Institution Information

Name of Institution: York College
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Nebraska
Address: 1125 E. 8th St.
York, NE, 68467

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

Is your institution a member of an RSA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
No

If yes, provide the following:
- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs

<table>
<thead>
<tr>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Physical Education</td>
</tr>
<tr>
<td>Art</td>
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<tr>
<td>Basic Business</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Coaching</td>
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<td>Elementary</td>
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<td>English</td>
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<td>History</td>
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<td>Mathematics</td>
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<td>Natural Science</td>
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<td>Physical Education</td>
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<td>Psychology</td>
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<td>Reading and Writing</td>
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<tr>
<td>Speech and Theatre</td>
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<tr>
<td>Vocal Music</td>
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</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
- After 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

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

YORK COLLEGE
TEACHER EDUCATION
"Educating Minds and Hearts in America's Heartland"
Candidate HANDBOOK
Revised 8/31/09
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BIOLOGY
The Conceptual Framework

Conceptual Framework chart

students.

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

Health and Wellness

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.

Community

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

Academic

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

Spiritual

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

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.

Purposes:

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.

Mission Statement:

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

TEACHER EDUCATION

WELCOME TO YORK COLLEGE

OF MISSION AND PURPOSES

YORK COLLEGE STATEMENT

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

This handbook is designed to help guide you through the Teacher Education program at York College so that you will make the most efficient use of your time on

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The York College Teacher Education Candidate Proficiencies:

The York College Teacher Education Program at York College, a public four-year liberal arts college located in the heart of New York City, is committed to the preparation of effective Christian educators who are Reflective Practitioners and Facilitators of Learning and who demonstrate Leadership Through Service, leading to the ultimate goal of Life-Long Learning. Recognizing the importance of Diversity, in an ever-changing world, York College Teacher Education holds the following as candidate proficiencies, which are expressed as candidate proficiencies.

Reflective Practitioners and Lifelong Learners:

- The candidate understands the need for continued, timely, and accurate assessment practices and can create learning experiences that make meaningful shifts in student achievement.
- As a result, the candidate:
  - Designs reflective assessments that focus on learning outcomes and student learning.
  - Uses technology to enhance his/her productivity and professional practice.
  - Is willing to give and receive help.
  - Values critical thinking and self-directed learning as habits of mind.
  - Reflects on and evaluates his/her teaching practices.
  - Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for professional development.
  - Is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities).
  - Appreciates and uses respect for the diverse talents of all learners, and is committed to helping them develop confidence and competence.
  - Tackles a learning community in which individual differences are recognized.

Instructional Strategies and Facilitators of Learning:

- The candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- As a result, the candidate:
  - Uses student involvement in the assessment process to motivate student learning.
  - Maintains effective records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate controls for relevant sources of bias.
  - Values how student learning can be assessed using a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to gather data within a particular context in order to enhance his/her knowledge of learners, evaluate instruction, plan instruction, and improve instruction.
  - Develops assessments that reflect the specific achievement targets students must master.

Assessment of Teaching and Learning:

- The candidate understands and demonstrates knowledge of subject matter, and is committed to making subject matter meaningful for students.
- As a result, the candidate:
  - Has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
  - Translates discipline-specific knowledge into subject matter areas by creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from across subject areas.
  - Encourages students to generate understanding and insight into their discipline by using a variety of instructional strategies that promote student learning.
  - Understands how to develop a well-grounded framework based on knowledge of faculty and how student learning is influenced by language, culture, family, and community.
  - Values and shows humanity and belief that all children can be of high levels and provides in helping all children achieve success.
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beginning April 28, 2004. Acceptance to Student Teaching requires the following:

- Completion of all professional education courses with no grade below C
- Senior standing with a minimum cumulative GPA of 2.500
- Documented proof of at least 90 semester hours of credit with a cumulative GPA of 2.300 or above
- Documented proof of a minimum of 20 semester hours of credit in a major area of concentration
- Documented proof of a minimum of 12 semester hours in a science area
- Documented proof of a minimum of 18 semester hours in the humanities
- Documented proof of a minimum of 6 semester hours in a foreign language
- Documented proof of a minimum of 6 semester hours in the social sciences
- Documented proof of a minimum of 6 semester hours in mathematics
- Documented proof of a minimum of 6 semester hours in the fine arts
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- Documented proof of a minimum of 6 semester hours in the required science courses
- Documented proof of a minimum of 6 semester hours in the required social science courses
- Documented proof of a minimum of 6 semester hours in the required humanities courses
- Documented proof of a minimum of 6 semester hours in the required performing arts courses
- Documented proof of a minimum of 6 semester hours in the required fine arts courses
- Documented proof of a minimum of 6 semester hours in the required health sciences courses
- Documented proof of a minimum of 6 semester hours in the required behavioral sciences courses
- Documented proof of a minimum of 6 semester hours in the required professional education courses
- Documented proof of a minimum of 6 semester hours in the required research courses
- Documented proof of a minimum of 6 semester hours in the required writing courses
Education Placement

For placement information contact:
Kathleen B. Wheeler, Education Division, Chair (402) 363-5696
Erin Sams, Administrative Assistant (402) 363-5694

Name: (Last, First, MI)

Mailing Address:

Local Phone #:

Current Classification:

Institution Name:

I expect to major/certify in the areas checked below

? Elementary Education
? Early Education
? Art Education
? Physical Education
? Religious Education
? Special Education
? Vocal Music Education

Middle Grades:
? Elementary

K-12 Education:
? Art Education
? Physical Education
? Religious Education

K-12 Secondary Education:

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

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

Professor #1:
Department:

Professor #2:
Department:

Professor #3:
Department:

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

? Completed Signed Notice of Admission Procedures form
? Completed Teacher Education Application for Admission form
? Completed Police/Background Investigation
? Completed Teacher Education Health form

I have documented proof of a minimum of 60 semester hour of credit with a cumulative GPA of 2.50 or above

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

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

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

Passing Scores:
? Reading 170
? Math 171
? Writing 172

Favorable recommendation from three YC Professors

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:

Applications Teacher Education #3 Revised 7/20/05

YORK COLLEGE
Teacher Education
Candidate Avenue of Complaint Record
Form Issued By Form Due Date
Candidate(s) Initiating Complaint Address(es) of Candidate(s)
Email(s) Telephone Number(s)

Detailed Explanation/Description of Complaint:

Protocol:

Listed below is the protocol for resolution of a candidate complaint. This record is confidential to the parties involved. Please complete the below information for each step as needed. This record must be returned to the appropriate faculty and sent via York College campus mail to the next person or group once the process is completed. 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 Mentor

Date

Receipt

Signature of Faculty Mentor/Signature of Candidate(s)

2. Department/Division Chair
C. I swear or affirm under oath that I have no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, EXCEPT THE __________________ (Legal signature of student)

conviction for any such offense requires that I immediately notify the Education Division Chair.

or

____________________________________

reported

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

NAME: _________________________________________________________

(REQUIRED BY NEBRASKA STATE LAW)

by the Commissioner or the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

005.07B A person with a conviction as defined in Section 005.07A shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of 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.

005.07A3c Accessory to a Felony (28-204)

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

misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parenthesis):

005.07A2r Indecency with an Animal (28-1010)

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

00507A2p Sexually Explicit Conduct (28-813.01)

005.07A2o Obscene Literature Distribution (28-813)

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

005.07A2k Debauching a Minor (28-805)

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

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

005.07A2g Child Abuse (28-707)

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

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

005.07A2d Sexual Battery (28-703)

005.07A2c Hazing (28-311.06)

005.07A2b Stalking (28-311.03)

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

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

005.07A2l Public Indecency (28-806)

005.07A2k Debauching a Minor (28-805)

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

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

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005.07A2b Stalking (28-311.03)

005.07A2a Assault (third degree) (28-310)
<table>
<thead>
<tr>
<th>A. Criminal charge</th>
<th>B. Criminal Charge</th>
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<tbody>
<tr>
<td>Disposition</td>
<td>Disposition</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
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</tbody>
</table>

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

[Legal signature of student]

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

[Notary Public]

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### Revised 7/14/03 Felony

York College
Teacher Education
Freshman Year Electronic/Digital Portfolio
Student Portfolios Table of Contents
Freshman Year
Target Course: EDU 103 Introduction To Education
Mentor Dr. Kathleen Wheeler

**CANDIDATE PROFICIENCIES**

<table>
<thead>
<tr>
<th>Subject Matter</th>
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<tr>
<td>#8</td>
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<tr>
<td>#9</td>
</tr>
</tbody>
</table>

### Required Entries:

1. Written Introduction to the Portfolio
2. “Why I Want to Teach” Essay
3. Observation #1
4. Observation #2
5. Simulations at a Transfer
6. Written Conclusion to the Portfolio
7. Portfolio Evaluation Form Sheet

### OTHERS (optional):

1. Work completed from any other course
2. Materials created for a lesson
3. Lesson plan used, adapted, or created (20 hours)
4. Lesson plan used, adapted, or created (100 hours)
5. Involved in York College activities
6. Leadership in York College activities
7. Letters of recommendation
8. Notes from students, parents, or school personnel
9. Examples of technology proficiency
10. Pictures of working with students

Portfolio Matrices Revised 6/29/04

York College
Teacher Education
Sophomore Year Electronic/Digital Portfolio
Student Portfolios Table of Contents
Sophomore Year
Mentor(s)
Target Course(s): EDU 213
EDU 232 A, Secondary EDU 232 A
EDU 213 or EDU 232 A, K-12 TBA

**CANDIDATE PROFICIENCIES**

<table>
<thead>
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<tr>
<td>#8</td>
</tr>
<tr>
<td>#9</td>
</tr>
</tbody>
</table>

### Required Entries:

1. Written Introduction to the Portfolio
2. “Why I Want to Teach” Essay
3. First Lesson
4. Last Lesson
5. Entry from field notes
6. Work completed from content or general education course
1. Written Introduction to the Portfolio
2. Field Experience Notes
3. Work completed from content or general education course
4. Materials created for a lesson or picture of a bulletin board created
5. Scanned copy of Field Experience Log
6. Evidence of teaching in diversity
7. Evidence of student learning (student work sample)
8. Leadership in York College activities
9. Written Conclusion to the Portfolio
10. Portfolio Evaluation Form-Peer
11. Portfolio Evaluation Form-Peer
12. Leadership in York College activities
13. Written Conclusion to the Portfolio
14. Portfolio Evaluation Form-Self
15. Letters of recommendation
16. Notes from students, parents, or school personnel
17. Portfolio of working with students
Portfolio Matrices Revised 6/29/04 #2
York College
Teacher Education
Junior Year
Electronic Growth Portfolio
Student Portfolios Table of Contents
Junior Year Mentor(s)
EDU 206
Tangy Community, TN
EDU 206, Elementary EDU 311
EDU 211, Middle Grades Dr. Kathleen Wheeler
EDU 231 B, Secondary EDU 231 LHR
EDU 231 LHR, Middle EDU 230 LHR
EDU 231 LHR, Upper EDU 230 LHR
Mrs. Erin DeHart
CANDIDATE PROFICIENCIES
Subject Matter
#1
Student Development and Learning
#2, #3
Instructional Strategies
#4, #5, #6, #7
Assessment of Teaching and Learning
#8
Reflective Practitioner and Lifelong Learner
#9
Effective Christian Educator and Leadership Through Service
#10
Projected Entries:
1. Written Introduction to the Portfolio
2. Lesson Plan
3. Field Experience Notes
4. Work completed from content or general education course
5. Materials created for a lesson or picture of a bulletin board created
6. Scanned copy of Field Experience Log
7. Evidence of teaching in diversity
8. Evidence of student learning (student work sample)
9. Portfolio Evaluation Form-Self
10. Portfolio Evaluation Form-Peer
11. Portfolio Evaluation Form-Peer
12. Leadership in York College activities
13. Written Conclusion to the Portfolio
14. Portfolio Evaluation Form-Self
15. Letters of recommendation
16. Notes from students, parents, or school personnel
17. Portfolio of working with students
Portfolio Matrices Revised 6/29/04 #2
York College
Teacher Education
Senior Year
Electronic Growth Portfolio
Student Portfolios Table of Contents
Senior Year
Target Course: EDU 491, Student Teaching Seminar
Mentor: Dr. Kathleen Wheeler
CANDIDATE PROFICIENCIES
Subject Matter
#1
Student Development and Learning
#2, #3
Instructional Strategies
#4, #5, #6, #7
Assessment of Teaching and Learning
#8
Reflective Practitioner and Lifelong Learner
#9
Effective Christian Educator and Leadership Through Service
#10
Projected Entries:
1. Written Introduction to the Portfolio
2. Week of Lesson Plans
3. Relation to need for a known or police of public health need to be met
4. Evidence of student learning (student work samples)
5. Examples of assessment used
6. Literature review from cooperating teacher or College supervising teacher
7. Example of technology proficiency
8. One Ready Reflections (client feedback)
9. Final "They Did it" Show, and "Teach" Show, including group goals
10. Three or more students who report learning to the philosophy
11. Listing of individual experiences
12. Involvement in service to the community
13. Leadership in York College activities
14. Evidence of involvement in professional activities
15. Current placements
16. Written reflection in the portfolio
17. Portfolio Evaluation Form-YEAR

Required Courses:

- EDU483 EDU483 Secondary Methods
- PED323 PED323 Teaching Health and 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

Prerequisites:

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

2009-2010

ADAPTIVE PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

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

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 a written test taken during each semester. If a student fails to pass the exam by the second attempt, he/she will not be eligible to graduate.

PROOF OF ENGLISH PROFICIENCY EXAM: REQUIRED

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

ADAPTIVE PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

2009-2010

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

Prerequisites:

- PED300 PED300 Introduction to Learners with Disabilities
- PED300 PED300 Adapted Physical Education
- PED300 PED300 Introduction to Physical Education
- PED300 PED300 Inclusion and Collaborative Partnerships
- PED300 PED300 Teaching Health and Physical Education for Kids and Middle Grades
- PED300 EDU483 Secondary Methods

Required Courses:

- PED300 PED300 Physical Education for Persons with Source Disabilities
ADAPTED PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

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

Prerequisite:

____ EDS203 EDS203 Introduction to Learners with Exceptionalities

Required:

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

PED333 Physical Education for Persons with Severe Disabilities
Study of the etiology, pathology and characteristics of chronic and permanent disabilities. Focus on physical education programs for students with severe/profound disabilities.

PED343 Diagnostic-Prescriptive Techniques for Adapted Physical Education
Evaluation/assessment instruments utilized in adapted physical education will be described and critically analyzed. Students will acquire competencies related to administration of these instruments, interpretation of results, and prescription of remedial, developmental and adapted activities.

PED353 Instructional Strategies in Adapted Physical Education
Study of physical, mental, and emotional impairments which limit human performance. Detailed study of effective strategies for integration of handicapped students into activities of the regular class, strategies for individualizing instruction and procedures for implementation of objective-based instruction.

BACHELOR OF ARTS IN EDUCATION

ART (K-12) (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB114 _____ ENG113* _____
COM113 _____ ENG123 _____

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

Artistic Expression & Cultural Appreciation (9 hours)

ART203 _______ Or MUS203 ______
ENG223______
ENG273 ____

Cultural Perspectives (3 hours)

EDU343______

Historical Foundations (6 hours)

HST213 ____
HST223 ____

RELIGIOUS STUDIES (3 hours)

ART133 _____ART203____

PHYSICAL EDUCATION (9 hours)

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

_____YCS101 "Freshman Seminar
_____Upper-division Bible course*
_____Upper-division Bible course*

DEPARTMENTAL REQUIREMENTS (12 hours)

COM333_____ PSY143_____ PSY323_____
PED 223 _____ PPST_______

TOTAL HOURS (157 Minimum)

Sample Degree Plan

Department: Education
Endorsement: K-12 Art

Freshman

Fall

ART 133 (YPS)
BIB 114
EDU 103
ENG 113
NSC 153
YCS 101
16 Credits
Spring
ART 143
ART 203
16 Credits
Summer
ENG 120
HST 210
6 credits
Experiential
Fall
ART 246C
ART 335
ART 341C
COM 113
NSC 203
16 Credits
Spring
ART 235C
ART 275C (odd)
EDU/PHI 223
EDU 315
EDU 315
PHI 210
6 Credits
Summer
ENG 220
HST 285
6 credits
Fall
Acceptance into Basic Program
Senior
Fall
ART 223C
ART 343
COM 333
EDU 333
EDU 370
PHD 233
17 Credits
Jr. English Proficiency Test
Spring
ART 335
ART 346C
EDUC 377C (Sp)
EDU 483
PSY 323
17 Credits
Summer
ENG 273
BIB (Upper)
5 credits
Senior
Fall
ART 313
ART 315C
ART 333
ART 345C
BIB (Upper)
17 Credits
Spring
EDU 343
17 Credits
Total Credits:
151

COACHING (Supplemental/Endorsed)
2009-2010
Subject area: Coaching (13 hours)

PED102*__________
PED203*__________
PED212*__________

Coaching Courses (Choose Three):
PED302__________
PED312__________
Sample Degree Plan
Department: Education Endorsement: Elementary Education
Freshman
Fall
BIB 114 16 Credits
COM 113
EDU 103
ENG 113
PSY 143*(sub for FAM 113)
YCS 101
Spring
ART 203 or MUS 203 18 Credits
BIB 123
ENG 123
MTH 123
NSC 163
GEO 214

Sophomore
Fall
EDU 203 or ENG 353
EDU 213
EDU 323
EDU 333
EDU 423
EDU 433
EDU 491
RDG 463

Winter
EDU 213* 16 Credits
EDU 423
EDU 433
RDG 243*
RDG 443

Spring
EDU 333 16 Credits
EDU 491*
PHI 213
EDU 213
ENG 273
HST 213
NSC 153
RDG 243

18 Credits
Spring
EDPH 322
ESE 203
SMT 146 or EDCI 163
PED 220
HST 205
18 Credits

Spring
Acceptance into Basic Program
Junior
Fall
ART 315
IBM 25
COM 333
EDU 315
EDU 320
EDU 393
6 Credits
Spring
EDU 320
FDX 363
PED 403
PED 403
Course Electives (3 hours)
15-18 Credits
Senior
Fall
IBM 23
IBM 325
IBM 375
IBM 425
IBM 435
PED 320
17 Credits
Spring
IBM 394
RDG 443
RDG 463
Content Electives (3 hours)
15-18 Credits

Senior
Spring
EDU 323
MUS 383
RDG 443
RDG 463
Content Electives (3 hours)
15-18 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)

BIB 114 _____ ENG 113* _____
COM 113 _____ ENG 123 _____**

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

Artistic Expression & Cultural Appreciation (9 hours)
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 (3 hours)
IBM 125 ______

Phil 115______

Scientific Inquiry (9 hours: one course from each area)
Physical Sci.: NSC 153 _____
Biological Sci.: NSC 163 _____
Mathematics: MTH 123 _____ Or
MTH 133 (or higher) ______

Total Scientific Education: 15

INSTITUTIONAL REQUIREMENTS (5-7 hours)

____ IN 101 "First Year Experience"
____ IN 109 "First Year Experience"
____ IN 119 "First Year Experience"

Total Core Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

____ IN 101 "First Year Experience"
____ IN 109 "First Year Experience"
____ IN 119 "First Year Experience"

Total Core Education: 51+

DEPARTMENTAL REQUIREMENTS (15 hours)

COM 313 ______

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

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

2. Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113.
GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)
BIB 113 _____ 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 ______
ENG 223______ ENG 273 _____

Cultural Perspectives (3 hours)
EDU 343______

Historical Foundations (6 hours)
HST213 ____ HST223 _____

Human Behavior and Social Foundations (3 hours)
PSY 143 ____

Religious Studies (9 hours)
BIB 123 _______ BIB 183*____

Mathematical Science: one course from each area
MTH 123 _____ (or higher)

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS: (5-7 hours)
_____YCS101 "Freshman Seminar
_____Upper-division Bible course*
_____Upper-division Bible course*
(*300- or 400- level courses in BIB, DOC, MIN, or RHS)
_____Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS: (12 hours)
COM 333_____ PED 223_____ PSY 143*_____
MTH123 or higher_____ PPST_______
Acceptance into Program _____

Professional Development Core (33 hours)
EDS 203 _____ EDU 313 ______ EDU 491______
EDU 103 _____ EDU 343______ EDU 494______
EDU 213_____ EDU 373 ______

Subject Area : Elementary Education (33 hrs)
ART313______ EDU423_______ RDG243* _____
EDU323_____ EDU433_______ RDG443______
EDU333 ______ MUS383_______ RDG463_____
EDU/ENG353 ___ PED323________

Subject Area : Elementary Art (27 hours)
ART133 _____ ART203* ____ ART263 _____
ART143 _____ ART233 _____ ART313*_____ 
ART153 _____ ART243 _____ ART333 _____
*count only one time

TOTAL HOURS: (152 Minimum)
(44 hours must be upper division: 300-400 level)
### Sample Degree Plan

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

#### Freshman

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**16 Credits**

#### Junior

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**15-19 Credits**

**Jr. English Proficiency Test**

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**17 Credits**

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#### Senior

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**17 Credits**

**Summer**

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**Total Credit Hours**

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**TOTAL: 121-122 Hours**

(Hours depend upon concentration chosen)

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

### TOTAL HOURS: (Minimum & Maximum)

- **Minimum:** 101
- **Maximum:** 122

**Sample Degree Plan**
BACHELOR OF ARTS IN EDUCATION

Physical Education: (K-12) (Subject Endorsement)
Field Coaching: (7-12) (Supplemental Endorsement)
(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

ENG113* _____ _____
ENG223____
ENG273 ____

**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 ______

Cultural Perspectives (3 hours)

EDU343______

Historical Foundations (6 hours)

HST213 ____
HST223 ____

Home Behavior and Social Foundations (3 hours)

PSY113____

Religious Studies (9 hours)

BIB123 ____ BIB/PHI223 ____
PHI213 ____

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

Physical Sc.: NSC153 _____
Biological Sc.: NSC163 _____
Mathematics: MTH123 _____ Or
MTH133 (or higher) ____

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

_____YCS101 "Freshman Seminar
_____Upper-division Bible course*
_____Upper-division Bible course*
(***300- or 400- level courses in BIB, DOC, MIN, or RHS)
_____Junior English Proficiency Exam

DEPARTMENTAL REQUIREMENTS (12 hours)

PED 223 _____ PED 333____
PED 232 _____ PED 334____
PED 242 _____ PED 335____
PED 252 _____ PED 336____
PED 262 _____ PED 337____
PED 272 _____ PED 338____
PED 282 _____ PED 339____

Total Hours: (141 Minimum)

Subject Area: Physical Education (40 hours)

PED102*_____ PED233______ PED3_2*______
PED203*_____ PED244______ PED3_2*______
PED212*______PED303______ PED413 ______
PED222 ______PED323______ PED433 ______
PED223*______PED3_2*_____ PED443 _______

Subject Area: Coaching (13 hours)

PED102_____ PED203______ PED212______
Choose three courses from:
PED302______ PED332______ PED342______
PED312______

*count only one time

Sample Degree Plan

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

Freshman
Fall
ENG 103
ENG 203
ENG 223
EDU 103
ENG 113
PBO 102
VEG 107
HST 213
18 Credits
Junior
Fall
SWB 240
COMM 333
EDU 313
EDU 315
PED 3_2 Coaching
PBO 305
PBO 330
18 Credits
in English Proficiency Test
Spring
SWB 220
COMM 113
EDU 204
ENG 220
MTH 133 or higher
PBO 127 (ped for PBO 115)
17 Credits
Spring
EDU 263
EDU 415
PED 1_2 Coaching
PBO 403
PBO 320
PED 413
11 Credits
Sophomore
Fall
AJT 203 or
MUS 203
PSY 143*(sub for FAM 113)
PBO 212
PBO 233
19 Credits
Spring
BIB (UD)
COM 333
EDU 213
EDU 313
PED 3 _2 Coaching
PED 303
PED 323
19 Credits
Junior
Fall
SWB 240
COMM 333
EDU 313
EDU 315
PED 3_2 Coaching
PBO 315
PBO 330
ENG 274
18 Credits
Spring
EDU 343
EDU 373
PED 3 _2 Coaching
PED 413
PED 433
ENG 273
19 Credits
Senior
Fall
BIB (UD)
EDU 343
EDU 373
PED 3_2 Coaching
PED 413
PED 433
ENG 273
18 Credits
Spring
BIB/PHI 223
ENG 223
PED 203
PED 222
PED 223
PED 244
18 Credits
PPST & Acceptance into Educ. Program
Spring
EDU 414
EDU 416
15 Credits
Total Credits
141
BACHELOR OF ARTS IN EDUCATION
Religious Education K-12
SELECT ENRICHMENT ON TOP
(Junior/Senior degree only)
Subject Area: This area (114 hrs.)
Subject Area: Grade (30-35 hrs.)
PREP GENERAL EDUCATION/INSTITIONAL REQUIREMENTS (12 hours)
SWB 115 ___
SWB 127 ___
SWB 217 ___
SWB 323 ___
AN ADDITIONAL 20-21 HOURS FROM THE FOLLOWING
(All upper division, 12 hours, for what has min. 15 hours)
IB 5 _ ___ water IB 3 __
PR 323 ___ water SOC 3 __
PR 333 ___ water SOC 3 __
Upper Division (SWB/COM/EDU) ___
Upper Division (SWB/COM/EDU) ___

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Updated 7-23-09

Sample Degree Plan

Department: Education Endorsement: Religious Edu. & Elementary Education
Acceptance into Educ. Program

Spring

EDU 491

EDU 494

15 Credits

Total Credits: 148

BACHELOR OF ARTS IN EDUCATION

Basic Business Education (Subject Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core Level Courses (12 hours)

BIB 114 _____ ENG 113* _____

COM 113 _____ ENG 123 _____

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

Artistic Expression & Cultural Appreciation (9 hours; 6 of which must be Literature)

ART 203 _______ Or MUS 203 ______

ENG 223*_____ and ENG 273 _____

Cultural Perspectives (3 hours)

EDU 343______

Historical Foundations (6 hours)

HST 213 ____ HST 223 ____

Human Behavior and Social Foundations (3 hours)

FAM 113 ______

Religious Studies (6 hours; all courses in BIB, DOC, MIN, or RHS)

BIB 123 ____ PHI 213 ____ BIB/PHI 223 __

Scientific Inquiry (9 hours; 6 of which must be from each area)

Physical Science:

____ MTH 123 OR ____ MTH 133 (or higher)

Biological Science:

____ NSC 153

Mathematics:

____ MTH 123 OR ____ MTH 133 (or higher)

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)

____ EDS 203 ____ EDU 313 _____ EDU 491

____ EDU 103 ____ EDU 343 _____ EDU 494

____ EDU 232A ____ EDU 373 _____RDG 413

____ EDU 232B ____ EDU 483

Subject Area: Basic Business (33 hrs)

ACC 213______ BUS 313______ ECO 233______

ACC 223______ BUS 323_____ ECO 243_______ BUS 453______ MGM 313______

BUS 143______ CIS 303_______ MKT 323______

GENERAL ELECTIVES (only beyond 141 hrs)

Acceptance into Program

Sample Degree Plan

Department: Education Endorsement: Secondary Basic Business Education

Freshman

Fall

BIB 114

BUS 143

COM 113

ENG 113

VCS 501

16 Credits

Spring

ART 100 203

BIB 123

ENG 123

NSC 153

PSY 123

RDG 143 (for EDU 113)

16 Credits

Sophomore

Fall

ENG 133

VCS 200

RDG 223

PPT 123

PPT 142 (for EDU 113)

16 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* (for 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
- ENG 223 or ENG 273

**Cultural Perspectives (3 hours):**
- EDU 343

**Historical Foundations (6 hours):**
- HST 213 or HST 223

**Human Behavior and Social Foundations (3 hours):**
- FAM 113

**Religious Studies (9 hours):**
- BIB 123 or PHI 213
- BIB/PHI 223

**Scientific Inquiry (11 hours: one course from each area):**
- Physical Science:
  - CHM 114
  - CHM 214
- Biological Science:
  - BIO 142

**Total General Education requirements:** 53 hours

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

**Total Credits:** 138
### Sample Degree Plan

**Department:** Education  
**Endorsement:** Secondary Biology Education

#### Freshman

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#### Sophomore

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<td>BIB/PHI 223</td>
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<td>BIO 344</td>
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<td>EDU 232B</td>
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#### Junior

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#### Senior

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### TOTAL HOURS: 120 Minimum

156 hours must be upper division (300-400 level)

*General Electives*
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**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
- ENG 223
- ENG 273

**Cultural Perspectives (3 hours):**
- EDU343

**Historical Foundations (6 hours):**
- HST 213
- HST 223

**Human Behavior and Social Foundations (3 hours):**
- FAM113

**Religious Studies (9 hours):**
- BIB123
- PHI 213
- BIB/PHI 223

**Scientific Inquiry (9 hours: one course from each area):**
- Physical Science:
  - NSC153
- Biological Science:
  - NSC163
- Mathematics:
  - MTH123 or MTH133 (or higher)

**Total General Education requirements: 51 hours**

**INSTITUTIONAL REQUIREMENTS: (5-7 hours):**
- YCS101 "Freshman Seminar"
- Upper-division Bible course*
- Upper-division Bible course*
- Sophomore Test of English Proficiency

**DEPARTMENTAL REQUIREMENTS: (12 hours):**
- COM333
- PSY143
- PPST
- PED 223
- PSY 323

**Acceptance into Program:**
- Professional Development Core (40 hours)
  - EDS 203
  - EDU 313
  - EDU 491
  - EDU 103
  - EDU 343*
  - EDU 494
  - EDU 232A
  - EDU 373
  - RDG 413
  - EDU 232B
  - EDU 483

**Subject Area: English (42 hours):**
- ENG 213
- ENG/EDU 363
- ENG 423
- ENG/COM 303
- ENG 383
- ENG 433
- ENG 313
- ENG 395
- ENG 453
- ENG 323
- ENG 404
- ENG 343
- ENG 413

**Suggested Electives (2 hours):**
- ENG 443

*Count only one time

**TOTAL HOURS: (147 Minimum)**

*44 hours must be upper division: 300-400 level*

**Sample Degree Plan**

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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)
- ART 203
- MUS 203

Cultural Perspectives (3 hours)
- EDU343

Historical Foundations (6 hours)
- HST 213
- HST 223

Human Behavior and Social Foundations (3 hours)
- FAM113

Religious Studies (9 hours)
- BIB123
- PHI 213
- BIB/PHI 223

Scientific Inquiry (9 hours: one course from each area)
- Physical Science:
  - NSC153
- Biological Science:
  - NSC163
- Mathematics:
  - MTH123 or MTH133 (or higher)
BIB (upper)
EDU 483
ENG/EDU 363
ENG 404
ENG 423
RDG 413
17 Credits
Sophomore
Fall
ART 203 or
MUS 203
PHI 213
EDU 203
EDU 209
ENG 213
RDG 223
17 Credits
Senior
Fall
BIB (upper) (2)
EDU 343
EDU 373
ENG 383
ENG 395
ENG 433
17 Credits
Spring
BIB/PHI 223
ENG/COM 303
(odd-sp)
ENG 323
ENG 343
HST 263
PSY 323
18 Credits
PPST &
Acceptance into Educ. Program
Spring
EDU 419
EDU 416
15 Credits
Total Credits
132
BACHELOR OF ARTS IN EDUCATION
History Education 7-12 (Subject Endorsement)
(2009-2010 degree plan)
GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)
BIB 114 _____ ENG 113* _____
COM 113 _____ ENG 123 _____
**Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113
Artistic Expression & Cultural Appreciation (9 hours)
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 (6 hours)
BIB 141 _____ or PHIL 203______
PHIL ______
Quantitative Inquiry (3 hours: one course from each area)
Physical Sci: NSC 153_____ 
Biology Sci: NSC 163_____ 
Mathematics: MTH 123 _____ Or
MTH 133 (or higher)____
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)
_____Junior English Proficiency Exam
DEPARTMENTAL REQUIREMENTS (12 hours)
EDS 203 _____ EDU 313 ______ EDU 491______
EDU 103 _____ EDU 343*______ EDU 494______
EDU 232A_____EDU 373 ______ RDG 413______
EDU 232B ____ EDU 483 ______

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**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
- HST (Upper)
- HST 273
- SocSci (3hr)

17 Credits

**Spring**

- BIB 123
- COM 113
- ENL 120
- HST 263
- PBW 127 (book for PBW 113)

18 Credits

**Sophomore**

**Fall**

- HST 253
- NSC 163

17 Credits

**Senior**

**Fall**

17 Credits

**Spring**

17 Credits

**PPST &**
Acceptance into Edu. Program

Spring
EDU 491
15 Credits
Total Credits: 15

BACHELOR OF ARTS IN EDUCATION
Mathematics Education 7-12 (Field Endorsement)
(2009-2010 Degree Plan)

GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)

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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)

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and both of the following:

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Cultural Perspectives (3 hours)

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Historical Foundations (6 hours)

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Human Behavior and Social Foundations (3 hours)

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Religious Studies (9 hours)

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Physical Science (9 hours: one course from each area)

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Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

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DEPARTMENTAL REQUIREMENTS: (12 hours)

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Acceptance into Program

Professional Development Core (40 hours)

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Subject Area: Mathematics (34 hours)

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GENERAL ELECTIVES:

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TOTAL HOURS: (142 Minimum)

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

Sample Degree Plan

Department: Education Endorsement: Secondary Math

Freshman

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Junior

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Spring

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*count only one time

GENERAL OBJECTIVES:

TOTAL HOURS: (124 Minimum)

(36 hours must be upper division: 300-400 level)
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<td></td>
<td>MTH 334</td>
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<td></td>
<td>MTH 353 (odd yr. fall)</td>
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<td>Spring</td>
<td>BIB/PHI 223</td>
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<tr>
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<td>EDU 232B</td>
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<td></td>
<td>MTH 224</td>
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<td>Program</td>
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**Bachelor of Arts in Education**

**Natural Science Education (Field Endorsement)**

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<tr>
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<tr>
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<td>MTH 334</td>
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<td>MTH 353 (odd yr. fall)</td>
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<tr>
<td>Spring</td>
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<tr>
<td>Spring</td>
<td>EDU 494</td>
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**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
- ENG 223
- ENG 273

**Cultural Perspectives (3 hours):**

- EDU 343

**Historical Foundations (6 hours):**

- HST 213
- Hist 223

**Human Behavior and Social Foundation (3 hours):**

- FAM 101

**Religious Studies (6 hours):**

- EDU 222A
- Or PSY 143
- PPST
- Or PHI 213
- Or BIB/PHI 223

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

- **Physical Science:**
  - CHM 214

- **Biological Science:**
  - WIS 495

- **Mathematics:**
  - 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*
- Sophomore Test of English Proficiency

**Departmental Requirements (12 hours):**

- COM 333
- PSY 143
- PPST
- PED 223
- PSY 323
- Acceptance into Program

**Professional Orientation Core (30 hours):**

- EDU 203
- EDU 313
- EDU 491
- EDU 494
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**Fall**

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<td>CHM 263</td>
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<td>ENG 203</td>
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<tr>
<td>PHY 222</td>
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**Freshman**

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<td>PHY 225</td>
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<td>PED 215</td>
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**Junior**

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<td>ENG 223</td>
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**Senior**

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<td>EDU 483</td>
<td>3</td>
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<tr>
<td>ENG 273</td>
<td>3</td>
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<td>PHY 212</td>
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**Sophomore**

<table>
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<td>3</td>
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<td>PSY 143* (sub for FAM 113)</td>
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**Junior**

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**Fall**

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**Summer**

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<td>ENG 275</td>
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<tr>
<td>PHY 215</td>
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**Fall**

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<td>EDU 373</td>
<td>3</td>
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<tr>
<td>ESC/BIO 354</td>
<td>3</td>
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<tr>
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**Senior**

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<td>EDU 373</td>
<td>3</td>
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<tr>
<td>ESC/BIO 354</td>
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**Summer**

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<tr>
<td>EDU 494</td>
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**Total Credits**

**144**

BACHELOR OF ARTS IN EDUCATION

Psychology Education (Subject Endorsement)
GENERAL EDUCATION REQUIREMENTS
Core Level Courses (15 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
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)

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
YCS 101 *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 (33 hours)
EED 103 EED 103 EED 103
EED 103 EED 103 EED 103
EED 103 EED 103 EED 103
EED 103 EED 103 EED 103

Subject Area: Psychology (30 hours)
PSY 113 PSY 323* PSY 433
PSY 143* PSY 343 PSY 473
PSY 223 PSY 423

Plus 6 hours from

Subject Area: Social Science (36 hours)

A student will choose one or more of the other Social Science areas (Geography, History, Sociology)
*count only one time

GENERAL ELECTIVES:

TOTAL HOURS: (138 Minimum)
(44 hours must be upper division: 300-400 level)

Sample Degree Plan
Departmental Education Endorsement: Secondary Psychology

Freshman
Fall
BIB 114
COM 113
EDU 103
ENG 113
PSY 113
YCS 101
16 Credits

Junior
Fall
BIB (upper)
COM 333
EDU 373
PSY 223 (even-fall)
PSY 315 (even-fall)
SOC/SWK 381
17 Credits

Spring
ART 203 or MUS 203
BIB 123
HST 213
PSY 143*(sub for FAM 113)
ENG 273
18 Credits
EDPSY 485
EDU 483
ENG 223
PSY 343 (odd-sp)
PSY 423 (odd-sp)
RDG 413

18 Credits
Sophomore
Fall
PM 275
EDU 203
EDU 320
ENG 123
EDS 125
NOS 105
SOC 113
IT Credits
Summer
HAT 223
3 credits
Winter
PM 275
EDU 203
EDU 320
EDS 125
NOS 105
PSY 343 (even-sp)
PSY 423 (even-sp)
17 Credits
Senior
Fall
PHI 213
EDS 203
EDU 232A
ENG 123
NSC 153
SOC 113
17 Credits
Summer
HST 223
3 credits
Senior
Fall
BIB (upper)
EDU 343
PED 223
PSY (upper) (3)
PSY (upper) (3)
PSY 473 (even-fall)
17 Credits
Spring
BIB/PHI 223
EDU 232B
EDU 313
NSC 163
PSY 323 (even-sp)
PSY 433 (even-sp)
17 Credits
PPST & Acceptance into ED Program
Summer
EDU 415
EDU 416
11 Credits
Total Credits
138

BACHELOR OF ARTS IN EDUCATION
Reading & Writing Education 7-12 (Subject Endorsement)
(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)

BIB 114 ______ ENG 113* ______
COM 113 ______ ENG 123 ______

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

Artistic Expression & Critical Appreciation (9 hours)

ART 203 ______ 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 ______

(Students majoring in BIB, DOC, MIN, or RHS must take three hours from each area)

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

Physical Science:

NSC 153 ______

Mathematics:

MTH 123 ______ OR MTH 133 (or higher level) ______

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 (45 hours)

EDU 203 ______ EDU 313 ______ EDU 411 ______

EDU 110 ______ EDU 407 ______ EDU 414 ______

EDU 429 ______ EDU 275 ______ NOS 315 ______
**EDU 232B ____ EDU 483 ______**

**Subject Area: Reading (33 hrs)**

**ENG 343______ ENG/EDU 363_____ RDG 243______**

**ENG 413______ EDU393 _____ RDG 413*____**

**PSY 323* _____ RDG 443______**

**RDG463 ______**

*count only one time

**TOTAL HOURS: (128 Minimum)**

**44 hours must be upper division: 300-400 level**

**BACHELOR OF ARTS IN EDUCATION**

**Social Science 7-12 (Field Endorsement)**

**(2009-2010 degree plan)**

**GENERAL EDUCATION REQUIREMENTS**

**Core Level Courses (12 hours)**

**BIB 114 _____ ENG 113* _____**

**COM 113 _____ ENG 123 _____**

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

**Artistic Expression & Critical Appreciation (9 hours)**

**ART 203 _______ Or MUS 203 ______**

**and both of the following:**

**ENG 223______ ENG 273 ____**

**Cultural Perspectives (3 hours)**

**EDU 343______**

**Historical Foundations (6 hours)**

**HST 213 ____ HST 223 ____**

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

**FAM 113 ____**

**Religious Studies (3 hours)**

**BIB 123 ____ PHI 213 _____ BIB/PHI 223 __**

**Religious Studies (3 hours) or one course from each area**

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

**Physical Science:**

**NSC 153 _____**

**Biological Science:**

**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* **

**Sophomore Test of English Proficiency**

**DEPARTMENTAL REQUIREMENTS (12 hours)**

**COM 333_____ PSY 143_____ PPST______**

**PED 223 _____ PSY 323 _____**

**Acceptance into Program _____**

**Professional Development Core (40 hours)**

**EDS 203 _____ EDU 313 ______ EDU 491______**

**EDU 103 _____ EDU 343*______ EDU 494______**

**EDU 232A_____EDU 373 ______ RDG 413______**

**EDU 232B ____ EDU 483 ______**

**Subject Area: Social Sciences (51 hours)**

**History (21 hrs)**

**HST273 _____ HST 283 ______ HST 303 _____**

**(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)**

**PSY 113 _____ PSY 323 _____**

**PSY 143 _____ PSY 343 _____**

*count only one time

**TOTAL HOURS: (150 Minimum)**

**44 hours must be upper division: 300-400 level**

**Sample Degree Plan**

**Department Education Endorsement: Secondary Social Science Education**

**Freshman**

**Fall**

**BIB 114**

**COM 113**

**EDU 103**

**ENG 113**

**HST 213**

**YCS 101**
16 Credits
Junior
Fall
BIB (Upper)
ECO 233
EDS 203
HST 273 (odd # yrs)
PSS 223
SOC 163
EDU 232B
Spring
ART or MUS 203
ENG 123
HST 223
MTH 213
PSY 113
6 Credits
Summer
PSY 223
ENG 275
6 Credits
Jr. English Proficiency Test
Spring
ART or MUS 203
BIB 123
ENG 123
HST 223
MTH 123
PSY 113
19 Credits
Summer
COM 523
3 Credits
Spring
PHL/PHI 223
HST (World) (3 hr)
PSY 323
SOC 123
18 Credits
Summer
COM 533
3 Credits
Sophomore
Fall
EDU 113
ENG 113* _____
COM 113 _____
*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113
Spring
IBI/PHI 223
HST (World) (3 hr)
SOC 113
PSY 343
18 Credits
Senior
Fall
EDU 313
EDU 343
EDU 373
GEO 214
PSY 343
RHS 343 (3)
18 Credits
Spring
BIB/PHI 223
HST (World) (3 hr)
NSC 153
POL 123
PSY 323
SOC 123
18 Credits
PPST & Acceptance into Educ. Program
Spring
EDU 491
EDU 494
15 Credits
Total Credits
148
BACHELOR OF ARTS IN EDUCATION
Speech and Theatre Education 7-12 (Field Endorsement)
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 & 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)

**NCS 102**
Biology/Biology

**NCS 103**
Chemistry

**SMT 123**  **or**  **SMT 133** (or higher level)
Total General Education requirements: 31 hours

**WCE 113**  "Writing Seminar"
**Open division elective course"**

("SMT at 100 level required in SMT, SCS, VIR, or RHQ"

**Total General Education requirements: 31 hours**

**COM 333**   **PSY 143**   **PPST**
PED 223   **PSY 323**

**Acceptance into Program**

Professional Development Core (42 hours)

**EDS 203**  **EDU 313**  **EDU 491**
EDU 103  **EDU 343**  **EDU 494**
**EDU 232A**  **EDU 373**  **RDG 413**
EDU 232B  **EDU 483**

Secondary Education Core (65 hrs)

**COM 113**  **COM 312**  **COM 385**
**COM 175**  **COM 332**  **COM 386**
**COM 213**  **COM 531**  **COM 421**
**COM 265**  **COM 312**  **COM 416**
**COM 365**  **COM 385**  **COM 426**
**COM 375**  **COM 395**  **COM 431**
**COM 385**  **COM 395**  **COM 436**
**COM 395**

Plus three of the following

**COM 101**  **COM 301**  **COM 387**
**COM 102**  **COM 302**
**COM 103**  **COM 303**  **COM 388**
**COM 104**  **COM 304**  **COM 389**
**COM 105**  **COM 305**  **COM 401**
**COM 201**  **COM 301**  **COM 404**
**COM 301**

*count only one time

TOTAL HOURS: 125 (minimum)

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

Sample Degree Plan

Department: Education Endorsement: Speech and Theatre Education

AUX/EDY Year One

**Fall**

BIB 114
COM 113
COM 115
EDU 105
ENG 115
VCE 101
St. Studies

**Spring**

ENG 123
COM 243
COM 275
EDU 322A
ENG 120
PEV 112 (pair for FAM 113)

**Fall**

**Summer**

**Spring**

**Fall**

**Summer**

**Fall**

ART 212
ENG 210
COM 211
EDU 203
EDU 308
ENG 105
**Summer**

**Spring**

BIB/PHI 223
COM 301
COM 320
COM 398B
ENG 120
BACHELOR OF ARTS IN EDUCATION
Special Education (K-12 Field Endorsement)
SECOND ENDORSEMENT ONLY (2009-2010 Degree Plan)
*EDS 203 must be taken before you begin taking any additional Special Education classes.

Subject Area: (41 hours)

- EDS 203 Introduction to Learners w/ Exceptionalities
- EDS 323 Inclusion & Collaborative Partnerships
- EDS 402 Instructional Interventions for Learning Disabilities
- EDS 442 Instructional Interventions for Mental Disabilities Handicaps
- EDS 443 Instructional Interventions for Behavioral Disorders, At-Risk Students
- EDS 452 Transitions to Career/Vocation/Community
- EDS 472 Planning and Managing Special Education Programs
- EDS 485 Assessment Diagnosis and Evaluation
- EDS 490 Student Teaching
- EDU 213 Field Experience in Elementary/Middle Grades
- EDU 232A Field Experience in Secondary Education I
- EDU 303 Support for Physical Education
- EDU 311 Foundations of Reading Instruction
- EDU 313 Reading Strategies for Elementary/Middle Grades
- RDG 463 Diagnosis/Remediation of Reading Difficulties

TOTAL HOURS: ________

(Minimum depends on first area of endorsement.)
**Vocal Music Education (K-12)**

**(2009-2010 degree plan)**

**GENERAL EDUCATION REQUIREMENTS**

**Core Level Courses (12 hours)**
- BIB 114
- ENG 113*
- COM 113
- ENG 123

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

**Artistic Expression & Critical Appreciation (9 hours)**
- ART 203 ______
- Or MUS 203 ____
- and both of the following:
  - ENG 223______
  - ENG 273 ______

**Cultural Perspectives (3 hours)**
- EDU 343______

**Historical Foundations (6 hours)**
- HST 213 ____
- HST 263____

**Human Behavior & Social Foundations (3 hours)**
- FAM 113 ____

**Religious Studies (9 hours)**
- BIB123 ____
- PHI 213_____
- BIB/PHI223 __

**Scientific Inquiry (9 hours: one course from each area)**
- Physical Science:
  - NSC 153 _____
- Biological Science:
  - NSC 163 _____
- Mathematics:
  - MTH123 _____ Or MTH133 (or higher) ____

Total General Education requirements: 51 hours

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**
- _____YCS101 “Freshman Seminar
- _____Upper-division Bible course
- _____Upper-division Bible course
- _____Sophomore Test of English Proficiency

**DEPARTMENTAL REQUIREMENTS (12 hours)**
- COM 333_____
- PSY 143_____
- PPST_____
- PED 223 _____
- PSY 323______

**Acceptance into Program**

**Professional Development Core (42 hours)**
- EDS 203 _____
- EDU 343*______
- EDU 491______
- EDU 103 _____
- EDU 373_______
- EDU494______
- EDU 232A_____
- EDU 483_______
- RDG 413______
- EDU 232B ____
- EDU 313______
- EDU 341______
- EDU 341_____MUS 223______
- APM 211______
- MUS 112______
- MUS 253_______
- APM 241______
- MUS 122_______
- MUS 302______
- APM 311______
- MUS 123______
- MUS 313______
- APM 311______MUS 161/171____ MUS 323_______
- APM 341______MUS 161/171____ MUS 333______
- APM 341______MUS 212______ MUS 403______
- APM 411______MUS 222______ MUS 413______
- MUS 433 ______

*count only one time

TOTAL HOURS: (164 Minimum)

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

**Sample Degree Plan**

Department: Education
Endorsement: K-12 Vocal Music 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 352(odd yrs)
- CIS 303 or EDU 373
- EDS 203
- MUS 313(even yrs)
- PED 223
- MUS 333(even yrs)

14 Credits (odd yrs)
18 Credits (even yrs)

---

Jr. English
Proficiency Test
Spring
APM 111
APM 121
ENG 111
COM 111
ENG 120
MUS 111
MUS 122
MUS 122
17 Credits
Summer
ENG 220
NRO 165
1 Credit
Spring
MUS 310(even yrs)
MUS 320(odd yrs)
MUS 320(odd yrs)
MUS 320(odd yrs)
MUS 320(odd yrs)
PEN 213
PV 36
18 Credits(even yrs)
16 Credits(odd yrs)
Summer
ENG 275
HST 213
4 Credits
Sophomore
Fall
PN 213
EDU 211
ENG 161
ENG 123
MUS 263
17 Credits(Fall)
10 Credits(Summer)
Spring
MUS 302(even yrs)
MUS 323(odd yrs)
MUS 343(odd yrs)
MUS 403(odd yrs)
RDG 413
PSY 323
16 Credits(odd yrs)
14 Credits(even yrs)
Summer
ENG 223
NSC 153
6 Credits
Junior
Fall
PHI 213
EDU 213
MUS 161/171
MUS 212
MUS 213
MUS 253
PSY 143*(sub for FAM 113)
17 Credits
17 Credits
Senior
Fall
BIB (2)
EDU 343
EDU 313
MTH 123/or higher
MUS 433(odd yrs)
NSC 163
17 Credits(odd yrs)
14 Credits(even yrs)
Spring
BIB/PHI 223
HST 263
MUS 222
MUS 223
MUS 263
EDU 232A
BIB (2)
17 Credits
3 Credits
Summer
COM 333
3 Credits
Spring
EDU 491
EDU 494
15 Credits
Total Credits
159
THE STUDENT TEACHING EXPERIENCE And
OBJECTIVES OF THE STUDENT TEACHING PROGRAM
The primary purpose of the student teaching experience is to provide the student teacher with an opportunity for applying educational theories to an actual teaching situation. The student teacher has the opportunity to work with experienced, competent professionals in an educational setting, to develop the skills and understandings considered necessary by the Nebraska State Board of Education, teacher education institutions, and cooperating Nebraska school districts. Every student teaching candidate will have completed all education classes and content area classes prior to student teaching. No student teacher shall be placed in any school that was a part of their K-12 education.

In order to promote and maintain a good working relationship with the schools in which they are placed, the following guidelines are offered for student teachers:
1. Be on time every day, and do not leave early unless pre-arranged with the cooperating teacher.
2. Dress in a manner compatible with that of the teachers in the assigned school.
3. If you must miss a day, call your cooperating teacher. (THIS IS ABSOLUTELY ESSENTIAL.) Also notify college representatives.
4. Make up absences at a time approved by your cooperating teacher.
5. Learn the school system policies and those of the building to which you are assigned.
6. Keep student records and all other student information strictly confidential.
7. Attend appropriate school functions including faculty meetings, PTA meetings, any Open House, Parent/Teacher Conferences, etc.
In each of these areas are outlined below. The length of time spent in each stage will depend on the length of the student-teaching experience and the individual student teacher.

1. 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. Discipline
   (1) Observe class management in terms of voice, volume, eye contact, teacher activities, group activities, etc.
   (2) Observe student discipline techniques used.
   (3) Look for consistent patterns of discipline which are firm, objective, positive and courteous.

b. Grouping
   (1) Observe grouping of students (desks, chairs, groups, etc.)
   (2) Observe positive discipline techniques used.

2. Classroom management
   a. Note the techniques that best hold students' interest and the different methods used with different students.
   b. Note the results of cooperation among students.
   c. Note the techniques that best hold students' interest and the different methods used with different students.
   d. Record Keeping – Observe the teachers' systems. Keep records as assigned by your cooperating teacher. Keep a separate copy of records of work you assign and grade.

3. Lesson plans
   a. Note method of opening class – teacher's point of focus.
   b. Note the techniques that best hold students' interest and the different methods used with different students.

4. Teaching techniques
   a. Note method of organizing class – teacher's point of focus.
   b. Note the techniques that best hold students' interest and the different methods used with different students.

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

6. Special Resources
   a. Visit the library/media center and computer lab.
   b. Visit the counselor's office and nurse's area.
   c. Visit the computer lab.

II. Cooperative Planning – The cooperating teacher and the student teacher will begin early to plan for the teaching term. The length of time spent in each stage will depend upon the length of the student-teaching experience and the individual student teacher.

1. Plan and direct more units of instruction.

2. Assume primary responsibility for classroom management and instruction.
   a. Plan and direct more units of instruction.
   b. Plan and teach units of instruction.

3. Become increasingly responsible for directing the learning activities of students and for maintaining classroom discipline.
   a. Plan and direct more units of instruction.
   b. Plan and teach units of instruction.

4. Evaluate students' progress.
   a. Plan and direct more units of instruction.
   b. Plan and teach units of instruction.

5. Be aware of special education programs/facilities and visit special education rooms.

6. Learn about the services and materials available from the Education Service Center.

7. Learn the procedures concerning teacher use of duplicating machines, A/V equipment, etc.

8. Visit the counselor's office and nurse's area.

III. Teaching – Evaluation consists of two components. You will be responsible for evaluating the professional development of student teachers.

1. As you progress through the stages of student teaching, become increasingly responsible for evaluation of students' progress.

2. Assume responsibility for evaluation of student teachers.

3. Become familiar with expectations for these students. Learn various methods for assessing these students' needs.

4. Observe cooperating teachers.

5. Assume supervisory role.

6. Note method of organizing class – teacher's point of focus.

7. Note the techniques that best hold students' interest and the different methods used with different students.

8. Observe the pacing of the class.


10. Teachers' movement during lecture.

11. Verbalization.

12. Teachers' use of outside resources (giving –store doors, repair, etc.)

13. Agreed-upon procedures.

14. Lesson cycle.

15. Note the techniques that best hold students' interest and the different methods used with different students.

16. Note results of cooperation among students.

17. Note the techniques that best hold students' interest and the different methods used with different students.

18. Note the results of cooperation among students.

19. Note the techniques that best hold students' interest and the different methods used with different students.

20. Note the results of cooperation among students.

21. Note the techniques that best hold students' interest and the different methods used with different students.

22. Note the results of cooperation among students.

23. Note the techniques that best hold students' interest and the different methods used with different students.

24. Note the results of cooperation among students.

25. Note the techniques that best hold students' interest and the different methods used with different students.

26. Note the results of cooperation among students.

27. Note the techniques that best hold students' interest and the different methods used with different students.

28. Note the results of cooperation among students.

29. Note the techniques that best hold students' interest and the different methods used with different students.

30. Note the results of cooperation among students.
2. Evaluate student progress in relation to curriculum goals and learning objectives.
3. Be involved in promoting progress on a regular basis to students and their parents.
4. Professional development
   a. Students' needs are evaluated by professional development by both interpreting teacher's and their supervising teachers.
   b. Participate actively in the evaluation of your own professional development.
   c. Establish professional goals and evaluate your own progress toward the achievement of these goals.

Standards for Professional Practice

Professional Practice

The educator shall be the moral and ethical role model for his or her students, showing the highest standards of integrity, teaching the importance of the value of the human spirit, and the need for moral and ethical behavior. The educator shall model the behavior expected of his or her students in all aspects of his or her professional life. The educator shall be an active participant in the professional development of his or her colleagues and shall encourage the professional development of his or her students.

Teaching requires the following:

• Shall permit no commercial or personal exploitation of his or her professional position.
• Shall not assign unqualified personnel, tasks for which an educator is responsible.
• Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
• Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
• Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

In fulfillment of the obligation to professional practice, the educator:

• Shall not misrepresent his or her professional qualifications, nor those of colleagues.
• Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
• Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
• Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special service counseling is issued in Nebraska.
• Shall not engage in activities for which a special service counseling is issued in Nebraska.
• Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
• Shall not conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

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

• Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
• Shall not deliberately suppress or distort subject matter for which the educator is responsible.

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

• Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, or handicapping condition.
• Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

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

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

Standards for Professional Practices

B. Professional development

1. Student teachers are evaluated in their professional development by both their cooperating teacher(s) and their supervising teacher.
2. Participate actively in the evaluation of your own professional development.
3. Establish professional goals and evaluate your own progress toward the achievement of these goals.
4. Completion of all professional education courses with no grade below C
5. Completion of all methods courses for each endorsement area with no grade below C
6. A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Professional Practice

Principal V – Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and understanding, and the thoughtful formulation of worthy goals.

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

• Shall permit the student to pursue reasonable independent research effort, and shall permit the student courses covering points of view.
• Shall not discipline students in a manner which interferes with the learning process or in an institution or in public conduct.

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

• Shall not engage in activities for which a special service counseling is issued in Nebraska.

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

• Shall not engage in activities for which a special service counseling is issued in Nebraska.

Nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall model the responsibilities of citizenship in these democratic settings.

The educator shall encourage the development of democratic citizenship in all students, by involving them in their professional practice, in developing citizenship skills and by involving them in democratic processes. The educator shall assist students in developing democratic values and democratic processes, and in becoming engaged citizens of their communities and of their society.
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, differing views of the situation will be discussed, and a determination will be made by the supervising teacher whether or not the student teacher will be removed from the classroom. If the decision is to remove the student teacher, or the student teacher feels that additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

When this judgment is made, what happens?

If the cooperating teacher and supervising teacher feel that additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

Options then open to the student teacher are listed below.

Options then open to the student teacher are listed below.

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 additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

2. The student teacher and supervising teacher can then discuss the differing views of the situation, and a determination will be made by the supervising teacher whether or not the student teacher will be removed from the classroom. If the decision is to leave the student teacher 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 supervising teacher and cooperating teacher feel that additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

3. The student teacher will then be placed for an experience during the next semester and complete the experience during that semester, or the "I" will revert to a grade of "F".

4. If none of the above options are selected, a grade of "F" will be entered on the transcript.

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

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

STUDENT TEACHER WITHDRAWAL POLICY

When it is determined that a York College student teacher is doing less than satisfactorily, such an excused teacher may be withdrawn from the student teaching experience.

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

When a York College student teacher is doing less than satisfactorily, such an excused teacher may be withdrawn from the student teaching experience.

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WHO CAN MAKE THE JUDGEMENT THAT THE STUDENT TEACHER IS DOING LESS THAN SATISFACTORY WORK?
3. File a written appeal to the Vice President for Academic Dean within five (5) working days of a decision by the Teacher Education Council.

Teacher Certification

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

It is your responsibility as a professional to keep your Nebraska Certificate current (valid) while you teach in Nebraska’s approved public or private schools. No certification from any other state has any standing (legal validity) in Nebraska.

Certification is not automatic. Students who successfully complete the Teacher Education Program at York College will qualify for the Nebraska Initial Teaching Certificate. Application will be made during student teaching seminar class.

The Procedures for securing a Nebraska Initial Certificate are as follows:

1. Complete an Application for Nebraska Certification (made available during Student Teacher Seminar)
2. Out of State applications need to get Finger Prints
3. Forward Original PPST score report(s) from the Educational Testing Service to York College to accompany your application
4. Attach a check with the application
5. Official transcripts
6. Complete a Criminal Charges or Convictions Self-Reporting Form

Placement Services

Education Placement

For placement information contact:
• Kathleen B. Wheeler, Education Division, Chair (402) 363-5696
• Erin Sams, Administrative Assistant (402) 363-5694

EDUCATION CHECKLIST

STUDENT NAME: ___________________________________________________________

Application for Admission to Teacher Education

Formidable Faculty Recommendations Forms

PPST Reading ___________ ___________ ___________ ? Yes Passed

PPST Math ___________ ___________ ___________ ? Yes Passed

PPST Writing ___________ ___________ ___________ ? Yes Passed

Interview ___________ ? Successful Interview

English Proficiency Exam ___________ ? Yes Passed

Acceptance Letter ___________

Freshman Year EGP ___________

Sophomore Year EGP ___________

Junior Year EGP ___________

Senior Year EGP ___________

Total hours: ___________

Signed Notice of Admission ___________ ___________ ___________

Completion Letter

Why I Want To Teach: essay

Completed Speech

Completed English

Guidelines for York Public Schools

Date Sheet

Completed Spanish

Completed English

Completed English
Section I. Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SAT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>ACT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program?

What is the minimum GPA required for exiting the program?

Section I. B Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SAT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>ACT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program?

What is the minimum GPA required for exiting the program?

Section I. C Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students.

<table>
<thead>
<tr>
<th>Race</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>81</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>0</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>Two or more races</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>Data not reported</td>
</tr>
</tbody>
</table>

Section I. D Supervised Clinical Experience

Provide the following information about supervised clinical experiences in 2013-14.

<table>
<thead>
<tr>
<th>Element</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of clock hours required for student teaching</td>
<td>Data not reported</td>
</tr>
<tr>
<td>Number of clock hours required for student teaching</td>
<td>Data not reported</td>
</tr>
<tr>
<td>Number of clock hours required for student teaching</td>
<td>Data not reported</td>
</tr>
<tr>
<td>Number of clock hours required for student teaching</td>
<td>Data not reported</td>
</tr>
</tbody>
</table>

Please provide any additional information about 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 2013-14. 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>
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Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

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Section II Annual Goals - Science

Each institution of higher education (IHE) that contains a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that results, in the preceding Federal fiscal year, in the training of 1 or more prospective teachers in each of three academic years.

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Did your program prepare teachers in science in 2013-14?</th>
<th>How many prospective teachers did your program plan to add in science in 2013-14?</th>
<th>Did your program meet the goal for prospective teachers set in science in 2013-14?</th>
<th>Description of strategies used to achieve goal, if applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Recruitment and revising the course rotation to accommodate more students.</td>
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<td>2014-15</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>2015-16</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

Provide any additional comments, exceptions and explanations below:

Recruitment of new students to the program of incoming freshmen.

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

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in science in 2013-14?

Was your program preparing teachers in science in 2013-14?

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program prepare teachers in science in 2013-14?

Academic year 2013-14

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that contains a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that results, in the preceding Federal fiscal year, in the training of 1 or more prospective teachers in each of three academic years.

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Did your program prepare teachers in mathematics in 2013-14?</th>
<th>How many prospective teachers did your program plan to add in mathematics in 2013-14?</th>
<th>Did your program meet the goal for prospective teachers set in mathematics in 2013-14?</th>
<th>Description of strategies used to achieve goal, if applicable:</th>
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<tr>
<td>2013-14</td>
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<tr>
<td>2015-16</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>

Provide any additional comments, exceptions and explanations below:

Recruitment and revising the course rotation to accommodate more students.

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

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Was your program preparing teachers in mathematics in 2013-14?

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program prepare teachers in mathematics in 2013-14?

Academic year 2013-14

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that contains a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that results, in the preceding Federal fiscal year, in the training of 1 or more prospective teachers in special education in each of three academic years.

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Did your program prepare teachers in special education in 2013-14?</th>
<th>How many prospective teachers did your program plan to add in special education in 2013-14?</th>
<th>Did your program meet the goal for prospective teachers set in special education in 2013-14?</th>
<th>Description of strategies used to achieve goal, if applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Provide any additional comments, exceptions and explanations below:

Recruitment of new students to the program of incoming freshmen.

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

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Was your program preparing teachers in special education in 2013-14?

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program prepare teachers in special education in 2013-14?

Academic year 2013-14

Section II Annual Goals - Other

Provide the total number of teacher preparation program completers in each of the following academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Other Education</th>
<th>Computer and Information Sciences</th>
<th>Business/Business Administration/Accounting</th>
<th>Engineering</th>
<th>Physical Sciences</th>
<th>Mathematics and Statistics</th>
<th>Physical Sciences</th>
<th>Social Sciences</th>
<th>Education</th>
<th>Other Sciences</th>
<th>Agriculture</th>
<th>Philosophy and Religious Studies</th>
<th>English Language/Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2013-14</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Did your program prepare teachers in special education in 2015-16?
Yes

How many prospective teachers did your program plan to add in special education in 2015-16?
No

Did your program meet the goal for prospective teachers set in special education in 2013-14?
Yes

How many prospective teachers did your program plan to add in special education in 2014-15?
No

Did your program prepare teachers in special education in 2014-15?
Yes

How many prospective teachers does your program plan to add in special education in 2015-16?
2

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?
No

Did your program prepare teachers in special education in 2013-14?
Yes

How many prospective teachers does your program plan to add in special education in 2013-14?
1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?
Yes

Academic year 2014-15

How many prospective teachers did 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?
Yes

Provide any additional comments, exceptions and explanations below:

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?
3

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?
Yes

Provide any additional comments, exceptions and explanations below:

Description of strategies used to increase enrollment, if applicable:

Description of strategies used to increase enrollment, if applicable:

Data not reported

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?
No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?
No

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?
Yes

Academic year 2015-16

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?
No

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?
Yes

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please verify that your institution is in compliance with the following assurances. [§607(a)(6)] (§607(a)(6)) Note: If prepared to provide documentation and evidence for your responses, please report to support the following assurances.

Prospective program completers in the identified areas of the state educational agency’s or State’s identified need for instructional teachers shall be prepared to teach subjects in addition to the academic subjects in which they have been prepared for instruction. (§607(a)(11))

Prospective special education teachers are prepared to provide instruction in special academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction in special academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction in special academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction in special academic subjects.
Yes

Provide any additional comments, exceptions and explanations below:

Section III Assessment Pass Rates

<table>
<thead>
<tr>
<th>Test Company</th>
<th>Assessment Name</th>
<th>Group</th>
<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0710</td>
<td>PRAXIS I READING</td>
<td>All program completers, 2013-14</td>
<td>32</td>
<td>176</td>
<td>33 100</td>
</tr>
<tr>
<td>ETS0710</td>
<td>PRAXIS I READING</td>
<td>All program completers, 2013-14</td>
<td>32</td>
<td>176</td>
<td>33 100</td>
</tr>
<tr>
<td>ETS0730</td>
<td>PRAXIS I MATHEMATICS</td>
<td>All program completers, 2013-14</td>
<td>32</td>
<td>176</td>
<td>33 100</td>
</tr>
<tr>
<td>ETS0730</td>
<td>PRAXIS I MATHEMATICS</td>
<td>All program completers, 2013-14</td>
<td>32</td>
<td>176</td>
<td>33 100</td>
</tr>
</tbody>
</table>

Section III Summary Pass Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2013-14</td>
<td>32</td>
<td>176</td>
<td>33 100</td>
</tr>
</tbody>
</table>

https://www.ed.gov/about/offices/list/ope/students/8a5f45a0dd1e43f792aee5840b546c49.html
Section IV Loss-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?  Yes

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

NCATE
North Central Association - Higher Learning Commission

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?  No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that checking "Yes" indicates that your teacher preparation program will be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curriculum and instruction
- use technology effectively to solicit data to improve teaching and learning
- use technology effectively to manage data to improve teaching and learning
- use technology effectively to anticipate data to improve teaching and learning

Yes

Provide a description of the evidence that your program uses to show that your program prepares teachers to integrate technology effectively into curriculum and instruction, and use technology effectively to solicit data to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use technology effectively to manage and analyze data to improve teaching and learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Please note that "Integrated" as it relates to program design and delivery is an educational philosophy, not an educational psychology class, or an introduction to learners with disabilities class, or a field experience. The concepts listed above are covered in these and other classes.

2010-2011
Teacher Education Unit
- Field Experiences
- Student Teaching

Technology Use
- Videos, teleconferences with national experts, guest speakers, electronic portfolio, introducing CGI for the year
- Elements portfolio
- Elements portfolio, YouTube, audio, Face Book, guest speakers, field trips, testing, electronic group discussions
- Physical Education Department
- Bobby DiToro
- Field Experiences
- Technology Use
- PowerPoint, videos, internet at sites (specifically, movies, YouTube, and Forums Response)
- Video gaming, virtual reality, Skype, videos, PowerPoint, video site links, Reading assignment/feedback posted online with Moodle, Assignments posted via Moodle, PowerPoint
- Fine and Performing Arts Department
- Claire Reaume, No response
- National Science and Mathematics Department
- Used Miller
- Learner pages using technology, assessments using technology, resource material in sites, technology should be used in portfolios
- B.S. Lewis School of Business Department
- Website: StudentTeaches lists four required institutional Technology cases
- Adjuncts
- Student Affairs: No response
- Student Affairs: No response
- Student Affairs: No response
- Roger Peternell: No response
- Student Affairs: No response

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that checking "Yes" indicates that your teacher preparation program will be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
- participate as a member of individualized education program teams
- teach students who are limited English proficient effectively
- teach students who are limited English proficient

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation in a member of individualized education program teams, as well as evidence that the program uses the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

From "Introduction to Learners with Exceptionality," "Student Participation/Multiple Awareness," "Wald Experience," and "Student Teaching," these concepts are covered multiple times.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
- participate as a member of individualized education program teams
- teach students who are limited English proficient effectiveness
- teach students who are limited English proficient

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 in a member of individualized education program teams, as well as evidence that the program uses the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Special Education Program (multidisciplinary) has 15 courses in the curriculum 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. This may be either specific information for the report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

More information not available

Supporting Files

Complete Report Card

The Special Education Program has 10 classes in the endorsement that cover the topics listed above.

The Individuals with Disabilities Education Act (IDEA) requires training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Act, if any of the three elements listed above are not currently in place.

The Individuals with Disabilities Education Act (IDEA) requires training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Act, if any of the three elements listed above are not currently in place.

Individuals with Disabilities Education Act (IDEA) requires training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Act, if any of the three elements listed above are not currently in place.