\_ RDG 243 \_\_\_\_\_

EDS 442 \_\_\_\_\_ EDS 485 \_\_\_\_\_ RDG 443 \_\_\_\_\_

RDG 463 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (Minimum & Maximum

Hours depend on areas of Concentration Chosen)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Middle Grades (Math/Science)

Freshman

Fall

BIB 114

COM 113

EDU 103

ENG 113

PSY 143

YCS 101

16 Credits

Junior

Fall

ART 313 or

MUS 383

BIB (Upper)

EDU 313

EDU 373

MTH 184 or 163

PHY 211

15-19 Credits

Jr. English Proficiency Test

Spring

ART 203 or

MUS 203

BIB 123

BIO 154

EDU 111

ENG 123

MTH 133

17 Credits

Summer

ESC 214

MTH 123

7 Credits

Spring

BIB (Upper Div.)

EDU 311

EDU 323

EDU 423

MTH 213

MTH 223 or

BUS 243

RDG 413

17 Credits

Summer

BIB (UD) 2

2 Credits

Sophomore

Fall

PHI 213

CHM 114

EDS 203

EDU 213

PED 223

16 Credits

PPST &

Acceptance into

Educ. Program

Senior

Fall

BIO/ESC 354

EDU 333

EDU 343

EDU 393

EDU 411

EDU 433

17 Credits

Spring

BIB/PHI 223

BIO 224

EDU 211

ENG 213/223

MTH 145 or 214

MUS 383 or

ART 313

14-18 Credits

Summer

COM 333

HST 213/223

6 Credits

Spring

EDU 491

EDU 494

15 Credits

Total Credits

144

BACHELOR OF ARTS IN EDUCATION

Physical Education (K-6) (7-12) (Subject Endorsement)

And Coaching (7-12) (Supplemental Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Cultural Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_

ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_

HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

PHI213 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Sc.: NSC153 \_\_\_\_\_

Biological Sc.: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ Or

MTH133 (or higher) \_\_\_\_\_

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS (12 hours)

COM333 \_\_\_\_\_ PSY143 \_\_\_\_\_ PSY323 \_\_\_\_\_

PED223 \_\_\_\_\_ PPST \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (41 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343\* \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU213 \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG413 \_\_\_\_\_

EDU232A \_\_\_\_\_ EDU483 \_\_\_\_\_

Subject Area : Physical Education (40 hours)

PED102\* \_\_\_\_\_ PED233 \_\_\_\_\_ PED3\_2\* \_\_\_\_\_

PED203\* \_\_\_\_\_ PED244 \_\_\_\_\_ PED3\_2\* \_\_\_\_\_

PED212\* \_\_\_\_\_ PED303 \_\_\_\_\_ PED413 \_\_\_\_\_

PED222 \_\_\_\_\_ PED323 \_\_\_\_\_ PED433 \_\_\_\_\_

PED223\* \_\_\_\_\_ PED3\_2\* \_\_\_\_\_ PED443 \_\_\_\_\_

Subject Area : Coaching (13 hours)

PED102 \_\_\_\_\_ PED203 \_\_\_\_\_ PED212 \_\_\_\_\_

Choose three courses from :

PED302 \_\_\_\_\_ PED332 \_\_\_\_\_ PED342 \_\_\_\_\_

PED312 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (141 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: K-12 Physical Education and Coaching

Freshman

Fall

BIB 114  
NSC 153  
EDU 103  
ENG 113  
PED 102  
YCS 101  
HST 213  
18 Credits  
Junior  
Fall  
BIB (UD)  
COM 333  
EDU 213  
EDU 313  
PED 3\_2 Coaching  
PED 303  
PED 323  
19 Credits  
Jr. English Proficiency Test  
Spring  
BIB 123  
COM 113  
EDU 232A  
ENG 123  
MTH 133 or higher  
PSY 143\*(sub for FAM 113)  
17 Credits  
Spring  
EDS 203  
EDU 483  
PED 3\_2 Coaching  
PED 443  
PSY 323  
RDG 413  
17 Credits  
Sophomore  
Fall  
ART 203 or  
MUS 203  
PHI 213  
NSC 163  
HST 223  
PED 212  
PED 233  
18 Credits  
Senior  
Fall  
BIB (UD)  
EDU 343

EDU 373

PED 3\_2 Coaching

PED 413

PED 433

ENG 273

19 Credits

Spring

BIB/PHI 223

ENG 223

PED 203

PED 222

PED 223

PED 244

18 Credits

PPST &

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

141

BACHELOR OF ARTS IN EDUCATON

Religious Education (K-12)

SECOND ENDORSEMENT ONLY

(2009-2010 degree plan)

Subject Area : First area ( \*\* hrs)

Subject Area : Bible ( 32-33 hrs)

FROM GENERAL EDUCATION/INSTITIONAL REQUIEMENTS: (12 hours)

BIB 114\* \_\_\_\_\_

BIB 123\* \_\_\_\_\_

BIB 213\* \_\_\_\_\_

BIB/PHI 223\* \_\_\_\_\_

AN ADDITIONAL 20-21 HOURS FROM THE FOLLOWING:

(If one upper-division =2 hours, the other two must =3 hours)

BIB 333 \_\_\_\_\_ and/or BIB 433 \_\_\_\_\_

PHI 423 \_\_\_\_\_ and/or DOC 413 \_\_\_\_\_

RHS 313 \_\_\_\_\_ RHS 343 \_\_\_\_\_

Upper Division (BIB/DOC/MIN/RHS) \_\_\_\_\_

Upper Division (BIB/DOC/MIN/RHS) \_\_\_\_\_

Upper Division (BIB/DOC/MIN/RHS) \_\_\_\_\_

TOTAL HOURS \_\_\_\_\_

(Minimum depends on first area of endorsement.)

REQUIRED COURSES\*

BIB 114 History of the New Testam ent

BIB 123 History of Old Testam ent

BIB 213 History of New Testam ent – Rom ans to Revelation

BIB 223 Philosophy of Living

BIB 333 The Synoptic Gospels

BIB 433 The Gospel of John

DOC 413 Introduction to Theology

RHS 343 History of Religions of the World

PHI 423 Ethical Theory and Practice

RHS 313 Survey of Church History

Updated 7-23-09

Sample Degree Plan

Department: Education Endorsement: Religious Educ. & Elementary Education

Freshman

Fall

BIB 114

COM 113

EDU 103

ENG 113

PSY 143\*(sub for FAM 113)

YCS 101

16 Credits

Junior

Fall

ART 313

BIB 333/433

COM 333

EDU 313

EDU 333

EDU/ENG 353

18 Credits

Jr. English Proficiency Test

Spring

ART 203 or

MUS 203

BIB 123

ENG 123

MTH 133

NSC 153

HST 213

18 Credits

Spring

EDS 323

EDU 323

MUS 383

PHI 423

RDG 443

RDG 463

18 Credits

Summer

BIB (Upper) (3)

EDU 343

6 Credits

Sophomore

Fall

PHI 213

EDU 213

ENG 223

GEO 214

NSC 163

RDG 243

18 Credits

Senior

Fall

MIN 353

EDU 373

EDU 423

EDU 433

PED 323

RHS 313 (odd Fall)

18 Credits

Spring

BIB/PHI 223

BIB/DOC/MIN/RHS (3)

EDS 203

ENG 273

PED 223

HST 223

18 Credits

Summer

BIB (Upper) (3)

3 Credits

PPST &

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

148

BACHELOR OF ARTS IN EDUCATION

Basic Business Education (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 \_\_\_\_\_ ENG 113 \* \_\_\_\_\_

COM 113 \_\_\_\_\_ ENG 123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Cultural Appreciation

(9 hours, 6 of which must be Literature\*)

ART 203 \_\_\_\_\_ Or MUS 203 \_\_\_\_\_

ENG 223 \* \_\_\_\_\_ and ENG 273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST 213 \_\_\_\_\_ HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM 113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI 213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

\_\_\_\_\_NSC153

Biological Science:

\_\_\_\_\_NSC163

Mathematics:

\_\_\_\_\_MTH123 OR \_\_\_\_\_MTH133 (or higher)

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_YCS101 \*Freshman Seminar

\_\_\_\_\_Upper-division Bible course\*

\_\_\_\_\_Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM333 \_\_\_\_\_ PSY143\* \_\_\_\_\_ PFST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

\_\_\_\_\_EDS203 \_\_\_\_\_EDU313 \_\_\_\_\_EDU491

\_\_\_\_\_EDU103 \_\_\_\_\_EDU343 \_\_\_\_\_EDU494

\_\_\_\_\_EDU232A \_\_\_\_\_EDU373 \_\_\_\_\_RDG413

\_\_\_\_\_EDU232B \_\_\_\_\_EDU483

Subject Area : Basic Business (33 hrs)

ACC213 \_\_\_\_\_ BUS313 \_\_\_\_\_ ECO 233 \_\_\_\_\_

ACC223 \_\_\_\_\_ BUS323 \_\_\_\_\_ ECO243 \_\_\_\_\_ BUS453 \_\_\_\_\_ MGM313 \_\_\_\_\_

BUS143 \_\_\_\_\_ CIS303 \_\_\_\_\_ MKT323 \_\_\_\_\_

GENERAL ELECTIVES (only beyond 141 hrs)

\_\_\_\_\_  
\_\_\_\_\_

\*count only one time

TOTAL HOURS: (141 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Basic Business Education

Freshman

Fall

BIB 114

BUS 143

COM 113

EDU 103

ENG 113

YCS 101  
16 Credits  
Spring  
ART or MUS 203  
BIB 123  
ENG 123  
NSC 153  
POL 123  
PSY 143 \*(sub for FAM 113)  
18 Credits  
Sophomore  
Fall  
PHI 213  
ECO 233  
EDU232A  
MTH 133 or higher  
NSC 163  
PED 223  
17 Credits  
Spring  
BIB/PHI 223  
CIS 303  
ECO 243  
EDU 232B  
ENG 223  
HST 223  
17 Credits  
PPST &  
Acceptance into Educ. Program  
Junior  
Fall  
ACC 213  
BIB (upper)  
BUS 453  
EDS 203  
ENG 273  
MGM 313  
17 Credits  
Jr. English Proficiency Test  
Spring  
ACC 223  
BUS 323  
EDU 483  
MKT 323  
PSY 323  
RDG 413  
18 Credits  
Summer  
COM 333

3 Credits

Senior

Fall

BIB (Upper) (2)

BUS 313

EDU 313

EDU 343

EDU 373

HST 213

17 Credits

Spring

EDU 491

EDU 494

15 Credits

Total Credits

138

BACHELOR OF ARTS IN EDUCATION

Biology Education (7-12) (Subject Endorsement)

(2009-2010 degree Plan)

GENERAL EDUCATION REQUIREMENTS:

Core Level Courses (12 hours)

\_\_\_ BIB 114 \_\_\_ ENG 113\*

\_\_\_ COM 113 \_\_\_ ENG 123

\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Critical Appreciation (9 hours)

\_\_\_ ART 203 Or \_\_\_ MUS 203

and both of the following:

\_\_\_ ENG 223 \_\_\_ ENG 273

Cultural Perspectives (3 hours)

\_\_\_ EDU 343

Historical Foundations (6 hours)

\_\_\_ HST 213 \_\_\_ HST 223

Human Behavior and Social Foundations (3 hours)

\_\_\_ FAM 113

Religious Studies (9 hours)

\_\_\_ BIB 123 \_\_\_ PHI 213 \_\_\_ BIB/PHI 223

Scientific Inquiry (11 hours: one course from each area)

Physical Science:

\_\_\_ CHM 114 OR \_\_\_ CHM 214

Biological Science:

BIO 154 \_\_\_

Mathematics:

MTH133 \_\_\_ (or Higher)

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_ YCS101 "Freshman Seminar

\_\_\_ Upper-division Bible course\*

\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

\_\_\_\_ COM 333 \_\_\_\_ PSY 143 \_\_\_\_ PSY 323

\_\_\_\_ PED 223 \_\_\_\_ PPST

\_\_\_\_ Acceptance into Program

Professional Development Core (37 hours)

\_\_\_\_ EDS 203 \_\_\_\_ EDU 313 \_\_\_\_ EDU 491

\_\_\_\_ EDU 103 \_\_\_\_ EDU 343\* \_\_\_\_ EDU 494

\_\_\_\_ EDU232A \_\_\_\_ EDU 373 \_\_\_\_ RDG 413

\_\_\_\_ EDU232B \_\_\_\_ EDU 483

Subject Area: Biology (43 hours)

BIO154\* \_\_\_\_ BIO324 \_\_\_\_ BIO/ESC354 \_\_\_\_

BIO224 \_\_\_\_ BIO344 \_\_\_\_ CHM 114/214\* \_\_\_\_

BIO234 \_\_\_\_ BIO413 \_\_\_\_ ESC 114?214 \_\_\_\_

BIO314 \_\_\_\_ PHY211/214 \_\_\_\_

\*COUNT ONLY ONE TIME

GENERAL ELECTIVES

\_\_\_\_\_  
\_\_\_\_\_

TOTAL HOURS: (150 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Biology Education

Freshman

Fall

BIB 114

BIO 154

EDU 103

ENG 113

HST (3)

YCS 101

17 Credits

Spring

BIB 123

BIO 224

COM 113

ENG 123

MTH 133 or higher

HST 223

19 Credits

Sophomore

Fall

PHI 213

CHM 114 / 214

EDU 232A

EDU 343

ENG 223

PED 223

18 Credits

Spring

ART 203 or

MUS 203

BIB/PHI 223

BIO 344

EDU 232B

ESC 114 / 214

PSY 143\*(sub for

FAM 113)

19 Credits

PPST &

Acceptance into Educ. Program

Junior

Fall

BIB (Upper) (2)

EDS 203

BIO 234 (even yrs)

EDU 313

BIO 314

16 Credits

Jr. English Proficiency Test

Spring

BIB (Upper) (2)

BIO 324

EDU 483

PSY 323

RDG 413

ENG 273

18 Credits

Senior

Fall

BIO 413

COM 333

EDU 373

ESC/BIO 354

PHY 211/214

18 Credits

Spring

EDU 491

EDU 494

15 Credits

Total Credits

140

BACHELOR OF ARTS IN EDUCATION

English Education 7-12 (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS:

Core Level Courses (12 hours)

\_\_\_\_\_BIB114 \_\_\_\_\_ENG113\*

\_\_\_\_\_COM113 \_\_\_\_\_ENG123

\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Critical Appreciation (9 hours)

\_\_\_\_\_ART 203 Or \_\_\_\_\_MUS 203

and both of the following:

\_\_\_\_\_ENG 223 \_\_\_\_\_ENG 273

Cultural Perspectives (3 hours)

\_\_\_\_\_EDU343

Historical Foundations (6 hours)

\_\_\_\_\_HST 213 \_\_\_\_\_HST223

Human Behavior and Social Foundations (3 hours)

\_\_\_\_\_FAM113

Religious Studies (9 hours)

\_\_\_\_\_BIB123 \_\_\_\_\_PHI 213 \_\_\_\_\_BIB/PHI 223

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

\_\_\_\_\_NSC153

Biological Science:

\_\_\_\_\_NSC163

Mathematics:

\_\_\_\_\_MTH123 Or \_\_\_\_\_MTH133 (or higher)

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS: (5-7 hours)

\_\_\_\_\_YCS101 "Freshman Seminar

\_\_\_\_\_Upper-division Bible course\*

\_\_\_\_\_Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS: (12 hours)

\_\_\_\_\_COM333 \_\_\_\_\_PSY143 \_\_\_\_\_PPST

\_\_\_\_\_PED 223 \_\_\_\_\_PSY 323

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

\_\_\_\_\_EDS 203 \_\_\_\_\_EDU 313 \_\_\_\_\_EDU 491

\_\_\_\_\_EDU 103 \_\_\_\_\_EDU 343\* \_\_\_\_\_EDU 494

\_\_\_\_\_EDU 232A \_\_\_\_\_EDU 373 \_\_\_\_\_RDG 413

\_\_\_\_\_EDU 232B \_\_\_\_\_EDU 483

Subject Area: English (42 hours)

\_\_\_\_\_ENG 213 \_\_\_\_\_ENG/EDU 363 \_\_\_\_\_ENG 423

\_\_\_\_\_ENG/COM 303 \_\_\_\_\_ENG 383 \_\_\_\_\_ENG 433

\_\_\_\_\_ENG 313 \_\_\_\_\_ENG 395 \_\_\_\_\_ENG 453

\_\_\_\_\_ENG 323 \_\_\_\_\_ENG 404

\_\_\_\_\_ENG 343 \_\_\_\_\_ENG 413

Suggested Electives (2 hours)

ENG 443 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (147 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary English Education

Freshman

Fall

BIB 114

COM 113

EDU 103

ENG 113

NSC 153

YCS 101

16 Credits

Junior

Fall

COM 333

EDU 313

ENG 313

ENG 413

ENG 453

15 Credits

Jr. English Proficiency Test

Spring

BIB 123

EDU 232A

ENG 123

MTH 133 or higher

NSC 163

PSY 143

17 Credits

Spring

BIB (upper)

EDU 483

ENG/EDU 363

ENG 404

ENG 423

RDG 413

17 Credits

Sophomore

Fall

ART 203 or

MUS 203

PHI 213

EDS 203

EDU232B

ENG 213

PED 223

17 Credits

Senior

Fall

BIB (Upper) (2)

EDU 343

EDU 373

ENG 383

ENG 395

ENG 433

17 Credits

Spring

BIB/PHI 223

ENG/COM 303

(odd-sp)

ENG 323

ENG 343

HST 263

PSY 323

18 Credits

PPST &amp;

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

132

BACHELOR OF ARTS IN EDUCATION

History Education 7-12 (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Cultural Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_

ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_

HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

PHI213 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Sc.: NSC153 \_\_\_\_\_

Biological Sc.: NSC163 \_\_\_\_\_

Mathematics: MTH123 \_\_\_\_\_ Or

MTH133 (or higher) \_\_\_\_\_

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_ YCS101 \*Freshman Seminar

\_\_\_\_ Upper-division Bible course\*

\_\_\_\_ Upper-division Bible course\*

(\*300- or 400-level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_ Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS(12 hours)

COM333 \_\_\_\_ PSY143 \_\_\_\_ PSY323 \_\_\_\_

PED223 \_\_\_\_ PPST \_\_\_\_

Acceptance into Program \_\_\_\_

Professional Development Core (40 hours)

EDS203 \_\_\_\_ EDU313 \_\_\_\_ EDU491 \_\_\_\_

EDU103 \_\_\_\_ EDU343\* \_\_\_\_ EDU494 \_\_\_\_

EDU232A \_\_\_\_ EDU373 \_\_\_\_ RDG413 \_\_\_\_

EDU232B \_\_\_\_ EDU483 \_\_\_\_

Subject Area : History (36 hours)

HST213\* \_\_\_\_ HST253 \_\_\_\_ HST273 \_\_\_\_

HST223\* \_\_\_\_ HST263 \_\_\_\_ HST283 \_\_\_\_

HST493\* \_\_\_\_

9 hours from:

HST303 \_\_\_\_ HST353 \_\_\_\_ HST413 \_\_\_\_

HST313 \_\_\_\_ HST363 \_\_\_\_ HST443 \_\_\_\_

HST323 \_\_\_\_ HST373 \_\_\_\_ HST453 \_\_\_\_

HST333 \_\_\_\_ HST383 \_\_\_\_ HST463 \_\_\_\_

HST343 \_\_\_\_ HST393 \_\_\_\_ HST493 \_\_\_\_

6 hours from:

ECO233 \_\_\_\_ GEO214 \_\_\_\_ PHG123 \_\_\_\_

ECO243 \_\_\_\_ HST/POL363 \_\_\_\_ POL123 \_\_\_\_

SOC113 \_\_\_\_ SOC/FAM123 \_\_\_\_ SOC/SWK233 \_\_\_\_

\*count only one time

GENERAL ELECTIVES:

\_\_\_\_\_

TOTAL HOURS: (138 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary History Education

Freshman

Fall

BIB 114

EDU 103

ENG 113

HST 213

NSC 153

YCS 101

16 Credits

Junior

Fall

BIB (Upper)

COM 333

EDS 203

HST (Upper)

HST 273

SocSci (3hr)

17 Credits

Jr. English Proficiency Test

Spring

BIB 123

COM 113

ENG 123

HST 223

PSY 143\*(sub for FAM 113)

SocSci (3hr)

18 Credits

Summer

HST (Upper)

3 Credits

Spring

EDU 483

HST 283

HST (Upper) (3)

PSY 323

RDG 413

ENG 273

18 Credits

Sophomore

Fall

ART or MUS 203

PHI 213

EDU 232A

ENG 223

HST 253

NSC 163

17 Credits

Senior

Fall

BIB (Upper) (2)

EDU 313

EDU 343

EDU 373

HST 493

HST (Upper) (3)

17 Credits

Spring

BIB/PHI 223

EDU 232B

HST 263

MTH 133 or higher

PED 223

HST (Upper) (3 hr)

17 Credits

PPST &amp;

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

138

BACHELOR OF ARTS IN EDUCATION

Mathematics Education 7-12 (Field Endorsement)

(2009-2010 Degree Plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Critical Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

and both of the following:

ENG223 \_\_\_\_\_ ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_ HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC153 \_\_\_\_\_

Biological Science:

NSC163 \_\_\_\_\_

Mathematics:

MTH133 (or higher) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar"

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS: (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PPST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343\* \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU232A \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG413 \_\_\_\_\_

EDU232B \_\_\_\_\_ EDU483 \_\_\_\_\_

Subject Area: Mathematics (34 hours)

MTH163\* \_\_\_\_\_ MTH224 \_\_\_\_\_ MTH334 \_\_\_\_\_

MTH 213 \_\_\_\_\_ MTH243 \_\_\_\_\_ MTH353 \_\_\_\_\_

MTH 214 \_\_\_\_\_ CIS 133 \_\_\_\_\_ MTH413 \_\_\_\_\_

MTH 184 \_\_\_\_\_ OR MTH 163\* \_\_\_\_\_ and MTH 181 \_\_\_\_\_

MTH 223 \_\_\_\_\_ OR BUS 243 \_\_\_\_\_

\*count only one time

GENERAL ELECTIVES:

\_\_\_\_\_

TOTAL HOURS: (142 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Math

Freshman

Fall

BIB 114

CIS 133

EDU 103

ENG 113

MTH 184 or

MTH 163 & 181

YCS 101

17 Credits

Junior

Fall

BIB (upper)

COM 333

EDU 343

MTH 243 (even yr. fall)

PED 223

ENG 273

18 Credits

Jr. English Proficiency Test

Spring

ART 203 or

MUS 203

BIB 123

COM 113

ENG 123

PSY 143 \*(sub for FAM 113)

MTH 223/BUS 243

18 Credits

Spring

EDS 203

EDU 483

MTH 413 (even yr. spring)

PSY 323

RDG 413

15 Credits

Sophomore

Fall

EDU232A

ENG 223

HST 213

MTH 214

NSC 153

PHI 213

18 Credits

Senior

Fall

BIB (upper)

EDU 313

EDU 373

MTH 334

MTH 353 (odd yr. fall)

15 Credits

Spring

BIB/PHI 223

EDU 232B

HST 223

MTH 224

MTH 213 (odd yr. spring)

NSC 163

18 Credits

PPST &amp;

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

134

BACHELOR OF ARTS IN EDUCATION

Natural Science Education (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS:

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Critical Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_ ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_ HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

CHM214 \_\_\_\_\_

Biological Science:

BIO154 \_\_\_\_\_

Mathematics:

MTH163 \_\_\_\_\_(or Higher)

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_YCS101 "Freshman Seminar

\_\_\_\_\_Upper-division Bible course\*

\_\_\_\_\_Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM333 \_\_\_\_\_ PSY143 \_\_\_\_\_ PPST \_\_\_\_\_

PED223 \_\_\_\_\_ PSY323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS203 \_\_\_\_\_ EDU313 \_\_\_\_\_ EDU491 \_\_\_\_\_

EDU103 \_\_\_\_\_ EDU343\* \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU232A \_\_\_\_\_ EDU373 \_\_\_\_\_ RDG413 \_\_\_\_\_

EDU232B \_\_\_\_\_ EDU483 \_\_\_\_\_

Subject Area: Natural Science (49 hours)

BIO154\* \_\_\_\_\_ BIO/ESC354 \_\_\_\_\_ BIO314 \_\_\_\_\_

BIO224 \_\_\_\_\_ CHM214\* \_\_\_\_\_ ESC214 \_\_\_\_\_

BIO234 \_\_\_\_\_ CHM224 \_\_\_\_\_ PHY211 \_\_\_\_\_

BIO344 \_\_\_\_\_ ESC114 \_\_\_\_\_ PHY212 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (150 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Natural Science Education

Freshman

Fall

BIB114

CHM214

EDU103

ENG113

MTH145 or higher

YCS101

17 Credits

Junior

Fall

ART 203

BIB (Upper) (2)

BIO 314

COM 333

ENG 223

HST 213

18 Credits

Jr. English Proficiency Test

Spring

BIB 123

BIO 154

CHM 224

ENG 123

PSY 143\*(sub for FAM 113)

17 Credits

Summer

EDU 343

3 credits

Spring

BIO 344

EDU 483

ENG 273

PHY 212

RDG 413

17 Credits

Sophomore

Fall

PHI 213

BIO 234

ESC 114 (even)

EDU 232A

PHY 211

17 Credits

Senior

Fall

BIB (Upper) (2)

EDS 203

EDU 313

EDU 373

ESC/BIO 354

PED 223

18 Credits

Spring

BIB/PHI 223

BIO 224

COM 113

EDU 232B

HST 223

PSY 323

18 Credits

Summer

ESC 214

4 credits

PPST &amp;

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

144

BACHELOR OF ARTS IN EDUCATION

Psychology Education (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 \_\_\_\_\_ ENG113\* \_\_\_\_\_

COM113 \_\_\_\_\_ ENG123 \_\_\_\_\_

\*\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Critical Appreciation (9 hours)

ART203 \_\_\_\_\_ Or MUS203 \_\_\_\_\_

ENG223 \_\_\_\_\_ ENG273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU343 \_\_\_\_\_

Historical Foundations (6 hours)

HST213 \_\_\_\_\_ HST223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC 153 \_\_\_\_\_

Biological Science:

NSC 163 \_\_\_\_\_

Mathematics:

MTH123 \_\_\_\_\_ OR MTH133 (or higher) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar"

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400-level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PFST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS 203 \_\_\_\_\_ EDU 313 \_\_\_\_\_ EDU 491 \_\_\_\_\_

EDU 103 \_\_\_\_\_ EDU 343\* \_\_\_\_\_ EDU 494 \_\_\_\_\_

EDU 232A \_\_\_\_\_ EDU 373 \_\_\_\_\_ RDG 413 \_\_\_\_\_

EDU 232B \_\_\_\_\_ EDU 483 \_\_\_\_\_

Subject Area : Psychology (30 hrs)

PSY 113 \_\_\_\_\_ PSY 323\* \_\_\_\_\_ PSY 433 \_\_\_\_\_

PSY 143\* \_\_\_\_\_ PSY 343 \_\_\_\_\_ PSY 473 \_\_\_\_\_

PSY 223 \_\_\_\_\_ PSY 423 \_\_\_\_\_

PSY 315 \_\_\_\_\_ EDS/PSY 485 \_\_\_\_\_

Plus 6 hours from :

SWK/SOC 381 \_\_\_\_\_ SOC 113 \_\_\_\_\_

A minimum of 6 hours in one or more of the other Social Science areas (Geography, History, Sociology)

\*count only one time

GENERAL ELECTIVES:

\_\_\_\_\_

TOTAL HOURS: (138 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Psychology

Freshman

Fall

BIB 114

COM 113

EDU 103

ENG 113

PSY 113

YCS 101

16 Credits

Junior

Fall

BIB (upper)

COM 333

EDU 373

PSY 223 (even-fall)

PSY 315 (even-fall)

SOC/SWK 381

17 Credits

Jr. English Proficiency Test

Spring

ART 203 or

MUS 203

BIB 123

HST 213

MTH 133 or higher

PSY 143\*(sub for

FAM 113)

ENG 273

18 Credits

Spring

EDS/PSY 485

EDU 483

ENG 223

PSY 343 (odd-sp)

PSY 423 (odd-sp)

RDG 413

18 Credits

Sophomore

Fall

PHI 213

EDS 203

EDU 232A

ENG 123

NSC 153

SOC 113

17 Credits

Summer

HST 223

3 credits

Senior

Fall

BIB (upper)

EDU 343

PED 223

PSY (upper) (3)

PSY (upper) (3)

PSY 473 (even-fall)

17 Credits

Spring

BIB/PHI 223

EDU 232B

EDU 313

NSC 163

PSY 323 (even-sp)

PSY 433 (even-sp)

17 Credits

PPST &

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

138

BACHELOR OF ARTS IN EDUCATION

Reading & Writing Education 7-12 (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 \_\_\_\_\_ ENG 113\* \_\_\_\_\_

COM 113 \_\_\_\_\_ ENG 123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Critical Appreciation (9 hours)

ART 203 \_\_\_\_\_ Or MUS 203 \_\_\_\_\_

and both of the following:

ENG 223 \_\_\_\_\_ ENG 273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU 343 \_\_\_\_\_

Historical Foundations (6 hours)

HST 213 \_\_\_\_\_ HST 223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM 113 \_\_\_\_\_

Religious Studies (9 hours)

BIB 123 \_\_\_\_\_ PHI 213 \_\_\_\_\_ BIB/PHI 223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC 153 \_\_\_\_\_

Biological Science:

NSC 163 \_\_\_\_\_

Mathematics:

MTH 123 \_\_\_\_\_ OR MTH 133 (or higher level) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PPST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS 203 \_\_\_\_\_ EDU 313 \_\_\_\_\_ EDU 491 \_\_\_\_\_

EDU 103 \_\_\_\_\_ EDU 343\* \_\_\_\_\_ EDU 494 \_\_\_\_\_

EDU 232A \_\_\_\_\_ EDU 373 \_\_\_\_\_ RDG 413 \_\_\_\_\_

EDU 232B \_\_\_\_\_ EDU 483 \_\_\_\_\_

Subject Area : Reading (33 hrs)

ENG 343 \_\_\_\_\_ ENG/EDU 363 \_\_\_\_\_ RDG 243 \_\_\_\_\_

ENG 413 \_\_\_\_\_ EDU393 \_\_\_\_\_ RDG 413\* \_\_\_\_\_

PSY 323\* \_\_\_\_\_ RDG 443 \_\_\_\_\_

RDG463 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (128 Minimum)

(44 hours must be upper division: 300-400 level)

BACHELOR OF ARTS IN EDUCATION

Social Science 7-12 (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 \_\_\_\_\_ ENG 113\* \_\_\_\_\_

COM 113 \_\_\_\_\_ ENG 123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English

must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Critical Appreciation (9 hours)

ART 203 \_\_\_\_\_ Or MUS 203 \_\_\_\_\_

and both of the following:

ENG 223 \_\_\_\_\_ ENG 273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU 343 \_\_\_\_\_

Historical Foundations (6 hours)

HST 213 \_\_\_\_\_ HST 223 \_\_\_\_\_

Human Behavior and Social Foundations (3 hours)

FAM 113 \_\_\_\_\_

Religious Studies (9 hours)

BIB 123 \_\_\_\_\_ PHI 213 \_\_\_\_\_ BIB/PHI 223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC 153 \_\_\_\_\_

Biological Science:

NSC 163 \_\_\_\_\_

Mathematics:

MTH 123 \_\_\_\_\_ Or MTH 133 (or higher level) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar"

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PPST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS 203 \_\_\_\_\_ EDU 313 \_\_\_\_\_ EDU 491 \_\_\_\_\_

EDU 103 \_\_\_\_\_ EDU 343\* \_\_\_\_\_ EDU 494 \_\_\_\_\_

EDU 232A \_\_\_\_\_ EDU 373 \_\_\_\_\_ RDG 413 \_\_\_\_\_

EDU 232B \_\_\_\_\_ EDU 483 \_\_\_\_\_

Subject Area: Social Sciences (51 hours)

History (21 hrs)

HST 273 \_\_\_\_\_ HST 283 \_\_\_\_\_ HST 303 \_\_\_\_\_

HST 213 \_\_\_\_\_ HST 223 \_\_\_\_\_

(plus two from the following list)

HST 313 \_\_\_\_\_ HST 343 \_\_\_\_\_

HST 323 \_\_\_\_\_ HST 353 \_\_\_\_\_

HST 333 \_\_\_\_\_ HST 413 \_\_\_\_\_

30 Semester Hours of "Other Social Sciences"

Economics (6 hours)

ECO 233 \_\_\_\_\_ ECO 243 \_\_\_\_\_

Sociology (6 hrs: choose two from the following list)

SOC 113 \_\_\_\_\_ FAM/SOC 123 \_\_\_\_\_ SOC 223 \_\_\_\_\_

Geography (6 hrs)

GEO 214 \_\_\_\_\_ PHG 123 \_\_\_\_\_

Political Science (6 hrs)

POL 123 \_\_\_\_\_ POL/HST 363 \_\_\_\_\_

Psychology (6 hrs: choose two from the following list)

PSY 113 \_\_\_\_\_ PSY 323 \_\_\_\_\_

PSY 143 \_\_\_\_\_ PSY 343 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (150 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Social Science Education

Freshman

Fall

BIB 114

COM 113

EDU 103

ENG 113

HST 213

YCS 101

16 Credits

Junior

Fall

BIB (Upper)

ECO 233

EDS 203

HST 273 (odd #yrs)

PED 223

NSC 163

EDU232B

19 Credits

Jr. English Proficiency Test

Spring

ART or MUS 203

BIB 123

ENG 123

HST 223

MTH 123

PSY 113

18 Credits

Summer

PHG 123

ENG 273

6 credits

Spring

ECO 243

EDU 483

HST 283 (even # yrs)

HST/POL 363

RDG 413

SOC/SWK 233 or

PSY 113/343

18 Credits

Summer

COM 333

3 Credits

Sophomore

Fall

PHI 213

EDU 232A

ENG 213

HST (U.S.) (3hr)

PSY 143\*(sub for FAM 113)

SOC 113

17 Credits

Senior

Fall

EDU 313

EDU 343

EDU 373

GEO 214

PSY 343

RHS 343 (3)

18 Credits

Spring

BIB/PHI 223

HST (World) (3hr)

NSC 153

POL 123

PSY 323

SOC 123

18 Credits

PPST &

Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits

148

## BACHELOR OF ARTS IN EDUCATION

Speech and Theatre Education 7-12 ( Field Endorsement)

(2009-2010 degree plan)

## GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 \_\_\_\_\_ ENG 113\* \_\_\_\_\_

COM 113 \_\_\_\_\_ ENG 123 \_\_\_\_\_

\*Students scoring below 18 on the ACT English

must pass ENG 103 before enrolling in ENG 113

Artistic Expression &amp; Critical Appreciation (9 hours)

ART 203 \_\_\_\_\_ Or MUS 203 \_\_\_\_\_

and both of the following:

ENG 223 \_\_\_\_\_ ENG 273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU 343 \_\_\_\_\_

Historical Foundations (6 hours)

HST 213 \_\_\_\_\_ HST 223 \_\_\_\_\_

Human Behavior &amp; Social Foundations (3 hours)

FAM 113 \_\_\_\_\_

Religious Studies (9 hours)

BIB 123 \_\_\_\_\_ PHI 213 \_\_\_\_\_ BIB/PHI 223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC 153 \_\_\_\_\_

Biological Science:

NSC 163 \_\_\_\_\_

Mathematics:

MTH 123 \_\_\_\_\_ Or MTH 133 (or higher level) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar"

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PPST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (40 hours)

EDS 203 \_\_\_\_\_ EDU 313 \_\_\_\_\_ EDU 491 \_\_\_\_\_

EDU 103 \_\_\_\_\_ EDU 343\* \_\_\_\_\_ EDU 494 \_\_\_\_\_

EDU 232A \_\_\_\_\_ EDU 373 \_\_\_\_\_ RDG 413 \_\_\_\_\_

EDU 232B \_\_\_\_\_ EDU 483 \_\_\_\_\_

Subject Area: Speech and Theatre (65 hrs)

COM 113\* \_\_\_\_\_ COM 312 \_\_\_\_\_ COM 398D \_\_\_\_\_

COM 173 \_\_\_\_\_ COM 322 \_\_\_\_\_ COM 398F \_\_\_\_\_

COM 213 \_\_\_\_\_ COM 333\* \_\_\_\_\_ COM 403 \_\_\_\_\_

COM 243 \_\_\_\_\_ COM 342 \_\_\_\_\_ COM 412 \_\_\_\_\_

COM 273 \_\_\_\_\_ COM 381 \_\_\_\_\_ COM 414 \_\_\_\_\_

COM 283 \_\_\_\_\_ COM 383 \_\_\_\_\_ COM 443 \_\_\_\_\_

COM 303 \_\_\_\_\_ COM 398A \_\_\_\_\_ COM 492 \_\_\_\_\_

COM 398B \_\_\_\_\_ COM 373 \_\_\_\_\_

COM 398C \_\_\_\_\_

Plus three of the following

COM 131 \_\_\_\_\_ COM 251 \_\_\_\_\_ COM 361 \_\_\_\_\_

COM 141 \_\_\_\_\_ COM 261 \_\_\_\_\_ COM 431 \_\_\_\_\_

COM 151 \_\_\_\_\_ COM 331 \_\_\_\_\_ COM 441 \_\_\_\_\_

COM 161 \_\_\_\_\_ COM 341 \_\_\_\_\_ COM 451 \_\_\_\_\_

COM 231 \_\_\_\_\_ COM 351 \_\_\_\_\_ COM 461 \_\_\_\_\_

COM 241 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (150 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Speech and Theatre Education

(A)ODD Year Start

Freshman

Fall

BIB 114

COM 113

COM 173

EDU 103

ENG 113

YCS 101

16 Credits

Spring

BIB 123

COM 243

COM 273

EDU232A

ENG 123

PSY 143 \*(sub for FAM 113)

17 Credits

Summer

ENG 273

3 credits

Sophomore

Fall

ART or MUS 203

PHI 213

COM 213

EDS 203

EDU 232B

NSC 153

17 Credits

Spring

BIB/PHI 223

COM 303

COM 322

COM 398B

ENG 223

NSC 163

MTH 133 or higher

18 Credits

Summer

COM 333

EDU 343

6 Credits

PPST &

Acceptance into Educ. Program

Junior

Fall

BIB (upper)

COM 283

COM 342

COM 381

COM 492 or 412

HST 213

PED 223

HST223

17 Credits

Jr. English Proficiency Test

Spring

BIB (Upper) (2)

COM 383

COM 403

COM 483

EDU 483

PSY 323

RDG 413

17 Credits

Senior

Fall

COM 312

COM 412 or 492

COM 398A

COM 398F

COM 414

COM 443

EDU 313

EDU 373

19 Credits

Spring

EDU 491

EDU 494

15 Credit

## BACHELOR OF ARTS IN EDUCATION

Special Education (K-12) (Field Endorsement)

## SECOND ENDORSEMENT ONLY

(2009-2010 Degree Plan)

\*EDS 203 must be taken before you begin taking any additional Special Education classes.

Subject Area: (41 hours)

\_\_\_\_ EDS 203\* F/S

\_\_\_\_ EDS 323 F

\_\_\_\_ EDS 402 S

\_\_\_\_ EDS 442 F

\_\_\_\_ EDS 443 F

\_\_\_\_ EDS 452 S

\_\_\_\_ EDS 472 F

\_\_\_\_ EDS 485 S

\_\_\_\_ EDS 490 F/S

\_\_\_\_ EDU 213 F/S

\_\_\_\_ EDU 232A F/S

\_\_\_\_ PED 303 S

\_\_\_\_ RDG 243 F

\_\_\_\_ RDG 443 S

\_\_\_\_ EDS 463 S

TOTAL HOURS \_\_\_\_\_

(Minimum depends on first area of endorsement.)

## GENERAL EDUCATION

EDS 203 Introduction to Learners w/ Exceptionalities

EDS 323 Inclusion &amp; Collaborative Partnerships

EDS 402 Instructional Interventions for Learning Disabilities

EDS 442 Instructional Interventions for Mental Disabilities Handicaps

EDS 443 Instructional Interventions for Behavioral Disorders, At-Risk Students

EDS 452 Transitions to Career/Vocation/Community

EDS 472 Planning and Managing Special Education Programs

EDS 485 Assessment Diagnosis and Evaluation

EDS 490 Student Teaching

EDU 213 Field Experience in Elementary/Middle Grades

EDU 232A Field Experience in Secondary Education I

PED 303 Adapted Physical Education

RDG 243 Foundations of Reading Instruction

RDG 443 Reading Strategies for Elementary/Middle Grades

RDG 463 Diagnosis/Remediation of Reading Difficulties

Updated 7-31-09

## BACHELOR OF MUSIC in Education

Vocal Music Education (K-12)

(2009-2010 degree plan)

## GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 \_\_\_\_ ENG 113\* \_\_\_\_

COM 113 \_\_\_\_ ENG 123 \_\_\_\_

\*Students scoring below 18 on the ACT English

must pass ENG 103 before enrolling in ENG 113

Artistic Expression & Critical Appreciation (9 hours)

ART 203 \_\_\_\_\_ Or MUS 203 \_\_\_\_\_

and both of the following:

ENG 223 \_\_\_\_\_ ENG 273 \_\_\_\_\_

Cultural Perspectives (3 hours)

EDU 343 \_\_\_\_\_

Historical Foundations (6 hours)

HST 213 \_\_\_\_\_ HST 263 \_\_\_\_\_

Human Behavior & Social Foundations (3 hours)

FAM 113 \_\_\_\_\_

Religious Studies (9 hours)

BIB123 \_\_\_\_\_ PHI 213 \_\_\_\_\_ BIB/PHI223 \_\_\_\_\_

Scientific Inquiry (9 hours: one course from each area)

Physical Science:

NSC 153 \_\_\_\_\_

Biological Science:

NSC 163 \_\_\_\_\_

Mathematics:

MTH123 \_\_\_\_\_ Or MTH133 (or higher) \_\_\_\_\_

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

\_\_\_\_\_ YCS101 "Freshman Seminar

\_\_\_\_\_ Upper-division Bible course\*

\_\_\_\_\_ Upper-division Bible course\*

(\*300- or 400- level courses in BIB, DOC, MIN, or RHS)

\_\_\_\_\_ Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

COM 333 \_\_\_\_\_ PSY 143 \_\_\_\_\_ PPST \_\_\_\_\_

PED 223 \_\_\_\_\_ PSY 323 \_\_\_\_\_

Acceptance into Program \_\_\_\_\_

Professional Development Core (42 hours)

EDS 203 \_\_\_\_\_ EDU 343\* \_\_\_\_\_ EDU 491 \_\_\_\_\_

EDU 103 \_\_\_\_\_ EDU 373 \_\_\_\_\_ EDU494 \_\_\_\_\_

EDU 232A \_\_\_\_\_ EDU 483 \_\_\_\_\_ RDG 413 \_\_\_\_\_

EDU 232B \_\_\_\_\_

EDU 313 \_\_\_\_\_

Subject Area : Vocal Music (57-60 hours)

APM 111 \_\_\_\_\_ APM 141 \_\_\_\_\_ APM 141 \_\_\_\_\_

APM 111 \_\_\_\_\_

Proficiency Offered: If not passed, must continue until department standard is met:

APM 211 \_\_\_\_\_ APM 441 \_\_\_\_\_ MUS 223 \_\_\_\_\_

APM 211 \_\_\_\_\_ MUS 112 \_\_\_\_\_ MUS 253 \_\_\_\_\_

APM 241 \_\_\_\_\_ MUS 113 \_\_\_\_\_ MUS 263 \_\_\_\_\_

APM 241 \_\_\_\_\_ MUS 122 \_\_\_\_\_ MUS 302 \_\_\_\_\_

APM 311 \_\_\_\_\_ MUS 123 \_\_\_\_\_ MUS 313 \_\_\_\_\_

APM 311 \_\_\_\_\_ MUS 161/171 \_\_\_\_\_ MUS 323 \_\_\_\_\_

APM 341 \_\_\_\_\_ MUS 161/171 \_\_\_\_\_ MUS 333 \_\_\_\_\_

APM 341 \_\_\_\_\_ MUS 212 \_\_\_\_\_ MUS 343 \_\_\_\_\_

APM 352 \_\_\_\_\_ MUS 213 \_\_\_\_\_ MUS 403 \_\_\_\_\_

APM 411 \_\_\_\_\_ MUS 222 \_\_\_\_\_ MUS 413 \_\_\_\_\_

MUS 433 \_\_\_\_\_

\*count only one time

TOTAL HOURS: (164 Minimum)

(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: K-12 Vocal Music Educ.

Freshman

Fall

APM 111

APM 141

BIB 114

EDU 103

ENG 113

MUS 112

MUS 113

YCS 101

MUS 203 (waived)

17 Credits

Junior

Fall

APM 352 (odd yrs)

CIS 303 or EDU 373

EDS 203

MUS 313 (even yrs)

MUS 333 (even yrs)

PED 223

14 Credits (odd yrs)

18 Credits (even yrs)

Jr. English

Proficiency Test

Spring

\*APM 111

\*APM 141

BIB 123

COM 113

ENG 123

MUS 161/171

MUS 122

MUS 123

17 Credits

Summer

ENG 223

NSC 153

6 Credits

Spring

MUS 302 (even yrs)

MUS 323 (odd yrs)

MUS 343 (odd yrs)

MUS 403 (odd yrs)

MUS 413 (even yrs)

RDG 413

PSY 323

16 Credits (odd yrs)

14 Credits (even yrs)

Summer

ENG 273

HST 213

6 credits

Sophomore

Fall

PHI 213

EDU 213

MUS 161/171

MUS 212

MUS 213

MUS 253

PSY 143 \*(sub for FAM 113)

17 Credits

PPST &amp;

Acceptance into

Educ. Program

Senior

Fall

BIB (2)

EDU 343

EDU 313

MTH 123/or higher

MUS 433 (odd yrs)

NSC 163

17 Credits (odd yrs)

14 Credits (even yrs)

Spring

BIB/PHI 223

HST 263

MUS 222

MUS 223

MUS 263

EDU 232A

BIB (2)

17 Credits

Summer

COM 333

3 Credits

Spring

EDU 491

EDU 494

15 Credits

Total Credits

159

THE STUDENT TEACHING EXPERIENCE And

OBJECTIVES OF THE STUDENT TEACHING PROGRAM

The primary purpose of the student teaching experience is to provide the student teacher with an opportunity for applying educational theories to an actual teaching experience. As both a college student and a student teacher, his or her role is a dual one; however, in the assigned school, he or she enters the classroom as a teacher, not as a student. Student teaching implies a team relationship between the cooperating teacher, the supervising teacher, and the student teacher. The prospective teacher has the opportunity to share responsibility with competent professionals in order to develop the skills and understandings considered necessary by the Nebraska State Department of Education, teacher education institutions, and cooperating Nebraska school districts. Every student teaching candidate will have completed all education classes and content area classes prior to student teaching. No student teacher shall be placed in any school that was a part of their K-12 education.

In order to promote and maintain a good working relationship with the schools in which they are placed, the following guidelines are offered for student teachers:

1. Be on time every day, and do not leave early unless pre-arranged with the cooperating teacher.
2. Dress in a manner compatible with that of the teachers in the assigned school.
3. If you must miss a day, call your cooperating teacher. (THIS IS ABSOLUTELY ESSENTIAL.) Also notify college representatives.
4. Make up absences at a time approved by your cooperating teacher.
5. Learn the school system policies and those of the building to which you are assigned.
6. Keep student records and all other student information strictly confidential.
7. Attend appropriate school functions including: faculty meetings, PTA meetings, any Open House, Parent/Teacher Conferences, etc.
8. Accompany class on field trips if any are taken.
9. Treat students with warmth, consistency, and fairness.

The student teaching assignment includes (1) observation, (2) cooperative planning, (3) teaching, and (4) evaluation. Suggested responsibilities for student teachers in each of these areas are outlined below. The length of time spent in each stage will depend on the length of the student-teaching experience and the individual student teacher.

I. Observation – During this time, the student teacher will assume some of the administrative and procedural tasks as delegated by the cooperating teacher. He or she may also be assigned to assist individuals or small groups.

#### A. Observation of students

1. Learn names as soon as possible by making seating charts, checking roll, reviewing information cards, permanent records, scheduling, etc. Learn times that special education students leave for resource classes.
2. Observe students with special learning problems. Become familiar with expectations for these students. Learn various methods for meeting these students' needs.

#### B. Observation of supervising teacher

##### 1. Teaching techniques

- a. Note method of opening class – teacher's point of focus.
- b. Observe the pacing of the class.
  - (1) Development of steps and routine
  - (2) Teacher's movement during lecture
  - (3) Vocabulary
  - (4) Teacher's use of cues from students (pacing – slow down, repeat, etc.)

##### (5) Approach to questions

##### (6) Lesson cycle

- c. Note the techniques that best hold students' interest and the different methods used with different students.
- d. Note method of closing class.

##### (1) The amount of time allotted for clearing away materials and the location of materials

- (2) Presentation of future assignment requirements

e. Note activities between classes or subjects

- (1) Interaction with students
- (2) Reorganization of materials
- (3) Position in classroom of teacher

2. Classroom management techniques

a. Discipline

- (1) Observe classroom management in terms of voice, volume, eye contact, transition activities, sponge activities, etc.
- (2) Observe positive discipline techniques used.
- (3) Look for consistent patterns of discipline which are firm, objective, positive and courteous.
- (4) Note infrequency of discipline problems in a classroom where students are successfully engaged in appropriate activities.
- (5) Note teacher's ability to adjust to unforeseen situations.
- (6) Note various noise levels and teacher's method of maintaining the proper level for each type of activity.

b. Grouping

- (1) Note whether or not groupings are used and the flexibility of those groupings.
- (2) Note teacher's time management with large group, small groups and individual students.

c. Learning Environment

- (1) Note room arrangement.
- (2) Note materials and equipment that encourage students to become self-managing.
- (3) Note materials and equipment that help create an attractive, functional learning environment.

3. Lesson Plans – observe cooperating teacher's plans and be aware that, at times, he/she adapts the plans to meet the needs of the day. It is necessary to have a plan, and to have materials ready, but BE FLEXIBLE!!!

4. Record Keeping – Observe the teachers' systems. Keep records as assigned by your cooperating teacher. Keep a separate copy of records of work you assign and grade.

5. Ideas and Materials – Copy ideas and materials before or after school, when students are not in class. Observe cooperating teacher's files and his/her organization. Expand your own files.

C. Special Resources

1. Visit the library/media center and computer lab.
2. Visit the counselor's office and nurse's area.
3. Learn the procedures concerning teacher use of duplicating machines, A.V. equipment, etc.
4. Learn about the services and materials available from the Education Service Center.
5. Be aware of special education programs/facilities and visit special education rooms.

II. Cooperative Planning – The cooperating teacher and the student teacher will begin early to plan for the

student teacher's first units of actual teaching, and discuss expectations for each stage of the student teaching term. The length of time spent in each stage will depend upon the length of the student teaching assignment and the individual student teacher.

III. Teaching – Gradually assume increasing amounts of responsibility for teaching the class. The professional development of student teachers proceeds through several stages. These stages, which follow the initial period of observation, include the following:

A. Assist cooperating teacher.

1. Perform daily routines (Check roll, help students with make-up work, supervise and assist students doing seat work, etc.).
2. Work with individual students or small groups of students.

B. Plan and direct limited activities.

1. Engage in cooperative planning with cooperating teacher.
  2. Prepare teaching aids and materials (includes bulletin boards).
  3. Direct learning activities as assigned.
  4. Evaluate students' progress.
- C. Plan and direct lessons on a daily basis.
1. Continue cooperative planning; follow the lead of your cooperating teacher.
  2. Plan and teach units of instruction.
  3. Become increasingly responsible for directing the learning activities of students and for maintaining classroom discipline.
- D. Assume teaching responsibility with minimal supervision from cooperating teacher.
1. Plan and direct more units of instruction.
  2. Assume primary responsibility for classroom management and instruction.
- IV. Evaluation – Evaluation consists of two components. You will be responsible for evaluating the progress of the students whom you teach, and you will also be responsible for conducting a self-evaluation of your professional development.
- A. Student evaluation
1. As you progress through the stages of student teaching, become increasingly responsible for evaluation of students' progress.
  2. Evaluate students' progress in relation to curriculum goals and learning objectives.
  3. Be involved in reporting progress on a regular basis to students and their parents.
- B. Professional development
1. Student teachers are evaluated in their professional development by both their cooperating teacher(s) and their supervising teacher.
  2. Participate actively in the evaluation of your own professional development.
  3. Establish professional goals and evaluate your own progress toward the achievement of these goals.

#### Standards for Professional Practices

##### Preamble:

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

Principle I – Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special service counseling is issued in Nebraska.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of 004.02G, 004.04E, or 004.05B of this chapter.

o Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special service counseling is issued in Nebraska.

o Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

o Shall not misrepresent his or her professional qualifications, nor those of colleagues.

- Shall seek no reprisal against any individual who had reported a violation of this chapter.

**Principal II – Commitment to the Student:** Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purpose, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.

**Principal III – Commitment to the Public:** The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

**Principal IV – Commitment to the Profession:** In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- Shall provide upon request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- Shall practice the profession only with proper certification, and shall actively oppose the practice of

the profession by persons known to be qualified.

Principal V – Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.
- Shall use time on duty to leave time for the purpose for which intended.

#### ADMISSION TO STUDENT TEACHING and

#### PROCEDURES TO FOLLOW TO BE PLACED AS A STUDENT TEACHER

After admission to York College and to the Teacher Education students must be formally admitted to Student Teaching. All students who are candidates for teaching certificates are required to student teach. The basic program for student teaching provides for a full-day experiences on a semester basis. Admission to Student Teaching requires the following:

1. Formal admission to Teacher Education
2. Senior standing with a minimum cumulative GPA of 2.50
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 working hours with K-12 students
6. A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Name: (First, Middle, Last)

Maiden Name:

E-mail Address:

Mail Address: (Local)

Mailing Address: (Permanent/Summer)

Local Phone Number:

Permanent/Summer Phone Number:

I plan to student/certify in the areas checked below

? Elementary Education

? K-6 Art Education

K-12 Education:

? Art Education

? Physical Education

? Religious Education

? Special Education

? Vocal Music Education

Middle Grades:

? Art

? Basic Business

? Health & Physical Educ

? Language Arts

? Mathematics

? Natural Science

? Social Science Secondary Education:

? Basic Business

? Biology

? Coaching

? English

? History

? Mathematics

? Natural Science

? Physical science

? Psychology

? Reading & Writing

? Social Studies

? Speech & Theatre

Student Teaching Semester:

Transportation Available? Yes ? No ?

All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Nebraska Department Education.

All Student Teachers will be placed within a 90 miles radius of York beginning April 28, 2004.

School/Grade PREFERENCES for Student Teaching

GRADE/SUBJECT SCHOOL NAME TEACHER NAME

First Choice

Second Choice

Third Choice

I have COMPLETED the following Teacher Education requirements and have provided York College Teacher Education with the appropriate documentation.

? Formal admission to Teacher Education

? Completed Signed Notice of Admission Procedures ? Completed Teacher Education Application for Admission form

? Completed Felony /Misdemeanor Statement ? Completed Teacher Education Health form

? Favorable recommendation from three YC Professors ? Average of 2 or above for the total average of the Freshman and Sophomore Year

Electronic Growth Portfolios

? Documented proof of a minimum of 60 semester hour of credit with a cumulative GPA of 2.50 or above

? Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview

Documented proof of successful completion (C or above) of each of the following courses:

COM 113 Basic Speech ? ENG 113 English Composition I ? ENG 123 English Composition II ? EDU 103 Introduction to Education

Satisfactory scores on the Pre-Professional Skills Test (PPST)

? Reading 170 ? Math 171 ? Writing 172

? Senior standing with a minimum cumulative GPA of 2.50

? Completion of all professional education courses with no grade below C

? Completion of all methods courses for each endorsement area with no grade below C

? A minimum of 100 working hours with K-12 students

? A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Additional Comments:

Candidate Signature: Date:

Application Student Teaching Revised 6/20/05 #3

STUDENT TEACHER WITHDRAWAL POLICY

When it is determined that a York College student teacher is doing less than satisfactory work as a student teacher, he/she may be withdrawn from the student teaching experience.

WHO CAN MAKE THE JUDGEMENT THAT THE STUDENT TEACHER IS DOING LESS THAN SATISFACTORY WORK?

The cooperating teacher, the school principal, or the college supervising teacher can make an initial determination that the student teacher is functioning at a level less than satisfactory.

#### WHEN THIS JUDGMENT IS MADE, WHAT HAPPENS?

When one or more of the above mentioned people have determined that a problem exists, a conference is held with all parties being present. During this conference, the differing views of the situation will be discussed, and a determination will be made by the supervising teacher whether or not the student teacher will be removed from the classroom. If the decision is made to remove the student teacher at that time, the student teacher will be provided with a written list of reasons for removal. Options then open to the student teacher are listed below.

If the decision is to leave the student in the classroom, a written list of suggestions for improvement and a time line for implementing these suggestions will be provided to the student teacher. If these improvements are made during the time frame established, the experience will be considered a success. Note: If the cooperating teacher and supervising teacher feel that additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

If the cooperating teacher and the supervising teacher decide that improvement is not being made, the decision will be made by the supervising teacher to remove the student from the assignment. The student will be provided again with a written list of reasons for the removal.

#### WHEN A STUDENT TEACHER IS WITHDRAWN FROM A CLASSROOM ASSIGNMENT, WHAT OPTIONS ARE PROVIDED THE STUDENT?

1. (The student may be reassigned). If sufficient time remains in the semester (usually a minimum of 7 to 8 weeks), and the supervising teacher determines that this might solve the problem.
2. The student can officially withdraw from student teaching, and a "W" will be entered on the transcript.
3. The student can request an "incomplete" to be entered as a grade for the semester in progress. If this is done, the student must be placed for an experience during the next semester and complete the experience during that semester, or the "I" will revert to a grade of "F".
4. If none of the above options are selected, a grade of "F" will be entered on the transcript.

If option two or option four is taken, the student may be given the opportunity to enroll in student teaching in a subsequent semester, and, if completed successfully, receive an appropriate grade. If option three is taken, the student will be placed in a different assignment the semester immediately following the semester from which the student withdrew. The student must complete the student teaching during this semester or receive a grade of "F".

#### IF THE STUDENT WISHES TO APPEAL ANY DECISIONS LISTED ABOVE, WHAT IS THE PROCEDURE?

1. File a written appeal to the York College Teacher Education Council within five (5) working days of the decision.
2. File a written appeal to the Chair of the York College Education Division within five (5) working days of the decision by the Teacher Education Council.
3. File a written appeal to the Vice President for Academic Dean within five (5) working days of a decision by the Teacher Education Council.

#### Teacher Certification

A Nebraska Teaching certificate is a license to teach. Any teacher who is teaching without a valid certificate is subject to prompt discharge without recourse to the due process provisions which otherwise apply to a termination.

It is your responsibility as a professional to keep your Nebraska Certificate current (valid) while you teach in Nebraska's approved public or private schools. No certification from any other state has any standing (legal validity) in Nebraska.

Certification is not automatic. Students who successfully complete the Teacher Education Program at York College will qualify for the Nebraska Initial Teaching Certificate. Application will be made during student teaching seminar class.

The Procedures for securing a Nebraska Initial Certificate are as follows:

? Complete an Application for Nebraska Certification (made available during Student Teacher Seminar)

? Application

? Out of State applications need to get Finger Prints

? Send Original PPST score report(s) from the Educational Testing Service to York College to accompany your application

? Attach a check with the application

? Official transcript

? Complete a Criminal Charges or Convictions Self-Reporting Form

? Return the completed application with the above information enclosed to the York College Teacher Education Department. Completed applications will then be mailed by York College to Lincoln to be processed.

Placement Services

Education Placement

For placement information contact:

• Kathleen B. Wheeler, Education Division, Chair (402) 363-5696

• Erin Sams, Administrative Assistant (402) 363-5694

EDUCATION CHECKLIST

STUDENT NAME:

Application for Admission to Teacher Education

\_\_\_\_\_

Health Form

\_\_\_\_\_

Favorable Faculty Recommendations Forms

\_\_\_\_\_

PPST Reading

\_\_\_\_\_ ? Yes Passed

PPST Math

\_\_\_\_\_ ? Yes Passed

PPST Writing

\_\_\_\_\_ ? Yes Passed

Interview

\_\_\_\_\_ ? Successful Interview

English Proficiency Exam

\_\_\_\_\_ ? Yes Passed

Acceptance Letter

\_\_\_\_\_

Freshman Year EGP

\_\_\_\_\_

Sophomore Year EGP

\_\_\_\_\_

Junior Year EGP

\_\_\_\_\_ ART 313 Teaching Art (3)\_\_\_\_\_

EDS 203 Intro to Learners w/ Except (3) \_\_\_\_\_

EDU 103 Intro to Education (14)\_\_\_\_\_

EDU 111 Tutoring (15)\_\_\_\_\_

EDU 211 Tutoring (15)\_\_\_\_\_

EDU 213 Field Experience (45)\_\_\_\_\_

EDU 232A Field Experience (30)\_\_\_\_\_

EDU 232B Field Experience (50)\_\_\_\_\_

EDU 311 Tutoring (15)\_\_\_\_\_

EDU 323 Teaching Math (14)\_\_\_\_\_

EDU 333 Teaching Lang Arts (14)\_\_\_\_\_

EDU 393 MS and the MS Student (15)\_\_\_\_\_

EDU 411 Tutoring (15)\_\_\_\_\_

EDU 423 Teaching Social Studies (5)\_\_\_\_\_

EDU 483 Secondary Methods ( )\_\_\_\_\_

MUS 413 Teaching Music ( )\_\_\_\_\_

PED 323 Teaching Health & PE ( )\_\_\_\_\_

RDG 456 Writ/Read & Diagnosis(10)\_\_\_\_\_

Other \_\_\_\_\_

Total hours:

Senior Year EGP

Signed Notice of Admission

“Why I Want To Teach” essay

Done in EGP

Fresh/Soph/Junior/Senior

Felony /Misdemeanor Form

Guidelines for York Public Schools

Data Sheet

Completed Speech

(COM 113)

Completed English

(ENG 113)

Completed English

(ENG 123)

Completed Intro. To Educ. (EDU 103)

Logged hours completed (100)

**Section I.b Undergraduate Requirements**

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes

Other	No	No
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What is the minimum GPA required for a admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.4

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.18

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program (s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for a admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	150
Unduplicated number of males enrolled in 2011-12:	69
Unduplicated number of females enrolled in 2011-12:	81

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7

Race	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	127
Two or more races:	0

**Section I.d Supervised Experience**

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	550
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	46

Please provide any additional information about or descriptions of the supervised clinical experiences:

**Section I.e Teachers Prepared by Subject Area**

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	3
Teacher Education - Multiple Levels	3
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	3
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	

Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

**Section I.f Program Completers**

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 21

2010-11: 15

2009-10: 20

**Section II. Annual Goals - Mathematics**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

1

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

No

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

No

How many prospective teachers did your program plan to add in science in 2011-12?

Did your program meet the goal for prospective teachers set in science in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

No

How many prospective teachers does your program plan to add in science in 2013-14?

Provide any additional comments, exceptions and explanations below:

### Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

3

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

### Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

These strategies are part of many classes and students encounter these ideas in multiple classes and from multiple instructors. EDU 203 (Intro to Learners with Exceptionalities), EDU 213 (Field Experience in Elementary/Middle Grades), EDU232A EDU 232B (Secondary Field Experience), EDU 343 (Human Relations/ Multiculturalism) PED 223 (Health Education)

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7			
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	11	182	11	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	16	178	15	94
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	11	180	11	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	15	178	15	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	11	177	11	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	15	176	14	93

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2010-11	11	11	100
All program completers, 2009-10	16	14	88

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Other (specify: North Central Association - Higher Learning Commission)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes

- use technology effectively to collect data to improve teaching and learning

Yes

- use technology effectively to manage data to improve teaching and learning

Yes

- use technology effectively to analyze data to improve teaching and learning

Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

These concepts are spread throughout the program and occur in multiple class and with multiple instructors. All students take an instructional technology class, an educational psychology class, an introduction to learners with exceptionalities, methods classes, and field experiences. The concepts listed above are covered in these and other classes.

2010-2011

Teacher Education Unit

Education Department

- Alfred Arth
- Erin DeHart
- Chris Luther
- Kathleen Wheeler

Technology Use

Videos; teleconferences with national experts; guest speakers; electronic portfolio; introducing Skype this year

Electronic portfolio

Electronic portfolio

Electronic portfolio, YouTube, video, audio, Face Book, guest speakers, field trips, texting, electronic group discussions

Physical Education Department

- Bobby DeHart
- Patti Jensen

Technology Use:

PowerPoint, videos, internet web sites (disability specific), moodle, YouTube, and Forum Responses.

Video gaming, Virtual mentor, Music, Videos, PowerPoint, Web site links, Reading assignments/videos posted online via Moodle, Assignments posted via Moodle, Pedometers

Fine and Performing Arts Department

- Clark Roush No response

Natural Sciences and Mathematics Department

- Gail Miller

Lesson plans using technology, assessments using technology, resource material in class, technology should be used in portfolio

E.A. Levitt School of Business Department

- Marti Soderholm Teaches the required Instructional Technology class

Adjuncts

- Blaine Friesen--No response
- Sheila Hubbard--No response
- Kendra Matkins--No response
- Roger Rine--No response
- Deb DiToro--No response

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

From their "Introduction to Learners with Exceptionalities", "Human Relations/Multicultural Awareness", "Field Experiences", and "Student Teaching", these concepts are covered multiple times.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education Program (mild/moderate) has 10 classes in the endorsement that cover the topics listed above.

### Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

[http://www.york.edu/pdf/NCATE\\_10.pdf](http://www.york.edu/pdf/NCATE_10.pdf)

### Supporting Files

York College  
Traditional Program  
2011-12

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 12/31/2015)