### Institution Information

**Name of Institution:** York College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-2013  
**State:** Nebraska  
**Address:** 1125 E. 8th St.  
York, NE, 68467  

**Contact Name:** Dr. Kirk Mallette  
**Phone:** 402 363 5696  
**Email:** kmallette@york.edu

In your institution, are you a member of an NEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  

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 basic 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/oii/tqp/index.html](http://www2.ed.gov/about/offices/list/oii/tqp/index.html).

#### Teacher Preparation Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Participating Grant Members?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Physical Education</td>
<td>No</td>
</tr>
<tr>
<td>Art</td>
<td>No</td>
</tr>
<tr>
<td>Basic Business</td>
<td>No</td>
</tr>
<tr>
<td>Biology</td>
<td>No</td>
</tr>
<tr>
<td>Coaching</td>
<td>No</td>
</tr>
<tr>
<td>Elementary</td>
<td>No</td>
</tr>
<tr>
<td>English</td>
<td>No</td>
</tr>
<tr>
<td>History</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics</td>
<td>No</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>No</td>
</tr>
<tr>
<td>Natural Science</td>
<td>No</td>
</tr>
<tr>
<td>Physical Education</td>
<td>No</td>
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<tr>
<td>Psychology</td>
<td>No</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>No</td>
</tr>
<tr>
<td>Religious</td>
<td>No</td>
</tr>
<tr>
<td>Social Science</td>
<td>No</td>
</tr>
<tr>
<td>Special Education</td>
<td>No</td>
</tr>
<tr>
<td>Speech and Theatre</td>
<td>No</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>No</td>
</tr>
</tbody>
</table>

**Total number of teacher preparation programs:** 20

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
- Junior year (60+ hours) - 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://york.edu/Academics/Departments/Education.aspx](http://york.edu/Academics/Departments/Education.aspx)

Please provide any additional comments 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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The Conceptual Framework

Conceptual Framework chart

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.

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.

Individual

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

Academic

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

Spiritual

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

Core Values:

- To provide students with quality, academic, liberal arts programs in the arts, sciences, and professional areas.
- 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 an environment where tolerance, dialog, and the pursuit of truth are honored, enabling them to mature in spiritual, academic, and community life.
- To provide students with an emphasis in service, behavior, ideals, and the pursuit of truth are honored, enabling them to mature in spiritual, academic, and community life.
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Purposes:

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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.

VALUES TO FORM COLLEGE

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.

TEACHER EDUCATION

WELCOME TO YORK COLLEGE

OF MISSION AND PURPOSES

STATEMENT

OF MISSION AND PURPOSES

Welcome 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.

Values:

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The mission of York College is to provide a quality liberal arts education to an undergraduate and graduate population of diverse students within an ever-changing social, cultural, technological, and economic environment. York College Teacher Education candidates are expected to reflect the values and mission of the institution. Effective Christian Educators 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.

Student Development and Learning:

- The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of students.
- The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The candidate uses student involvement in the assessment process to motivate student learning.
- The candidate applies technology to facilitate a variety of effective assessment and evaluation strategies.
- The candidate 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.
- The candidate samples student achievement to draw confident conclusions about instruction and student learning.
- The candidate uses a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment) and descriptive feedback to inform instructional decision-making and improve student learning.
- The candidate appreciates and values human diversity and believes that all children can learn at high levels and parents in leading all children achieve success.

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Acceptance to Student teaching requires the following:

1. Formal admission to Teacher Education beginning April 28, 2004
2. Acceptance to Student teaching requires the following:
   a. Completion of Teacher Education Health Form
   b. Documented proof of a minimum of 100 hours working with K-12 students
   c. Completion of all professional education courses with no grade below C

3. To successfully complete the Electronic Growth Portfolio, candidates must meet or exceed the designated targets.

Requirements for Portfolios #5 Revised 7/1/04

 Mentor.

These additions and deletions can be made by the candidate, by submitting the Request for Electronic Growth Portfolio Change form to the current 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.

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 candidate will receive feedback and recommendations for improvement and next steps.

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 course meets or exceeds the designated targets.

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 portfolio must include the following information:
   a. Title of the plan
   b. A summary of the plan, including the rationale and expected goals
   c. A description of the candidate's growth in the plan
   d. An evaluation of the candidate's progress toward the goals
   e. A plan for future growth

2. Each Electronic Growth Portfolio must include a Candidate Proficiencies matrix, which outlines the knowledge, skills, and dispositions of the candidate.

3. Each Electronic Growth Portfolio must include a Candidate Proficiency Statement, which outlines the knowledge, skills, and dispositions of the candidate.

4. Each Electronic Growth Portfolio must include a Candidate Proficiency Profile, which outlines the knowledge, skills, and dispositions of the candidate.

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Requirements for Portfolios #5 Revised 7/1/04

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Education Placement

For placement information contact:
Kathleen B. Wheeler, Education Division (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
? Early Childhood Education
? Art Education
? Physical Education
? Religious Education
? Special Education
? Visual Arts Education
? Music Education

Middle Grades:

? Art
? Basic Business
? Health & Physical Education
? Language Arts
? Mathematics
? Physical Science
? Psychology
? Reading & Writing

? Social Studies

? Speech & Theater

I submit the following from 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 successful completion of 60 semester hours of credit with a cumulative GPA of 2.50 or above

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(s) Avenue of Complaint Record

Form Issued By
Form Due Date

Candidate(s) Initiating Complaint Address(es)
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 proper information for each step as needed. Once the process begins, this record must 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

Result

Signature of Faculty Member Signature of Candidate(s)

2. Department/Division Chair
FELONY/MISDEMEANOR STATEMENT

005.07A The institution shall require the prospective teacher education student to provide a list of all criminal convictions, except traffic offenses. The institution shall require the prospective student to either (a) enter under oath that he or she has no felony convictions, or no misdemeanor convictions involving abuse, neglect, or sexual misconduct, EXCEPT THE conviction for any such offense requires that I immediately notify the Education Division Chair.

005.07A or

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 as defined in Section 005.07A may affect participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner of the Board. 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 teaching, without approval by the Commissioner or the Board. A person with a conviction as defined in Section 005.07A may request approval from the Commissioner of the Board. A person with a conviction as defined in Section 005.07A may request approval from the Commissioner of the Board.

005.07A3 For purposes of this Chapter, a felony conviction means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following felonies. However, such convictions shall be listed by 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 teaching, without approval by the Commissioner or the Board. 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 teaching, without approval by the Commissioner or the Board.

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 teaching, without approval by the Commissioner or the Board. 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 teaching, without approval by the Commissioner or the Board.

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.
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. FOR STUDENT TEACHING, I understand that I must also complete the Student Teaching Program Application. The petition must be signed by the Education Division Chair. I understand that the Education Division Chair will act on my petition. If I am granted permission to participate in any field experience or student teaching activity:

I certify that my signature above is my genuine signature and that I entered the date my signature was placed.

____________________________________
(Legal signature of student)

Subscribed and sworn before me this __________day of __________, ___________.

____________________________________
NOTARY PUBLIC

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 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

Required Entries:
1. Written Introduction to the Portfolio
2. ‘Why I Want to Teach’ Essay
3. Dispositions of a Teacher
4. Written Conclusion to the Portfolio
5. Portfolio Evaluation Form/Staff

Other (Optional):
6. Work Completed from any other course
7. Materials created for a lesson
8. Field of study-based research
9. Leadership in York College activities
10. Leadership in York College activities
11. Letters of recommendation
12. Notes from students, parents, or school personnel
13. Examples of technology proficiency
14. Portfolio of work completed with students

Portfolio Matrices Revised 6/29/04 #2
<table>
<thead>
<tr>
<th>Required Entries</th>
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<tbody>
<tr>
<td>1. Written Introduction to the Portfolio</td>
</tr>
<tr>
<td>2. Lesson Plan</td>
</tr>
<tr>
<td>3. Field Experience Notes</td>
</tr>
<tr>
<td>4. Work completed from content or general education course</td>
</tr>
<tr>
<td>5. Materials created for a lesson or picture of a bulletin board created</td>
</tr>
<tr>
<td>6. Statement copy of the Field Experience Log</td>
</tr>
<tr>
<td>1. Evidence of learning to diversity</td>
</tr>
<tr>
<td>2. Evidence of student learning (context sample)</td>
</tr>
<tr>
<td>3. Examples of Assessments used</td>
</tr>
<tr>
<td>4. Examples of technology proficiency</td>
</tr>
<tr>
<td>5. Evidence of York College activities</td>
</tr>
<tr>
<td>6. Written Conclusion to the Portfolio</td>
</tr>
<tr>
<td>7. Portfolio Evaluation Form - Self</td>
</tr>
<tr>
<td>8. Leadership in York College activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER (optional):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letters of recommendation</td>
</tr>
<tr>
<td>2. Notes from students, parents, or school personnel</td>
</tr>
<tr>
<td>3. Pictures of working with students</td>
</tr>
</tbody>
</table>

**Portfolio Matrices Revised 6/29/04 #2**

**York College**

**Teacher Education**

**Junior Year**

Electronic Growth Portfolio

Student Portfolios: Table of Contents

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<thead>
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<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>RDG 456</td>
<td>Student Development and Learning</td>
</tr>
<tr>
<td>EDU 213</td>
<td>Middle Grades and Teaching</td>
</tr>
<tr>
<td>EDU 232 A/B</td>
<td>Secondary and Teaching</td>
</tr>
</tbody>
</table>

**Candidate Proficiencies**

| #1 | Student Development and Learning |
| #2 | Instructional Strategies |
| #3 | Assessment of Teaching and Learning |
| #4 | Reflective Practitioner and Lifelong Learner |
| #5 | Effective Christian Educator and Leadership Through Service |

**Senior Year**

Target Course: EDU 491, Student Teaching Seminar

Mentor: Dr. Kathleen Wheeler

Electronic Growth Portfolio

<table>
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<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 491</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>

**Candidate Proficiencies**

| #1 | Student Development and Learning |
| #2 | Instructional Strategies |
| #3 | Assessment of Teaching and Learning |
| #4 | Reflective Practitioner and Lifelong Learner |
| #5 | Effective Christian Educator and Leadership Through Service |
Required Courses:

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

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

ADAPTIVE PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

- Special Education (K-12/Field Endorsement must be added to another endorsement)
- Secondary Social Science Education (7-12/Field Endorsement)
- Secondary Reading and Writing Education (7-12/Subject Endorsement)
- Secondary Psychology Education (7-12/Subject Endorsement)
- Secondary Natural Science Education (7-12/Field Endorsement)
- Secondary Mathematics Education (7-12/Field Endorsement)
- Secondary History Education (7-12/Subject Endorsement)
- Secondary English Education (7-12/Subject Endorsement)
- Secondary Biology Education (7-12/Subject Endorsement)
- Secondary French Education (7-12/Subject Endorsement)
- Secondary German Education (7-12/Subject Endorsement)
- Secondary Spanish and French Education (7-12/Field Endorsement)
- Secondary Social Studies Education (7-12/Field Endorsement)
- Secondary Spanish and French Education (7-12/Field Endorsement)

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 thrice during each semester. If a student fails to pass the exam by the second attempt, he/she will be required to retake the test. The English proficiency exam is a computer-based exam and requires students to demonstrate their understanding of English language usage and proficiency.

Portfolio Matrices Revised 6/29/04

22. Pictures of working with students

Portfolio Evaluation Form

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 the evidence that supports this rating in the Candidate Electronic Growth Portfolio, in the appropriate column, which supports each of your ratings.

1. The candidate demonstrates an understanding of 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.

2. The candidate integrates how children learn and develop, and how providing appropriate and structured opportunities that support their intellectual, social, physical, and emotional development.

3. The candidate demonstrates how students differ in their approaches to learning and create instructional opportunities that enable all students to reach their highest potential.

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

5. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

6. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and support in the learning community, and who actively seeks out opportunities to grow professionally.

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

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

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). The candidate makes informed decisions and takes appropriate action in response to these evaluations.

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

11. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

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

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

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

15. 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 environment. The candidate’s choices are informed by his/her professional growth and uses these insights to make informed decisions.

16. The candidate integrates how children learn and develop, and how providing appropriate and structured opportunities that support their intellectual, social, physical, and emotional development.

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

18. The candidate integrates how children learn and develop, and how providing appropriate and structured opportunities that support their intellectual, social, physical, and emotional development.

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

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

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

22. The candidate integrates how children learn and develop, and how providing appropriate and structured opportunities that support their intellectual, social, physical, and emotional development.
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.

Prerequisites:

- PED333 Introduction to Learners with Exceptionalities
- PED353 Instructional Strategies in Adapted Physical Education

Requirements:

- PED333 Physical Education for Persons with Severe Disabilities
  Study of 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 individualized 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 (3 hours)

- ART153

Total General Education: 51+ hours

Institutional Requirements (5-7 hours)

- YCS101 "Freshman Seminar"
- Upper-division Bible course*
- Upper-division Bible course*

- Junior English Proficiency Exam

Departmental Requirements (12 hours)

- COM333
- PSY143
- PSY323

- PED 223
- PPST

- Acceptance into Program

Professional Development Core (37 hours)

- EDS203
- EDS205
- EDS213
- EDS215
- EDS223
- EDS233

Subject Area:

- Art offered at YORK (27 hrs)
- ART133
- ART203* (or higher)
- ART233
- ART333

- 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)
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)  
16 Credits  
Summer  
ENG 120  
HST 270  
6 credits  
Supportive  
Fall  
ART 146C  
ART 150  
ART 271C  
COM 115  
EBS 203  
11 Credits  
Spring  
ART 280C  
ART 270C (optional)  
BIB/PBI 222  
EBS 315  
EBS 351  
PH 213  
11 Credits  
Summer  
ENG 220  
HST 230  
6 credits  
*Prior & Acceptance into Basic Program  
Junior  
Fall  
ART 220C  
ART 263  
COM 330  
EBS 324  
EBS 375  
PWS 225  
11 Credits  
Spring  
ART 340C  
ART 301 (optional)  
BIB/PBI 325 (Sp)  
EBS 485  
PWS 325  
PWS 413  
11 Credits  
Summer  
ENG 375  
BIB (Upper)  
6 credits  
Senior  
Fall  
ART 310  
ART 310C  
ART 330  
ART 340C  
BIB (Upper)  
11 Credits  
Spring  
EBS 324  
EBS 375  
15 Credits  
Total Credits  
151  
COACHING (Supplemental/Endorsed)  
2009-2010  
Subject area: Coaching (13 hours)  
PWS*322  
PWS*323  
PWS*324  
Support Courses (Choose Three)  
PWS*325  
PWS*326
PED 332__________
PED 342__________
*count only one time
TOTAL HOURS________
PED 102 First Aid & Cardio-Pulmonary Resuscitation
PED 203 Care and Prevention of Athletic Injuries
PED 312 Concepts of Coaching and Officiating
PED 302 Coaching Baseball and Softball
PED 312 Coaching Basketball
PED 322 Coaching Track and Field
PED 322 Coaching Football and Soccer
PED 322 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 (3 hours)
REL203 ______
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 MTH 163_____ PPST_______
Acceptance into Program _____
Professional Development Core (36 hours)
EDS203 _____ EDU313 ______ EDU491______
EDU103 _____ EDU343 ______ EDU494______
EDU213_____ EDU373 ______ RDG243______
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
BIB 114
ENG 113
PSY 143*(sub for FAM 113)
YCS 101
16 Credits
Spring
ART 203 or
MUS 203
BIB 120
ENG 123
MTH 123
NED 103
OSB 218
St. Andrews
Sophomore
Fall
IBT 116
COM 115
ESL 100
ENG 110
PED 102* (sub for PED 112)
VCE 101
St. Andrews
Spring
ART 203 or
MUS 203
BIB 120
ENG 123
MTH 123
NED 103
OSB 218
St. Andrews
Senior
Fall
PHI 213  
EDU 213  
ENG 273  
HST 213  
NSC 153  
RDG 243  
18 Credits  
Spring  
EDU 223  
ENG 223  
EDU/ENG 353  
17 Credits  
BIB/PHI 223  
EDS 203  
ENG 223  
MTH 145 or MTH 163  
PED 223  
HST 223  
18 Credits  
Fall  
ART 313  
BIB (2)  
COM 333  
EDU 313  
EDU 333  
EDU/ENG 353  
17 Credits  
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)  
**Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113  
Artistic Expression & Cultural Appreciation (9 hours)  
ART 203  
ENG 223  
ENG 273  
Cultural Perspectives (3 hours)  
GEO 214  
Historical Foundations (6 hours)  
HST 213  
HST 223  
Human Behavior and Social Foundations (3 hours)  
FAM 113  
Religious Studies (9 hours)  
BIB 114  
BIB/PHI 223  
PHY 213  
Total General Education: 51+  
INSTITUTIONAL REQUIREMENTS (5-7 hours)  
_____YCS 101 "Freshman Seminar"  
_____Upper-division Bible course*  
_____Upper-division Bible course*  
(*300- or 400- level courses in BIB, DOC, MIN, or RHS)  
DEPARTMENTAL REQUIREMENTS (15 hours)  
COM 333  

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td>Professional Development Core (36 hours)</td>
<td>EDS 203, EDU 313, EDU 491, EDU 103, EDU 343, EDU 494, EDU 213, EDU 373, EDU 213*</td>
</tr>
</tbody>
</table>

**Subject Area: Elementary Education (33 hrs)**

| Artistic Expression & Critical Appreciation (9 hours) | ART 203, or MUS 203, ENG 223, ENG 273 |

**Cultural Perspectives (3 hours)**

| Historical Foundations (6 hours) | HST 213, HST 223 |

**Human Behavior and Social Foundations (3 hours)**

| Religious Studies (9 hours) | BIB 113, ENG 113*, COM 113, ENG 123 |

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

- Physical Science: NSC 153
- Biological Science: NSC 163
- Mathematics: MTH 123, MTH 163

**Total General Education requirements: 51 hours**

**INSTITUTIONAL REQUIREMENTS: (5-7 hours)**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>YCS 101 &quot;Freshman Seminar&quot;</td>
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<tr>
<td>Upper-division Bible course*</td>
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<tr>
<td>Upper-division Bible course*</td>
</tr>
<tr>
<td>Sophomore Test of English Proficiency</td>
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**DEPARTMENTAL REQUIREMENTS: (12 hours)**

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<th>Course</th>
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<tbody>
<tr>
<td>COM 333, PED 223, PSY 143*</td>
</tr>
<tr>
<td>MTH 123 or higher, PPST</td>
</tr>
</tbody>
</table>

**Acceptance into Program**

**Area of Concentration: Middle Grades Education (31 hrs)**

| MUS 383, or ART 313, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**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* |

**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 |

**Area of Concentration: Language Arts (24 hours)**

| ENG 213, or ENG 313, ENG 413, ENG 443, or ENG/EDU 353, or ENG/EDU 363, or RDG 443 |

**Area of Concentration: Mathematics (21 hours)**

| MTH 123, MTH 173, MTH 213, MTH 133, MTH 184, or MTH 163 |

**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)**

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Level Courses (12 hours)</th>
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</thead>
<tbody>
<tr>
<td>SUB 113, ENG 113, COM 113, ENG 123*</td>
</tr>
</tbody>
</table>

**Artistic Expression & Critical Appreciation (9 hours) | ART 203, or MUS 203, ENG 223, ENG 273 |

**Cultural Perspectives (3 hours) | HST 213, HST 223 |

**Human Behavior and Social Foundations (3 hours) | PSY 143 |

**Religious Studies (9 hours) | BIB 113, ENG 113*, COM 113, ENG 123 |

**Scientific Inquiry (9 hours): one course from each area | NSC 153, NSC 163, MTH 123 or higher |

**Total General Education requirements: 51 hours**

**INSTITUTIONAL REQUIREMENTS: (5-7 hours) | YCS 101 "Freshman Seminar" |

**Upper-division Bible course* | BIB 123, PHI 213, BIB/PHI 223 |

**Sophomore Test of English Proficiency | ENG 001 |

**DEPARTMENTAL REQUIREMENTS: (12 hours) | COM 333, PED 223, PSY 143* |

**MTH 123 or higher, PPST | MTH 123 or higher, PPST |

**Acceptance into Program | MTH 123 or higher, PPST |

**Area of Concentration: Elementary Education (33 hrs) | ART 313, or MUS 383, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**Choose Two Areas of Concentration:**

**Area of Concentration: Elementary Art (27 hours)**

| ART 133, ART 233, ART 313*, ART 153, ART 243, ART 333, ART 203* |

**Area of Concentration: Elementary Education (33 hrs) | ART 313, or MUS 383, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**Choose Two Areas of Concentration:**

**Area of Concentration: Elementary Art (27 hours)**

| ART 133, ART 233, ART 313*, ART 153, ART 243, ART 333, ART 203* |

**Area of Concentration: Elementary Education (33 hrs) | ART 313, or MUS 383, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**Choose Two Areas of Concentration:**

**Area of Concentration: Elementary Art (27 hours)**

| ART 133, ART 233, ART 313*, ART 153, ART 243, ART 333, ART 203* |

**Area of Concentration: Elementary Education (33 hrs) | ART 313, or MUS 383, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**Choose Two Areas of Concentration:**

**Area of Concentration: Elementary Art (27 hours)**

| ART 133, ART 233, ART 313*, ART 153, ART 243, ART 333, ART 203* |

**Area of Concentration: Elementary Education (33 hrs) | ART 313, or MUS 383, EDU 111, EDU 323, EDU 423, EDU 211, EDU 333, EDU 433, EDU 213* |

**Choose Two Areas of Concentration:**

**Area of Concentration: Elementary Art (27 hours)**

| ART 133, ART 233, ART 313*, ART 153, ART 243, ART 333, ART 203* |
**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**

**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

**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

**17 Credits**

**Summer**
- BIB (UD) 2

2 Credits

EDU 433
17 Credits
Spring
BIB/PHI 223
BIO 224
EDU 211
ENG 223/224
MTH 145 or 214
MUS 383 or ART 313
14-18 Credits
Summer
COM 333
HST 213/223
6 Credits
Spring
EDU 416
6 Credits
Total Credits: 144

BACHELOR OF ARTS IN EDUCATION
Physical Education (K-6) (7-12) (Subject Endorsement)
And Coaching (7-12) (Supplemental Endorsement)

EDU 411
Spring
EDU 434
15 Credits

BACHELOR OF ARTS IN EDUCATION
Physical Education (K-6) (7-12) (Subject Endorsement)
And Coaching (7-12) (Supplemental Endorsement)

EDU 411
Spring
EDU 434
15 Credits

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

DEPARTMENTAL REQUIREMENTS (12 hours)

Required: (12 hours)

EDU 213
EDU 373
RDG 413
EDU 372
EDU 483

Subject Area: Physical Education (40 hours)

PED 102
PED 233
PED 312
PED 212
PED 222
PED 302
PED 303
PED 323
PED 413
PED 443

Subject Area: Coaching (13 hours)

PED 102
PED 203
PED 212
PED 302
PED 332
PED 342
PED 312

*count only one time

TOTAL HOURS: (141 Minimum)

(44 hours must be upper division: 300-400 level)
## Bachelor of Arts in Education

**Religious Education (K-12)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<td>ENG 113</td>
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<td>PED 320</td>
<td>PED 3_2 Coaching</td>
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<td>PED 233</td>
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<tr>
<td><strong>Junior</strong></td>
<td>PED 3_2 Coaching</td>
<td>PED 413</td>
<td>PED 443</td>
<td>MTH 133 or higher</td>
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<td>PED 102</td>
<td>PED 102</td>
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### Subject Area: Bible (32-33 hours)

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<td>BIB 213*</td>
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<tr>
<td>BIB/PHI 223*</td>
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### FROM GENERAL EDUCATION/INSTITUTIONAL REQUIREMENTS (12 hours)

- **BIB 114**
- **BIB 123**
- **BIB 213**
- **BIB/PHI 223**

### Upper Division (BIB/DOC/MIN/RHS) (30 hours)

- **BIB 333**
- **BIB 433**
- **PHI 423**
- **DOC 413**
- **RHS 313**
- **RHS 343**
- **Upper Division (BIB/DOC/MIN/RHS)**
- **Upper Division (BIB/DOC/MIN/RHS)**

### Total Credits

141
Upper Division (BIB/DOC/MIN/RHS) ______

TOTAL HOURS ________

(Minimum depends on first area of endorsement.)

REQUIRED COURSES*

BIB 114 History of the New Testament
BIB 123 History of Old Testament
BIB 213 History of New Testament: Romans 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

Sample Degree Plan
Department: Education Endorsement: Religious Edu. & Elementary Education

Freshman
Fall
BIB 114
ENG 110
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

Spring
ART 203 or MUS 203
BIB 123
ENG 123
MTH 133
NSC 153
HST 213
18 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
ENG273
PED 223
HST223
18 Credits

Summer
BIB (Upper) (3)
3 Credits
Academic year:

Fall
- BIB 114
- BUS 143
- 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
- EDU 232A
- 13 Credits

Spring
- MTH 123
- BUS 143
- BUS 142
- 15 Credits

Junior

Fall
- BIB 123
- ENG 123
- NSC 153
- POL 123
- PSY 143* (sub for FAM 113)
- 18 Credits

Spring
- MTH 123
- BUS 143
- BUS 142
- 15 Credits

Senior

Fall
- BIB 123
- ENG 123
- NSC 153
- POL 123
- PSY 143* (sub for FAM 113)
- 18 Credits
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 & 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)

_____ PHI 106

Religious Studies (9 hours)

_____ PHI 103  ______ PHI 123  ______ PHI 143

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

Physical Science

____ CHM 114  ______ CHM 214

Biology Science

____ BIO 142

Mathematics

____ MTH 110  ______ MTH 115  ______ MTH 120

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

_____ YCS 101 "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

____ ENG 113*  ______ ENG 123

____ HST 213  ______ HST 223

____ PHI 106

____ MTH 110  ______ MTH 115  ______ MTH 120

Total Credits: 138
...PED 223 ...PPST
...Acceptance into Program
Professional Development Core (37 hours)
...BED 203 ... EDS 113 ... EDS 201
...BED 123 ... EDS 127 ... EDS 301
...BED 133 ... EDS 273 ... MED 211
...BED 233 ... EDS 201
Subject Area: Biology (43 hours)
BIO255 ... BIO255 ... EDUC 203A
BIO256 ... BIO256 ... EDUC 203B
BIO257 ... EDUC 203 ... EDUC 203
TOTAL: 65 Hours (190 Minimum)
16 hours must be upper division: 300-400 level
Sample Degree Plan:
Department: Education Endorsement: Secondary Biology Education
Preparatory
Fall
BIB 114
BIO 154
EDU 103
ENG 113
HST (3)
YCS 101
17 Credits
Spring
BIB 123
BIO 224
COM 113
ENG 223
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
BED (Upper-2)
EDU 203
ENG 203 (3rd year)
ENG 313
16 Credits
Spring
BED (Upper-2)
CMC 305
EDU 373
ESC/BIO 354
PHY 211/214
18 Credits
Senior
Fall
BED (Upper-2)
EDU 491
EDU 494
18 Credits
Spring
EDU 491
EDU 494
BACHELOR OF ARTS IN EDUCATION
English Education 7-12 (Subject Endorsement)

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

Physical Science
______NSC153

Religious Studies (9 hours)
_____BIB123  _____PHI 213  _____BIB/PHI 223

Scientific Inquiry (9 hours: one course from each area)
Physical Science
______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*
_____Upper-division Bible course*

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

Baccalaureate Year of English Professorship

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  .

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
ENG 112
EDU 103
16 Credits
Junior
Fall
COM 333
EDU 313
ENG 313
ENG 413
ENG 453
15 Credits
Spring
BIB 123
EDU 232A
ENG 123
MTH 133 or higher
PSY 143
17 Credits
Sophomore
Fall
ENG 453
ENG 413
PRV 143

BACHOLOR 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 & 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 (3 hours)
SWA101 _____ PSY143_____ PSY323_____
PED 223 _____ PPST_______
Acceptance into Program _____
Professional Development Core (40 hours)
EDS203 _____ EDU313 ______ EDU491______
EDU103 _____ EDU343*______ EDU494______
EDU232A_____EDU373 ______ RDG413______
EDU232B ____ EDU483 ______

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_____
PED 223 _____ PPST_______
Acceptance into Program _______
Professional Development Core (3 hours)
ENG203 _____ EDU491______
EDU103 _____ EDU343*______ EDU494______
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: (Min 124) (Min 126)

All 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

Senior

Fall
ART or MUS 203
PHI 213
EDU 232A
ENG 223
HST 253
NSC 163

17 Credits

Fall at Western

Spring
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) (3hr)
17 Credits

PPST &
Acceptance into B.A. Program:

Spring
EDU 419
EDU 476
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)
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)
EDU 343______ ENG 223______ ENG 273______
Cultural Perspectives (3 hours)
EDU 343______
History, Government and Social Foundations (3 hours)
FAM 413______
Religious Studies (3 hours)
CMS 203______ MUS 203______
Scientific Inquiry (9 hours: one course from each area)
Physical Science
MTH 163________
BIO 103________
Mathematics
MTH 133________
Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
YCS 101 "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)
EDU 103 _____ EDU 313______ EDU 491_____
EDU 232A_____EDU 373 ______ RDG 413______
EDU 232B ____ EDU 483 ______
Acceptance into Program
Subject Area: Mathematics (34 hours)
MTH 163*______ MTH 224______ MTH 334______
MTH 213 ______ MTH 243______ MTH 353_____
MTH 214_______ CIS 133 ______ MTH 413______
MTH 184 ______ OR MTH 163*______ and MTH 181_____
MTH 223______ OR BUS 243______

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 110
EDU 120
ENG 113
MTH 163 or
MTH 105 & 191
VEG 101
17 Credits
Spring
Fall
SUMmer
COM 201
EDU 200
MTH 222 (3 hour lab)
PB 223
ENG 275
18 Credits
Jr. English Proficiency Test
Spring
ART 203 or
BUS 203
Bachelor of Arts in Education
Natural Science Education (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

Artsistic Expression & Critical Appreciation (9 hours)
ART 203 _______ Or MUS 203 ______
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:
CHM 214 ____

Biological Science
BIS 142 ____

Mathematics
MTH 150 _______ (or higher)

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
YCS 101 “Freshman Seminar
Upper-division Bible course*
Upper-division Bible course*
(Sophomore Test of English Proficiency)
(750 on ACT or 20 or higher on SAT or equivalent exam)

DEPARTMENTAL REQUIREMENTS (12 hours)
COM 201 _______ PET 101 ______
PSY 203 _______ PET 103 ______

Acceptance into Program
Professional Development Core (20 hours)
EDU 201 _____ EDU 301 _____ EDU 411 ______
EDU 150 _____ EDU 201 _____ EDU 416 ______

Total Credits: 134
## Subject Area: Natural Science (49 hours)

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<td>BIO 314</td>
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<tr>
<td>BIO 224</td>
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<td>CHM 214*</td>
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<td>PHY 211</td>
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*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**
- BIB 114
- CHM 214
- EDU 103
- ENG 113
- MTH 145 or higher
- VCE 101
- 17 Credits

**Junior**

**Fall**
- ART 203
- BIB (Upper)(2)
- BIO 314
- COM 333
- ENG 223
- HST 213
- 18 Credits

**Spring**
- BIB 123
- BIO 154
- CHM 224
- ENG 123
- PSY 143*(sub for FAM 113)
- 17 Credits

**Summer**
- EDU 343
- 3 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

### Total Credits
- 144

### BACHELOR OF ARTS IN EDUCATION

Psychology Education (Subject Endorsement)
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
- 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:
  - MTH 123

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
- YCS 101 "Freshman Seminar"
- Upper-division Bible course*
- Upper-division Bible course*
- Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)
- COM 333
- PSY 143
- PPT 103
- PED 223

Acceptance into Program

Professional Development Core (10 hours)
- EDU 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 is also required from any other Social Science area (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
Juniors
Fall
- BIB (upper)
- COM 333
- EDU 373
- PSY 223 (even-fall)
- PSY 315 (even-fall)
- SOC/SWK 381

17 Credits
Spring
- ART 203 or
- MUS 203
- BIB 123
- HST 223
- MTH 113 or higher
- PSY 143 (sub for FAM 113)
- ENG 275
- Sci Electives

18 Credits
Spring
BACHELOR OF ARTS IN EDUCATION
Reading & Writing Education 7-12 (Subject Endorsement)
(CUR 2010 degree plan)

GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)

COM 113 ______ ENG 113* ______

*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)

EDU 103 _____ EDU 343*______ EDU 494______

EDU 232A_____EDU 373 ______ RDG 413_____

EDU 313 _____ EDU 343*______ EDU 494______

Acceptance into Program

Professional Development Core (40 hours)

EDU 203 _____ EDU 303 ____ EDU 491______

EDU 103 _____ EDU 232A _____ EDU 494______

EDU 399_____ EDU 491______ EDU 494______
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 (5 hours)
SUB 110 __________ ENG 117 ______
COM 110 ______ ENG 101 ______
*Students scoring below 18 on the ACT English
must pass ENG 113 before enrolling in ENG 115
Artistic Expression & Critical Appreciation (9 hours)
ART 263 ___ MUS 212 ______
TOTAL HOURS: 51 hours
Cultural Perspectives (3 hours)
BIB 114 __________
HIST 103 ______ HIST 203 ______

BACHELOR OF ARTS IN EDUCATION
Departmental Requirements (12 hours)
COM 333_____ PSY 143_____ PSY 323 _____
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)
HST273 _____ 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)
PSC 120 ____ PSC 303 ____
Psychology (6 hrs: choose two from the following list)
PSY 113 _____ PSY 233 ______
PSY 120 ____ PSY 303 ______
*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
Fall
BIB 210
COM 110
ENG 153
ENG 230
HST 210
VCE 501
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<td></td>
<td>PED 175</td>
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<tr>
<td>Summer</td>
<td>16</td>
<td>PHS 125</td>
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<td>ENG 213</td>
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<td>HST (U.S.) (3hr)</td>
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<td></td>
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<tr>
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<td>18</td>
<td>Spring</td>
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**BACHELOR OF ARTS IN EDUCATION**

Speech and Theatre Education 7-12 (Field Endorsement)

**GENERAL EDUCATION REQUIREMENTS**

Core Level Courses (12 hours)

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<tr>
<td>ENG 113*</td>
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<tr>
<td>COM 113</td>
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<td>ENG 123</td>
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*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113.

Artistic Expression & Critical Appreciation (9 hours)

<table>
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<tbody>
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<td>MUS 203</td>
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Cultural Perspectives (3 hours)

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<td>EDU 343</td>
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Historical Foundations (3 hours)

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Athletic Expression & Critical Appreciation (9 hours)

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<td>PED 341</td>
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and both of the following:

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<td>MTH 123</td>
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<tr>
<td>MTH 133</td>
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</table>

**Total General Education Requirements: 51 hours**

**Institutional Requirements (5-7 hours):**
- YCS 101 "Freshman Seminar" (1 hour)
- Upper-division Bible course* (3-4 hours)
- Upper-division Bible course* (3-4 hours)
- Sophomore Test of English Proficiency (1 hour)

**Departmental Requirements (12 hours):**
- COM 333
- PSY 143
- PSY 323
- 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)OSS Year Start**

**Fall**
- SWB 114
- COM 113
- COM 173
- EDU 103
- ENG 113
- VCE 101
- EDU 223

**Spring**
- BIB 123
- COM 223
- COM 273
- EDU 223A
- ENG 123

**B) 123 (2nd year for FAM 113)**

**1st Grade**

**Fall**
- ART 213
- PSY 213
- COM 223
- EDU 223
- EDU 223B
- EDU 103
- COM 310
- COM 388
- EDU 223
- ENG 223

**Spring**
- SWB/PHI 223
- COM 310
- COM 388
- COM 388
- EDU 223

**Summer**
- EDU 223
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**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.

<table>
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<th>Subject Area (41 hours)</th>
<th>Course Code</th>
<th>Course Title</th>
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<td>- EDS 203* F/S</td>
<td>EDS 323 F</td>
<td>Inclusion &amp; Collaborative Partnerships</td>
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<tr>
<td>- EDS 402 S</td>
<td>EDS 442 F</td>
<td>Instructional Interventions for Mental Disabilities Handicaps</td>
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<td>- EDS 443 F</td>
<td>EDS 452 S</td>
<td>Instructional Interventions for Behavioral Disorders, At-Risk Students</td>
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<td>- EDS 472 F</td>
<td>EDS 485 S</td>
<td>Transitions to Career/Vocation/Community</td>
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<td>- EDS 490 F/S</td>
<td>EDS 494 S</td>
<td>Planning and Managing Special Education Programs</td>
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Subject Area: (41 hours)

- **EDS 203**
- **EDS 323**
- **EDS 402**
- **EDS 442**
- **EDS 443**
- **EDS 452**
- **EDS 472**
- **EDS 485**
- **EDS 490**

**TOTAL HOURS ________**

Minimum depends on first area of endorsement.

**GENERAL EDUCATION**

- EDS 203 Introduction to Learners with Exceptionalities
- EDS 323 Teacher-Student Collaborative Partnerships
- EDS 402 Instructional Interventions for Learning Disabilities
- EDS 413 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
- EDS 494 Field Experience in Elementary/Middle Grades
- EDS 203 F/S Field Experience in Secondary Education I
- EDS 323* F/S Field Experience in Secondary Education II
- EDS 494 F/S Introduction to Elementary/Middle Grades
- EDS 494 F/S Introduction to Secondary Education II
- EDS 494 F/S Introduction to Special Education I
- EDS 494 F/S Introduction to Special Education II
- EDS 494 F/S Introduction to Special Education III

Updated: 7-30-09

EDS 203 F/S in Education

---

**BACHELOR OF MUSIC in Education**
Sample Degree Plan

Department: Education Endorsement: K-12 Vocal Music Education

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 241 (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)

Total: 64 Credits (166 Months)

18 hours must be upper division: 300-400 level
Jr. English Proficiency Test
Spring
APM 111
APM 162
ENG 120
COM 115
ENG 120
MUS 171
MUS 120
MUS 120
17 Credits
Summer
ENG 220
NRO 150
6 Credits
Spring
MUS 350(even yrs)
MUS 320(odd yrs)
MUS 340(even yrs)
MUS 450(odd yrs)
MUS 310(Home work)
PSY 110
PHY 120
16 Credits (odd yrs)
16 Credits (even yrs)
Summer
ENG 275
HST 210
6 Credits
Sophomore
Fall
PHY 210
EDU 211
MUS 181
MUS 210
MUS 210
MUS 200
PHY 120(see for FAM 113)
17 Credits
16 Credits
Spring
ENG 223
NSC 153
6 Credits
Summer
MUS 302(even yrs)
MUS 323(odd yrs)
MUS 343(odd yrs)
MUS 403(odd yrs)
PSY 323
RDG 413
14 Credits (even yrs)
16 Credits (odd yrs)
Senior
Spring
ENG 273
HST 213
6 Credits
Fall
PHI 213
EDU 213
MUS 161/171
MUS 212
MUS 213
MUS 253
PSY 143*(sub for FAM 113)
17 Credits
14 Credits
Summer
BIB (2)
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

The primary purpose of this student teaching experience is to provide the student teacher with an opportunity for applying educational theories or an actual teaching experience to the classroom situation. Student teaching is a key element in the development of effective teachers, and for the student to be successful, he or she must be school oriented, not student oriented. Student teaching implies a team relationship between the cooperating teacher, the supervising teacher, and the student teacher. The prospective teacher has the opportunity to make responsible and competent professional judgements of the skills and understanding essential for effective teaching. Every student teaching candidate will be placed in an acceptable school system and element or secondary school in student teaching. The student teacher shall be placed in any school that does not exceed one of the following qualifications:

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, open houses, Parent-Teacher Conferences, etc.
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 the procedures for determining who is absent, tardy, or芝加哥. Become familiar with the different activities available from the Educational Service Center.

2. Learn about the services and materials available from the Educational Service Center.

B. Observation of teaching

1. Note method of opening class – teacher’s point of focus.

2. Observe the pacing of the class.

3. Plan and direct lessons on a daily basis.

4. Plan and direct more units of instruction.

5. Perform daily routines (Check roll, help students with make-up work, supervise and assist students doing seat work, etc.).

6. Note method of closing class.

C. Special Resources

1. Visit the library/media center and computer lab.

2. Visit the science laboratory and computer lab.

3. Learn the procedures concerning teacher's use of duplicating machines, V.P. equipment, etc.

4. Learn about the services and materials available from the Educational Service Center.

B. Observation of Teaching

1. Observe the teaching of the cooperating teacher.

2. Observe students with special learning problems. Become familiar with the different activities available from the Educational Service Center.

3. Observe students with special learning problems. Become familiar with the different activities available from the Educational Service Center.

4. Observe the pacing of the class.

5. Plan and direct limited activities.

6. Plan and direct more units of instruction.

7. Plan and direct lessons on a daily basis.

8. Plan and direct more units of instruction.

9. Treat students with warmth, consistency, and fairness.

10. Accompany class on field trips if any are taken.
3. Evaluate student progress in relation to classroom goals and learning objectives.
4. Be involved in reporting progress on a regular basis to students and their parents.
5. Professional development
   a. Students teachers are evaluated in their professional development by both their supervising teachers and their supervising teacher.
6. Participate actively in the evaluation of your own professional development.
7. Establish professional goals and evaluate your own progress toward the achievement of these goals.

Standards for Professional Practice

Principle I – Commitment to the Public: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, 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 required of him or her in these respects.

Principle 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 only with proper certification, and shall actively oppose the practice of the profession by persons known to be qualified.

Principle 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 maintaining an understanding of and confidence in the role of the teacher for industrial freedom, and a responsibility to promote respect for the public integrity of the profession.

Principle 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 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 required of him or her in these respects.

Principle V – Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and letter.

3. Establish professional goals and evaluate your own progress toward the achievement of these goals.

Standards for Professional Practice

Principle I – Commitment to the Public: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, 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 required of him or her in these respects.

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

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 re-assigned. If the decision is made to remove the student teacher from the classroom, the cooperating teacher and supervising teacher will further determine the following:

WHEN THIS JUDGMENT IS MADE, WHAT HAPPENS?

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 may solve the problem.
2. 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
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3. File a written appeal to the Vice President for Academic Affairs 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 otherwise applicable in Nebraska.

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.

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 classes.

The Procedures for obtaining a Nebraska Initial Teaching Certificate are as follows:

1. Complete an application for Nebraska Certification (made available during Student Teacher Seminar)

2. Application

3. Out of State applications need to get Finger Prints

4. Send Original PPST score report from Educational Testing Service to York College to accompany your application

5. A tied test is not used with the application

6. Official Transcript

7. Complete a Criminal Database or Evictions Ball Reporting Form

8. Return the completed application with the above information to the York College Teacher Education Department. Completed applications will then be mailed by York College to Lincoln to be processed.

Placement Services

For 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

Formal Faculty Recommendations Forms

PPST Reading: Pass

PPST Math: Pass

PPST Writing: Pass

Interview: Pass

English Proficiency Exam: Pass

Acceptance Letter: Accept

Freshman Year EGP

Sophomore Year EGP

Junior Year EGP

Senior Year EGP

Guidelines for York Public Schools

Completed Speech

Completed English

Completed English
Section I: Undergraduate Requirements

Please provide the following information about your teacher preparation program’s entry and exit requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Project or thesis</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of courses/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in core course/subject</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Minimum number of courses/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of clock hours required for student teaching</td>
<td>550</td>
<td>550</td>
</tr>
<tr>
<td>Average number of clock hours of supervised clinical experience required prior to student teaching</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Average number of clock hours required for mentoring/induction support</td>
<td>0</td>
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What is the minimum GPA required for admission into the program?

What is the minimum GPA required for completing the program?

What is the minimum GPA required for admission into the program in academic year 2012-13?

What is the minimum GPA required for completing the program in academic year 2012-13?

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program’s entry and exit requirements.

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Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the following information about the number of students enrolled in your teacher preparation program:

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<thead>
<tr>
<th>Race/ethnicity</th>
<th>Number of students enrolled</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>77</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>3</td>
</tr>
<tr>
<td>Total number of students enrolled</td>
<td>85</td>
</tr>
<tr>
<td>Unduplicated number of females enrolled</td>
<td>32</td>
</tr>
<tr>
<td>Unduplicated number of males enrolled</td>
<td>53</td>
</tr>
</tbody>
</table>

What is the average number of students enrolled in your teacher preparation program in academic year 2012-13?

Completion rates for any race:

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Completion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>85%</td>
</tr>
</tbody>
</table>

What is the average number of clock hours completed in your teacher preparation program in academic year 2012-13?

What is the average number of clock hours completed per student in your teacher preparation program in academic year 2012-13?

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experiences in 2012-13:

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>77</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>3</td>
</tr>
<tr>
<td>Total number of students enrolled</td>
<td>85</td>
</tr>
<tr>
<td>Unduplicated number of females enrolled</td>
<td>32</td>
</tr>
<tr>
<td>Unduplicated number of males enrolled</td>
<td>53</td>
</tr>
</tbody>
</table>

What is the average number of students enrolled in supervised clinical experiences in 2012-13?

What is the average number of clock hours of supervised clinical experiences required in 2012-13?

What is the average number of clock hours completed in supervised clinical experiences in 2012-13?

What is the average number of clock hours completed per student in supervised clinical experiences in 2012-13?

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 2012-13. 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))

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Middle/High School Education</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Multicultural</td>
<td>11</td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Education - English</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technology</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Virtual/Distance Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technical</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - General Science</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Subject Area</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Studies</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Industrial Arts</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Technical</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Other</td>
<td>0</td>
</tr>
</tbody>
</table>

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Middle/High School Education</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>15</td>
</tr>
<tr>
<td>Teacher Education - Technical</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - English</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td>0</td>
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<tr>
<td>Teacher Education - Spanish Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Spanish Education</td>
<td>0</td>
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<tr>
<td>Teacher Education - Spanish Language</td>
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<td>Teacher Education - Elementary Education</td>
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</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td>0</td>
</tr>
</tbody>
</table>
Section I Program Completers
Provide the total number of teacher preparation program completers in each of the following academic years:
2010-11: 25
2011-12: 20
2012-13: 16

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 routes to state credential programs, and that serves 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 to train in each of the major fields:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Prospective Teachers</th>
<th>Science Prospective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2011-12</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2012-13</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide any additional comments, exceptions, or explanations below:

Did your program prepare teachers in mathematics in 2013-14? Yes
How many prospective teachers did your program plan to add in mathematics in 2013-14? 1
Did your program meet the goal for prospective teachers set in mathematics in 2012-13? Yes
How many prospective teachers did your program plan to add in mathematics in 2012-13? 1

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 routes to state credential programs, and that serves 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 to train in each of the major fields:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Prospective Teachers</th>
<th>Science Prospective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2011-12</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2012-13</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide any additional comments, exceptions, or explanations below:

Did your program prepare teachers in science in 2013-14? Yes
How many prospective teachers did your program plan to add in science in 2013-14? 1
Did your program meet the goal for prospective teachers set in science in 2012-13? Yes
How many prospective teachers did your program plan to add in science in 2012-13? 1

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 routes to state credential programs, and that serves 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 to train in each of the major fields:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Prospective Teachers</th>
<th>Science Prospective Teachers</th>
<th>Special Education Prospective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2011-12</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2012-13</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide any additional comments, exceptions, or explanations below:

Did your program prepare teachers in special education in 2013-14? Yes
How many prospective teachers did your program plan to add in special education in 2013-14? 1
Did your program meet the goal for prospective teachers set in special education in 2012-13? Yes
How many prospective teachers did your program plan to add in special education in 2012-13? 1

Section II Annual Goals - Other 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 routes to state credential programs, and that serves 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 to train in each of the major fields:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Prospective Teachers</th>
<th>Science Prospective Teachers</th>
<th>Other Education Prospective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2011-12</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2012-13</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide any additional comments, exceptions, or explanations below:
Academic year 2013-14

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

No

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Academic year 2013-14

Provide any additional comments, exceptions and explanations below:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Description of strategies used to achieve goal, if applicable:

Section II Annual Goal - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that enrolls a traditional teacher preparation program (certifying programs that offer any ongoing professional education sequence for new teachers) must prepare its program to include students with limited English proficiency. No IHE is required to meet objectives described in §205(a)(1)(A)(ii) until they are able to demonstrate meeting all required goals. The IHE must establish annual objectives, standards and timelines in an annual narrative statement prepared by the Secretary and in the state educational agency (including mathematics, science, special education, and bilingualism of limited English proficient students).

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 these academic years:

Academic year 2013-14

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

No

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Academic year 2014-15

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

No

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Academic year 2014-15

Provide any additional comments, exceptions and explanations below:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Description of strategies used to achieve goal, if applicable:

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.

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

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

Prospective teachers are prepared to effectively teach in schools with limited and low income families.

Yes

Describe the institution’s most successful strategies in meeting the assurances listed above:

These strategies support one group of students and students interested in those roles are in multiple classes and have multiple instructors (SE 202) (Note: see Licensure and Certification, SE 201-203). The following roles are in Elementary Middle Schools, SE 202,203,205. (Secondary) Field Experience, SE 206. Other Licensure Partnerships.

Section III Assessment Pass Rates

<table>
<thead>
<tr>
<th>Assessment code</th>
<th>Assessment name</th>
<th>Test Company</th>
<th>Group</th>
<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0710 - PRAXIS I READING</td>
<td></td>
<td>Educational Testing Service (ETS)</td>
<td>All enrolled students who have completed all nonclinical coursework</td>
<td>11 182</td>
<td>11 100</td>
<td>90.63</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS</td>
<td></td>
<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2012-13</td>
<td>19 180</td>
<td>19 100</td>
<td>100.00</td>
</tr>
<tr>
<td>ETS0710 - PRAXIS I READING</td>
<td></td>
<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2013-14</td>
<td>7</td>
<td>6</td>
<td>85.71</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS</td>
<td></td>
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<td>6</td>
<td>85.71</td>
</tr>
</tbody>
</table>
Does your program prepare special education teachers to:

- participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA);
- 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 IDEA;
- use technology effectively to collect data to improve teaching and learning, and to use technology effectively to analyze data to improve teaching and learning;
- use technology effectively to manage data to improve teaching and learning;
- use technology effectively to engage students in learning;
- use technology effectively to support the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the three elements listed above are not currently in action.

These concepts are spread throughout the program and occur in multiple courses. Our 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.

Section IV - Low-Performing

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)?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

State

Is your teacher preparation program currently approved or accredited?

Yes

Section V - Use of 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 must be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction;
- use technology effectively to collect data to improve teaching and learning;
- use technology effectively to engage students in learning;
- use technology effectively to manage data to improve teaching and learning;
- use technology effectively to analyze data to improve teaching and learning;
- use technology effectively to support 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 action.

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 support 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 action.

Yes

Section VI - Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program must be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students who are limited English proficient effectively;
- participate as a member of individualized education program teams;
- teach students with disabilities effectively;
- use technology effectively to manage data to improve teaching and learning;
- use technology effectively to collect data to improve teaching and learning;
- integrate technology effectively into curricula and instruction;
- use technology effectively to analyze data to improve teaching and learning;
- use technology effectively to support 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 action.

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students who are limited English proficient effectively, participate as a member of individualized education program teams, teach students with disabilities effectively, use technology effectively to collect and manage data to improve teaching and learning, use technology effectively to analyze data to improve teaching and learning, and to use technology effectively to support 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 action.

Yes

Section VII - Teacher Preparation

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program must be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students who are limited English proficient effectively;
- participate as a member of individualized education program teams;
- teach students with disabilities effectively;
- use technology effectively to manage data to improve teaching and learning;
- use technology effectively to collect data to improve teaching and learning;
- integrate technology effectively into curricula and instruction;
- use technology effectively to analyze data to improve teaching and learning;
- use technology effectively to support 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 action.

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students who are limited English proficient effectively, participate as a member of individualized education program teams, teach students with disabilities effectively, use technology effectively to manage data to improve teaching and learning, use technology effectively to collect data to improve teaching and learning, integrate technology effectively into curricula and instruction, use technology effectively to analyze data to improve teaching and learning, and to use technology effectively to support 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 action.

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

Supporting Files