Institution Information

Name of Institution: York College
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Nebraska
Address: 1125 E. 8th St.
York, NE, 68467
Contact Name: Dr. Erin DeHart
Phone: 402 363 5684
Email: edehart@york.edu

Is your institution a member of an AGA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? If yes, provide the following:
- Grant year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:

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.

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>No</td>
</tr>
<tr>
<td>Business</td>
<td>No</td>
</tr>
<tr>
<td>Biology</td>
<td>No</td>
</tr>
<tr>
<td>Coaching</td>
<td>No</td>
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<tr>
<td>Elementary</td>
<td>No</td>
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<tr>
<td>Elementary Art</td>
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<tr>
<td>English</td>
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<td>History</td>
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<td>Mathematics</td>
<td>No</td>
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<tr>
<td>Middle Grades</td>
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<tr>
<td>Natural Science</td>
<td>No</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Psychology</td>
<td>No</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>No</td>
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<tr>
<td>Religious</td>
<td>No</td>
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<tr>
<td>Social Science</td>
<td>No</td>
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<tr>
<td>Special Education</td>
<td>No</td>
</tr>
<tr>
<td>Speech and Theatre</td>
<td>No</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>No</td>
</tr>
</tbody>
</table>
| Total number of teacher preparation programs: 19

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
- Freshman year
- After 15 hours - may be at the end of the freshman 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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 
York College Teacher Education Candidate Proficiencies

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

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, dignity, and the pursuit of truth are honored, enabling them to mature in spiritual, academic, and community life.

Core Values:

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

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

OF MISSION AND 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:

WELCOME TO YORK COLLEGE

TEACHER EDUCATION

The value of Teacher Education is to provide students with an understanding of the world and spiritual values, and appreciation of the diversity of our student body.

Student Teaching Information

The Student Teaching Experience and Objectives Of The Student Teaching Program...

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

The faculty of Teacher Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions, union enables us to train the next generation of educators.

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

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

The Student Teaching Experience And Objectives Of The Student Teaching Program...

Standards for Professional Performance...

Admissions To Student Teaching And Procedures To Follow To Be Placed As A Student Teacher...

Placement Services...

Teacher Certification...

Student Teacher Withdrawal Policy...

Student Teaching Application Form...

Admission To Student Teaching And Procedures To Follow To Be Placed As A Student Teacher...
The candidate understands the central concepts, tools of inquiry, and major viewpoints of the discipline(s) for on-site interns and can create learning experiences that make these elements of content come alive for students.

As a result, the candidate:
- Trains interns for the discipline(s) for on-site interns and provides opportunities for self-directed learning to create meaningful opportunities for on-site interns to learn.
- Understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, gender equity, cultural and language diversity, and English language learners).
- The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Is willing to give and receive help.
- Values critical thinking and self-directed learning as habits of mind.
- Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for designing learning experiences and environments.
- Uses a variety of multiple representations and explanations of disciplinary concepts that capture key ideas and link to student prior understandings.
- Demonstrates a sound understanding of technology.
- Relates that subject matter knowledge is not isolated but of facts but is complex and interrelated, keeping abreast of new ideas and understandings in the field.

Student Development and Learning

The candidate understands how students learn and develop and can provide learning opportunities that support student interpretations and goals.

As a result, the candidate:
- Uses multiple student referral or on-the-spot knowledge activities and activities that are already familiar ideas, meeting students' concrete, practical needs, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to construct knowledge meaningfully, by shaping their learning tasks that lead to the next level of development.
- Encourages discussion, debates, and responses to group interaction and rubric student finding.
- Thinks about areas of inequity in teaching, including teaching decision, visual and emotional difficulties, and special physical or mental challenges and identifies appropriate ways to access appropriate on their personal or mental health needs.
- Understands learning goals and identifies appropriate strategies for students' development, learning strays, and needs by using a variety of instructional strategies that promote student learning.
- Understands how to develop a self-grounded framework on knowledge of equity and how student learning is influenced by language, culture, family and community.
- Appreciates and values student diversity and believes that all students can learn at high levels and is in helping all students achieve success.
- Understands and values responsibility for the diverse needs of all learners, and it is essential to help them develop self-confidence and competence.
- Creates a learning community in which individual differences are respected.

Instructional Strategies and Facilitation 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:
- Understands learning theory, student culture, continuous development, and student development and how to use this knowledge to plan instruction to meet curriculum goals.
- Understands the use of learning styles and student learning preferences to support effective instruction.
- Identifies key learning and student learning preferences.
- Reflects and evaluates activities and the impact of effective strategies on student engagement and learning.
- Uses a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized tests) to guide their teaching.
- Recognizes the importance of communication, as well as oral and written communication.
- Understands the advantages and limitations associated with cooperative learning, whole group discussions, independent study, and individualized instruction.
- Incorporates various instructional strategies that fit for various learning settings.
- Demonstrates an ability to use a variety of instructional strategies in different ways for particular purposes.
- Encourages discussion, listens and responds to group interaction, and elicits student thinking.
- Encourages students to engage in a variety of assessment activities that will help them develop critical thinking, problem-solving, and performance skills.
- Demonstrates a commitment to cultural and gender differences in the classroom.
- Uses a variety of effective classroom management strategies and the use of a range of strategies to promote positive relationships, cooperation, and collaborative learning in the classroom.

Assessment of Teaching and Learning

The candidate understands and uses formal and informal assessment strategies to evaluate and monitor student learning.

As a result, the candidate:
- Demonstrates a sound understanding of technology.
- Effectively uses multiple representations and explanations of developmental stages and student development.
- Incorporates knowledge about assessment and the different ways to access information on the different stages of development.
- Understands the role of technology in assessment and evaluation and uses this knowledge to plan instruction to meet curriculum goals.
- Recognizes the importance of technology.
- Uses a variety of multiple representations and explanations of disciplinary concepts that capture key ideas and link to student prior understandings.
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- Understands how to develop a self-grounded framework on knowledge of equity and how student learning is influenced by language, culture, family and community.
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- Recognizes the importance of technology.
- Uses a variety of multiple representations and explanations of disciplinary concepts that capture key ideas and link to student prior understandings.
- Demonstrates a sound understanding of technology.
Acceptance to student teaching requires the following:

3. Senior standing with a minimum cumulative GPA of 2.500 beginning April 28, 2004

4. After acceptable completion of the Electronic Growth portfolio, a candidate may make additional changes to the Electronic Growth Portfolio, within the same Growth Portfolio. If a candidate scores below the acceptable targets, he/she must make modifications to the portfolio, as directed by the mentor, in order to meet or exceed the requirements for the Electronic Growth Portfolio. Candidates must turn in the following:

   a. 3.0 or above on the scheduled interview days before a panel of two Teacher Education Council members.

   b. 7. Satisfactory scores on the Pre-Professional Skills Test.

   c. 8. Documented proof of successful completion (C or above) of each of the following courses: COM 113, EDU 103, ENG 113 and ENG 123.

   d. 9. completed Teacher Education Health Form.

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

   f. 11. To register for more than six hours of upper division (300 or 400 level) Education classes, a student must meet the above criteria.

   g. Candidate must receive an average of 2.0 or above for the total average of the Freshman and Sophomore years.

   h. To successfully complete the Electronic Growth Portfolio, a candidate must achieve an average of 2.0 or above for the total average of the Freshman and Sophomore years. Growth Portfolio.

   i. 12. A minimum average of a 2.5 or above on the Electronic Growth Portfolio.

   j. 13. A minimum of 100 hours working with K-12 students.

   k. 14. Documented proof of successful completion of each of the following courses: COM 113, EDU 103, ENG 113 and ENG 123.

   l. 15. A completed Teacher Education Application for Admission Form.

   m. 16. The Praxis Series Reading Test

   n. 17. The Praxis Series Writing Test

   o. 18. Must be admitted to a secondary to the Education Division Chair.

   p. 19. No student may be permitted to participate in the program.

   q. 20. Must be approved by the Teacher Education Council.

   r. 21. His/her Student Teaching Cooperating Teacher.

   s. 22. His/her Academic Advisor.

   t. 23. His/her Electronic Growth Portfolio. Each candidate will present his/her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional members of the Teacher Education Council.

   u. 24. To successfully complete the Electronic Growth Portfolio, a candidate must achieve an average of 2.0 or above for the total average of the Junior year target course.

   v. 25. Each candidate will present his/her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional members of the Teacher Education Council.

   w. 26. The following is a list of requirements for completing the Electronic Growth Portfolio.

   x. 27. A minimum average of a 2.0 or above on the Junior Year Electronic Growth Portfolio.

   y. 28. To successfully complete the Electronic Growth Portfolio, a candidate must achieve an average of 2.0 or above for the total average of the Junior Year Electronic Growth Portfolio.

   z. 29. A minimum average of a 2.0 or above on the Senior Year Electronic Growth Portfolio.

   aa. 30. A minimum of 100 hours working with K-12 students.

   bb. 31. A successful rating by panel members, on the Candidate Interview.

   cc. 32. To successfully complete the Electronic Growth Portfolio, a candidate must achieve an average of 2.0 or above for the total average of the Junior Year Electronic Growth Portfolio.

   dd. A candidate must have completed all requirements for admission to the Teacher Education Program.

   ee. A candidate must have satisfactorily completed the Pre-Professional Skills Test.

   ff. A candidate must have completed all required courses with a grade of C or above.

   gg. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   hh. A candidate must have completed all required courses with a grade of C or above.

   ii. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   jj. A candidate must have completed all required courses with a grade of C or above.

   kk. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   ll. A candidate must have completed all required courses with a grade of C or above.

   mm. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   nn. A candidate must have completed all required courses with a grade of C or above.

   oo. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   pp. A candidate must have completed all required courses with a grade of C or above.

   qq. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   rr. A candidate must have completed all required courses with a grade of C or above.

   ss. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   tt. A candidate must have completed all required courses with a grade of C or above.

   uu. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   vv. A candidate must have completed all required courses with a grade of C or above.

   ww. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   xx. A candidate must have completed all required courses with a grade of C or above.

   yy. A candidate must have achieved an average of 2.0 or above on the Junior Year Electronic Growth Portfolio.

   zz. A candidate must have completed all required courses with a grade of C or above.
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
? K-6 Art Education
? K-12 Education
? Physical Education
? Religious Education
? Special Education
? Visual Arts Education

Middle Grades:

? Basic Business
? Health & Physical Education
? Language Arts
? Mathematics
? Natural Sciences
? Visual Arts, Secondary Education

Vocational Education:

? Basic Business
? English
? History
? Mathematics
? Natural Sciences
? Physical Education
? Psychology
? Reading & Writing

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 release my rights to view the following references and any file to no one without the express consent of a YC Professor, unless other written request 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:

1. Completed Signed Notice of Admission Procedures form
2. Completed Teacher Education Application for Admission form
3. Completed Faculty/Advisor/Dean’s Letter
4. Completed Teacher Education Health form
5. Documented proof of successful completion 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
   - COM 113 Basic Speech
   - ENG 113 English Composition I
6. Satisfactory scores on the Pre-Professional Skills Test (PPST)
   - Reading 170
   - Math 171
   - Writing 172
   - Favorable recommendation from three YC Professors
   - Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios
   - Average of 2 or above, and a successful rating by panel members, on the Candidate Interview

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

Name of institution:
Reason for admission denied:

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

Candidate Signature:
Date:

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:

Listed below is the protocol for resolution of a candidate complaint. This record is confidential to the parties involved. Please complete the blanks as indicated for each step. This record is due 10 days after the date of issue.

1. Faculty Member
   Date__________
   Results___________________________________________________________________________________________________________________
   _____________________________________________________
   Signature of Faculty Member Signature of Candidate(s)

2. Department/Division Chair
   Date__________

3. Director of Student Life
   Date__________

This record remains confidential to the parties involved. Please complete the blanks as indicated for each step. This record is due 10 days after the date of issue.

4. Dean/Associate Dean
   Date__________

5. President
   Date__________

6. Board of Trustees
   Date__________

This record is due 10 days after the date of issue.

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

For purposes of this Chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board.

005.07A The institution shall require the prospective student to affirm under oath that he or she has no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board.

005.07A The institution shall require the prospective student to provide the list of all criminal convictions, except traffic offenses, to the education division chair. A past or future report shall result in a complete application or to the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

005.07A Information Regarding Convictions

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

005.07A1 Information Regarding Convictions

The Department shall require the prospective teacher educator to provide a list of all criminal convictions, except traffic offenses, to the Education Division Chair. A past or future report shall result in a complete application or to the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

005.07A The institution shall require the prospective student to affirm under oath that he or she has no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board.

005.07A The institution shall require the prospective student to provide the list of all criminal convictions, except traffic offenses, to the education division chair. A past or future report shall result in a complete application or to the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.
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

York College

Teacher Education

Freshman Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Freshman Year

Target Course: EDU 130 Introduction To Education

Mentor Dr. Kathleen Wheeler

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio

2. "Why I Want to Teach" Essay

3. Observation 67

4. Observation 68

5. Observation at Transfer

6. Written Conclusions to the Portfolio

7. Portfolio Evaluation Form (Ball OTHERS optional)

8. Work Completed from any other source

9. Materials created for a lesson

10. Photos of bulletin board created

11. Listing of pre-service experience (100 hours)

12. Listing of individualized experiences

13. Involvement in York College activities

14. Leadership in York College activities

15. Letters of recommendation

16. Notes from students, parents, or school personnel

17. Knowledge of methodology proficiency

18. Photos of working with students

Portfolio Matrices Revised 6/29/04

York College

Teacher Education

Sophomore Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Sophomore Year

Mentor(s)

Target Course(s): EDU 213

EDU 213, Elementary/Middle Grades Mrs. Erin DeHart

EDU 232 A, Secondary EDU 232 A

EDU 213 or EDU 232 A, K-12 TBA

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio

2. "Why I Want to Teach" Essay

3. First Lesson

4. Last Lesson

5. Entry from field notes

6. Work completed from content or general education course

7. Materials created for a lesson (Secondary) or picture of bulletin board created (Elementary)
8. Scanned copy of Field Experience Log
9. Evidence of teaching to diversity
10. Evidence of student learning (student work sample)
11. Involvement in York College activities
12. Written Conclusion to the Portfolio
13. Portfolio Evaluation Form-Self

OTHER (optional):
14. Leadership in York College activities
15. Letters of recommendation
16. Notes from students, parents, or school personnel
17. Problems 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 456
Tampel (Counselor), SGD
EDU 211, Middle Grades: Dr. Kathleen O’Shaughnessy
EDU 211 and EDU 211 G: G. T. Faria
EDU 211
Mrs. Erin DeHart
CANDIDATE PROFICIENCIES
Subject Matter
41
Student Development And Learning
46, 47
Instructional Strategies
46, 47, 48, 49
Assessment of Teaching and Learning
48
Reflective Practitioner and Lifelong Learner
49
Effective Christian Educator and Leadership Through Service
50

Required Entries:
1. Written Introduction to the Portfolio
2. Lesson Plan
3. Week of Lesson Plans
4. Work completed from content or general education courses
5. Materials created for a lesson or picture of a bulletin board created
6. Evidence of teaching to diversity
7. Evidence of student learning (student work sample)
8. Evaluation of Student Learning (Student)
9. Examples of technology proficiency
10. Evidence of teaching to diversity
11. Involvement in York College activities
12. Leadership in York College activities
13. Written Conclusion to the Portfolio
14. Portfolio Evaluation Form-Self
15. Portfolio Evaluation Form-Peer

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
41
Student Development And Learning
46, 47
Instructional Strategies
46, 47, 48, 49
Assessment of Teaching and Learning
48
Reflective Practitioner and Lifelong Learner
49
Effective Christian Educator and Leadership Through Service
50

Required Entries:
1. Written Introduction to the Portfolio
2. Week of Lesson Plans
3. Materials created for a lesson or picture of a bulletin board created
Required Courses:

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

Prerequisites:

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

2009-2010

- 2010. Vocal Music Education (K-12/Subject Endorsement)
- 2009. Special Education (K-12/Field Endorsement must be added to another endorsement)
- 2008. Secondary Speech and Theatre Education (7-12/Field Endorsement)
- 2007. Secondary Reading and Writing Education (7-12/Subject Endorsement)
- 2006. Secondary Psychology Education (7-12/Subject Endorsement)
- 2005. Secondary Biology Education (7-12/Subject Endorsement)
- 2004. Secondary Basic Business Education (7-12/Subject Endorsement)
- 2003. Secondary History Education (7-12/Subject Endorsement)
- 2002. Secondary English Education (7-12/Subject Endorsement)
- 2001. Secondary English Education (K-12/Subject Endorsement) with Coaching (7-12/Supplemental Endorsement) optional
- 2000. Physical Education (K-12/Subject Endorsement) with Coaching (7-12/Supplemental Endorsement) optional
- 1999. Middle Grades Education (4-9/Field Endorsement)
- 1998. General Art (K-6/Subject Endorsement must be added to another endorsement)
- 1997. Coaching (7-12/Supplemental Endorsement)
- 1996. Art (K-12/Field Endorsement)
- 1995. Physical Education (K-12/Subject Endorsement)
- 1994. Middle Grades Education (4-9/Field Endorsement)
- 1993. Vocational Music Education (K-12/Subject Endorsement)
- 1992. Speech and Theatre Education (7-12/Subject Endorsement)
- 1991. Social Science Education (7-12/Field Endorsement)
- 1990. Vocal Music Education (K-12/Subject Endorsement)
- 1989. English (7-12/Subject Endorsement)
- 1988. Mathematics Education (7-12/Field Endorsement)
- 1987. Social Studies Education (7-12/Field Endorsement)
- 1986. Science Education (7-12/Field Endorsement)
- 1985. Physical Education Education (7-12/Field Endorsement)
- 1984. English Education (K-12/Subject Endorsement)
ADAPTED PHYSICAL EDUCATION (SUPPLEMENTAL ENDORSEMENT)

TOTAL HOURS_______

Prerequisites:

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

Required:

- **EDS203** EDS203 Physical Education for Persons with Severe Disabilities
- **PED303** PED303 Diagnostic-Preventive Techniques in Adapted Physical Education
- **EDS203** EDS203 Instructional Strategies in Adapted Physical Education

TOTAL HOURS_______

**PED203 Physical Education for Persons with Severe Disabilities**

Study of the medical, psychological and characteristics of chemical and physical disabilities. Focus on the educational programs for students with severe or profound disabilities.

**PED303 Diagnostic-Preventive Techniques in Adapted Physical Education**

Evaluates assessment procedures utilized in adapted physical education. Includes the concept of prevention in the assessment of the student and the planning of activities.

**PED303 Instructional Strategies in Adapted Physical Education**

Study of medical, psychological and characteristics of chemical and physical disabilities. Focus on the educational programs for students with severe or profound disabilities.

**BACHELOR OF ARTS IN EDUCATION**

Art (K-12) (Field Endorsement)

(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS

Core-Level Courses (12 hours)

<table>
<thead>
<tr>
<th>IB 14</th>
<th>BIB 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBP 205</td>
<td>****</td>
</tr>
</tbody>
</table>

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

Artistic Expression & Cultural Appreciation (9 hours)

<table>
<thead>
<tr>
<th>ART 203</th>
<th>Or MUS 203</th>
<th>ENG 223</th>
</tr>
</thead>
</table>

Cultural Perspectives (3 hours)

<table>
<thead>
<tr>
<th>EDU 343</th>
</tr>
</thead>
</table>

Historical Foundations (6 hours)

<table>
<thead>
<tr>
<th>HST 213</th>
<th>HST 223</th>
</tr>
</thead>
</table>

Human Behavior and Social Foundations (3 hours)

<table>
<thead>
<tr>
<th>FAM 113</th>
</tr>
</thead>
</table>

Religious Studies (9 hours)

<table>
<thead>
<tr>
<th>BIB 123</th>
<th>BIB/PHI 223</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 213</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Physical Sc.: NSC 153</th>
<th>Biological Sc.: NSC 163</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: MTH 123 (or MTH 133)</td>
<td></td>
</tr>
</tbody>
</table>

Total General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)

<table>
<thead>
<tr>
<th>YCS 101</th>
<th>Upper-division Bible course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division Bible course*</td>
<td></td>
</tr>
</tbody>
</table>

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

INSTITUTIONAL REQUIREMENTS (5-7 hours)

<table>
<thead>
<tr>
<th>RDG 413</th>
</tr>
</thead>
</table>

DEPARTMENTAL REQUIREMENTS (12 hours)

<table>
<thead>
<tr>
<th>PED 223</th>
<th>PPST 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 103</td>
<td>EDU 113</td>
</tr>
</tbody>
</table>

Acceptance into Program

Professional Development Core (37 hrs)

<table>
<thead>
<tr>
<th>ART 133</th>
<th>ART 203*</th>
<th>ART 263</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 143</td>
<td>ART 233</td>
<td>ART 313</td>
</tr>
<tr>
<td>ART 153</td>
<td>ART 243</td>
<td>ART 333</td>
</tr>
</tbody>
</table>

Subject Area: For admission at YORK (27 hrs)

<table>
<thead>
<tr>
<th>ART 128</th>
<th>ART 130</th>
<th>ART 190</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 228</td>
<td>ART 230</td>
<td>ART 290</td>
</tr>
<tr>
<td>ART 328</td>
<td>ART 330</td>
<td>ART 390</td>
</tr>
</tbody>
</table>

Subject Area: For admission at CONCORDIA (27 hrs)

<table>
<thead>
<tr>
<th>ART 109</th>
<th>ART 119</th>
<th>ART 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 209</td>
<td>ART 219</td>
<td>ART 229</td>
</tr>
<tr>
<td>ART 309</td>
<td>ART 319</td>
<td>ART 329</td>
</tr>
</tbody>
</table>

Must choose one additional ART

(For only area)

GENERAL ELECTIVES

TOTAL HOURS (157 Minimum)

(44 hours must be upper division: 300-400 level)
ENG 110
NSC 153
YCS 101
16 Credits
Summer
ENG 120
HST 213
E credits
Dependent
Fall
ART 24C
ART 263
ART 203
ART 24C
COM 115
ESS 203
18 Credits
Spring
ENG 203C
ART 272 (Cons)
EDU 213C
ESS 375
PED 223
17 Credits
Jr. English Proficiency Test
Summer
ENG 275
HST 223
6 credits
Sophomore
Fall
ART 223C
ART 263
ART 233
ART 243
ART 245C
COM 333
EDU 233A
EDU 373
PED 223
17 Credits
Jr. English Proficiency Test
Spring
ART 243
ART 333
ART 315C
ART 333
ART 34C
ART 333
ESS 363
17 Credits
Spring
PED 302
PED 312
PED 332
Coaching Courses (Choose Three):
PED 102
PED 203
PED 212
COACHING (Supplemental Endorsement)
2009-2010
Subject area: Coaching (13 hours)
PED 102
PED 203
PED 212
PED 302
PED 312
PED 332
PED 310
PED 312
PED 332
PED 103
PED 203
PED 102
PED 203
PED 212
PED 302
PED 312
PED 332
BACHELOR OF ARTS IN EDUCATION
Elementary Education (K-8) (Field Endorsement)
(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)
BIB114 _____ ENG113* _____
COM113 _____ ENG123 _____
**Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113
Artistic Expression & Cultural Appreciation (9 hours)
ART203 _______ Or MUS203 ______
ENG223______
ENG273 ____
Cultural Perspectives (3 hours)
GEO214______
Historical Foundations (6 hours)
HST213 ____
HST223 ____
Human Behavior and Social Foundations (3 hours)
FAM113 ____
Religious Studies (9 hours)
BIB123 ____ BIB/PHI223 ____
PHI213 ____
Scientific Inquiry (9 hours: one course from each area)
Physical Sc.: NSC153 _____
Biological Sc.: NSC163 _____
Mathematics: MTH123 _____ Or
MTH133 (or higher) ____
Total General Education: 51+

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

DEPARTMENTAL REQUIREMENTS (15 hours)
COM333_____ PED223_____ PSY143_____
GEO214* _____ MTH145 OR MTH 163_____ PPST_______
Acceptance into Program _____
Professional Development Core (36 hours)
EDS203 _____ EDU313 ______ EDU491______
EDU103 _____ EDU343 ______ EDU494______
EDU213_____ EDU373 ______ RDG243_____
Subject Area: Elementary Education (37 hrs)
ART313______ EDU/ENG353____ MUS383 _____
EDU213*_____ EDU423_____ PED323 _____
EDU323 ______ EDU433_____ RDG243*_____
EDU333 ______ EDU491*____ RDG443 _____
RDG463 ______
*count only one time
TOTAL HOURS: (134 Minimum)
(44 hours must be upper division: 300-400 level)

Sample Degree Plan
Department: Education Endorsement: Elementary Education

Freshman
Fall
BIB 114
COM 113
EDU 103
ENG 113
PSY 143*(sub for FAM 113)
YCS 101
16 Credits
Spring
ART 203 or
MUS 203
PED 123
ENG 113
MTH 123
SOC 101
18 Credits
Sophomore
Fall
PHI 213
16 Credits
Spring
ART 203 or
MUS 203
BED 123
ENG 113
MTH 123
SOC 101
16 Credits
Fall
PED 213
16 Credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIB 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 353</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PED 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HST 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HST 323</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCN 383</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIB 313</td>
<td>3</td>
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<tr>
<td>EDU 313</td>
<td>3</td>
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<tr>
<td>EDU 333</td>
<td>3</td>
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<tr>
<td>EDU 353</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 423</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 433</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PED 323</td>
<td>3</td>
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<tr>
<td>PED 333</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PED 343</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PED 353</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RDG 443</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RDG 463</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Content Electives (3 hours)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>134+</td>
<td></td>
</tr>
</tbody>
</table>

**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 & Social Foundations (3 hours)**
  - PED 223

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

- **Scientific Inquiry (9 hours: one course from each area)**
  - Physical Sc.: NSC 153
  - Biological Sc.: NSC 163
  - Mathematics: MTH 123, MTH 133

- **Total General Education: 51+**

- **Institutional Requirements (5-7 hours)**
  - YCS 101 "Freshman Seminar"
  - Upper-division Bible course* (300- or 400-level courses in BIB, DOC, MIN, or RHS)
  - Junior English Proficiency Exam

- **Departmental Requirements (15 hours)**
  - COM 333
  - PSY 143
  - GEO 214*
  - PED 223
  - PPST
MTH145 or MTH163  
Acceptance into Program  
Professional Development Core (36 hours)  
EDS203  EDU313  EDU491  
EDU103  EDU343  EDU494  
EDU213  EDU373  RDG243  
Subject Area: Elementary Education (33 hrs)  
ART313  EDU423  RDG243*  
EDU323  EDU433  RDG443  
EDU333  MUS383  RDG463  
Subject Area: Elementary Art (27 hours)  
ART133  ART203*  ART263  ART143  ART233  ART313*  
ART153  ART243  ART333  
*count only one time  
TOTAL HOURS: (152 Minimum)  
(44 hours must be upper division: 300-400 level)  
BACHELOR OF ARTS IN EDUCATION  
Middle Grades Education 4-9 (Field Endorsement)  
(2009-2010 degree plan)  
GENERAL EDUCATION REQUIREMENTS  
Core Level Courses (12 hours)  
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  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)  
PSY 143  
Biological Science: NSC 153  
Biological Science: NSC 163  
Mathematics: MTH 123  
(subject completion requires MTH 123 or higher)  
Physical Science: NSC 153  
Total General Education requirements: 51 hours  
INSTITUTIONAL REQUIREMENTS: (87 hours)  
______ MTH 123 or higher  
______ MTH 125 or higher  
______ MTH 133 or higher  
______ MTH 143 or higher  
______ MTH 173 or higher  
______ MTH 183 or higher  
Acceptance into Program  
Professional Development Core (36 hours)  
EDS 203  EDU 313  EDU 491  
EDU 103  EDU 343  EDU 494  
EDU 213  EDU 373  
Subject Area: Middle Grades Education (31 hrs)  
ART 313  
EDU 111  EDU 323  EDU 423  
EDU 211  EDU 333  EDU 433  
EDU 213*  EDU 393  RDG 413*  
EDU 311  EDU 411  
Choose Two Areas of Concentration  
Area of Concentration: Art (20 hours)  
ART 133  ART 233  ART 313  
ART 153  ART 243  ART 333  
ART 203  MUS 383  
Area of Concentration: Business Education (15 hours)  
ACC 213  ECO 233  MKT 323  
BUS 143  MGM 313  MGM 373  
Area of Concentration: Health & Physical Education (24 hours)  
PED 222  PED 244  PED 433  
PED 223  PED 303  PED 443  
PED 233  PED 323  
Area of Concentration: Language Arts (24 hours)  
ENG 213  ENG 313  RDG 443  
COM 443  
Area of Concentration: Mathematics (21 hours)  
MTH 123  MTH 173  MTH 213  
MTH 133  MTH 184  or MTH 163  
MTH 223  or BUS 243
Area of Concentration: Natural Science (24 hours)
CIS 115____ or CIS 180____
CIS 215____ or CIS 130____
MTH 145____ or MTH 214____
Area of Concentration: Social Sciences (23 hours)
ECO 233______ HST 223______ HST 283______
GEO 214______ HST 253/263___ POL 123____
HST 213______ HST 273____
Area of Concentration: Special Education (36 hours)
EDS 203*_____ EDS 443______ EDS 490______
EDS 323______ EDS 452______ PED 303______
EDS 402______ EDS 472______ RDG 243______
EDS 442______ EDS 485______ RDG 443______
RDG 463______
*count only one time
TOTAL MINIMUM: 120 Hours & Maximum: 132 Hours depending on areas of Concentration Chosen
All classes must be upper division (300-400 level)
Sample Degree Plan
Department: Education Endorsement: Middle Grades (Math/Science)
Freshman
Fall
BIB 114
COM 113
EDU 103
ENG 113
PSY 143
YCS 101
16 Credits
Junior
Fall
ART 313 or MUS 383
BIB (Upper)
EDU 313
EDU 373
MTH 184 or 163
PHY 211
15-19 Credits
Spring
ART 203 or MUS 203
BIB 123
BIB (Upper Div)
EDU 111
ENG 123
MTH 133
17 Credits
Summer
ESC 214
MTH 123
7 Credits
Sophomore
Fall
PHI 213
CHM 114
EDS 203
EDU 213
PED 223
16 Credits
PPST & Acceptance into Educ. Program
Senior
Fall
BIO/ESC 354
EDU 333
EDU 343
EDU 393
EDU 411
EDU 433
17 Credits
Summer
BIB (UD) 2
2 Credits
Junior
Fall
PH 213
CIS 115
CIS 180
MTH 145
MTH 214
16 Credits
PPST & Acceptance into Educ. Program
Senior
Fall
BIB 303
36
EDU 333
EDU 343
EDU 393
EDU 411
EDU 433
17 Credits
Summer

17 Credits
Spring
BI/BPH220
EDU 204
EDU 211
ENG 212
SPH 101 or 211
MUS 351 or
ART 315
16-18 Credits
Summer
COM 333
HST 213/223
4 Credits
Spring
EDU 315
EDU 316
16 Credits
Total Credits: 14

MAJOR REQUIREMENTS OF APPLIED EDUCATION
Physical Education: 18 (6-12 Subject Endorsed)
and Coaching: 7-12 (Supplemental Endorsed)

GENERAL EDUCATION REQUIREMENTS
Core Level Courses (12 hours)
BIB 114 _____ ENG 113* _____
COM 113 _____ ENG 211 _____
*Students scoring below 18 on the ACT English may 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)
HIST 113____

Human Behavior and Social Foundations (3 hours)
PHIL 113____

Religious Studies (9 hours)
BIB 123 ____ BIB/PHI 223 ____
PHI 213 ____

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 General Education: 51+

INSTITUTIONAL REQUIREMENTS (5-7 hours)
_____ YCS 101 "Freshman Seminar
_____ Upper-division Bible course*
_____ Upper-division Bible course*
*300- or 400-level courses in BIB, DOC, MIN, or RHS

DEPARTMENTAL REQUIREMENTS (12 hours)
COM 333____ PSY 143____ PSY 323____
PED 223 _____ PPST_____
Acceptance into Program _____

TOTAL HOURS: (141 Minimum)
(44 hours must be upper division: 300-400 level)
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</table>

**Total Credits:** 141

**BACHELOR OF ARTS IN EDUCATION**

Religious Education (K-12)

**SECOND ENDORSEMENT ONLY**

(2009-2010 degree plan)

<table>
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<tr>
<th>Subject Area : First area ( ** hrs)</th>
<th>Subject Area : Bible ( 32-33 hrs)</th>
<th>FROM GENERAL EDUCATION/INSTITIONAL REQUIEMENTS: (12 hours)</th>
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<td>BIB 123*</td>
<td>BIB 114*</td>
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<td>BIB 213*</td>
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<tr>
<td>BIB/PHI 223*</td>
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AN ADDITIONAL 20-21 HOURS FROM THE FOLLOWING:

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

<table>
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<tr>
<td>(Minimum depends on first area of endorsement.)</td>
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**REQUIRED COURSES**

- BIB 114 History of the New Testament
- BIB 123 History of the Old Testament
- BIB 213 History of the New Testament – Romans to Revelation
- BIB 223 Philosophy of Living
- BIB 333 The Synoptic Gospels
- BIB 433 The Gospel of John
- DOC 413 Introduction to Theology

**REQUIRED COURSES (20 credits)**

- RHS 313 Survey of Church History

**Sample Degree Plan**

**Department: Education Endorsement: Religious Education & Elementary Education**

**Freshman**

**Fall**

- BIB 114
- COM 113
- EDU 110
- ENG 110
- PSY 111* (sub for FAM 113)
- YCS 101

16 Credits

**Junior**

**Fall**

- ART 313
- BIB 333/433
- COM 333
- EDU 313
- EDU 333
- EDU/ENG 353

18 Credits

**Spring**

- ART 203 or
- MUS 203
- BIB 123
- ENG 123
- MTH 133
- NSC 153
- HST 313

18 Credits

**Summer**

- BIB (Upper) (3)

6 Credits

**Sophomore**

**Fall**

- PHI 213
- EDU 213
- ENG 223
- GEO 214
- NSC 163
- RDG 243

18 Credits

**Senior**

**Fall**

- MIN 353
- EDU 373
- EDU 423
- EDU 433
- PED 323
- RHS 313 (odd Fall)

18 Credits

**Spring**

- BIB/PHI 223
- BIB/DOC/MIN/RHS (3)
- EDS 203
- ENG 273
- PED 223
- HST 223

18 Credits

**Summer**

- BIB (Upper) (3)

3 Credits

**Notes**

- *Substitutions allowed for psychology courses.
- **Minimum credits required for endorsement.
- ***Upper credit hours may vary depending on endorsement.

**Updated 7-23-09**
Acceptance into Major: Program

Spring
ENL 439
ENL 496
11 Credits
Total Credits: 14

BACHELOR OF ARTS IN EDUCATION
Basic Business Education (Subject Endorsement)
(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS
Core Level Core (12 hours)

EDU 113 _______ EDU 203 _______ 

Students scoring below 18 on the ACT English must pass ENG 113 before enrolling in EDU 491

Artistic Expression & Cultural Appreciation
5 hours, 6 hours must be Literature

ART 203 or MUS 203 ________
ENG 103 or EDU 103 ________

Cultural Perspectives (5 hours)

EDU 113

Historical Foundations (4 hours)

HIS 213 _______ HIS 223 _______

Human Behavior and Social Foundations (3 hours)

FAM 113 _______

Religious Studies (2 hours)

ENG 203 _______ PHI 103 _______

Electives (5 hours; one course from each area)

Physical Science

NSC 153

Biological Science

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*

Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)

PSY 143* _______ PPST _______

PED 223 _____ PSY 323_____

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)

__________________ __________________ ________________
__________________ __________________ ________________

*count only one time

TOTAL HOURS: (141 Minimum)

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

Sample Degree Plan
Department: Education  Endorsement: Secondary Basic Business Education
Prep Year
Fall
ENL 114
ENL 120
ENL 125
ENG 113
ENG 115
VCE 101
18 Credits
Spring
ART or MUS 203
ENL 125
ENL 123
WAC 120
PSY 123
PSY 147 (for PSY 151)

Sophomore Year

Fall
PSY 215
ENG 239
ENG 239A

MTH 120 or higher
NSC 163
PED 223
17 Credits
Spring
BIB/PHI 223
CIS 303
ECO 243
EDU 232B
ENG 223
HST 223
17 Credits
Junior
Fall
AOC 213
BIB (Upper)
EDU 303
ENG 275
MMA 213
17 Credits
Jr. English Proficiency Test
Spring
AOC 225
EDU 325
EDU 365
HST 325
PSY 325
PSY 413
18 Credits
Summer
CMM 333
1 Credit
Senior
Fall
BIB (Upper 2)
BUL 313
EDU 333
EDU 433
EDU 375
HST 325
17 Credits
Spring
EDU 413
EDU 416
16 Credits
Total Credits: 138

BACHELOR OF ARTS IN EDUCATION

Biology Education (7-12) (Subject Endorsement)
(2009-2010 degree Plan)

GENERAL EDUCATION REQUIREMENTS:

Core Level Courses (12 hours)
- BIB 103
- ENG 103
- COM 103
- ENG 113*

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

Arts 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

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

Biological Science:
- BIO 154

Mathematics:
- MTH133

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
- YCS101 "Freshman Seminar"
- Upper-division Bible course*
- Upper-division Bible course*

(*300- or 400- level courses in BIB, DOC, MIN, or RHS)
- Sophomore Test of English Proficiency

DEPARTMENTAL REQUIREMENTS (12 hours)
- PED 223
- PPST
- PSY 143
- PSY 323
- PED 223
- PPST
Acceptance into Program

Professional Development Core (37 hours)
- EDS 203
- EDU 313
- EDU 491
- EDU 103
- EDU 343*
- EDU 494
- EDU232A
- EDU 373
- RDG 413
- EDU232B
- EDU 483

Subject Area: Biology (43 hours)
- BIO154*
- BIO324
- BIO/ESC354
- BIO224
- BIO344
- CHM 114/214*
- BIO234
- BIO413
- ESC 114?214
- BIO314
- PHY211/214

*COUNT ONLY ONE TIME

GENERAL ELECTIVES

TOTAL HOURS: 150 (Minimum)
(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Biology Education

Freshman

Fall
- BIB 114
- BIO 154
- EDU 103
- ENG 113
- HST (3)
- YCS 101
17 Credits

Spring
- BIB 123
- BIO 224
- COM 113
- ENG 120
- ENP 120 or Higher
- HST 223
19 Credits

Sophomore

Fall
- PHI 213
- CHM 114 / 214
- EDS 203 (even yrs)
- EDU 343
- ENG 223
- PED 223
18 Credits

Spring
- ART 203 or MUS 203
- MTH 133 or higher
- HST 223
- PSY 143 (sub for FAM 113)
19 Credits

Junior

Fall
- BIB (Upper) (2)
- BIO 234 (even yrs)
- EDU 313
- BIO 314
16 Credits

Spring
- BIB (Upper) (2)
- BIO 324
- EDU 483
- PSY 323
- RDG 413
- ENG 273
18 Credits

Senior

Fall
- BIO 413
- COM 333
- EDU 373
- ESC/BIO 354
- PHY 211/214
18 Credits

Spring
- EDU 491
- EDU 494
15 Credits
## Bachelor of Arts in Education - English Education 7-12 (Subject Endorsement)

### 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 & Critical Appreciation (9 hours)
- ART 203 or MUS 203
- ENG 223
- ENG 273

### Cultural Perspectives (3 hours)
- EDU 343

### Historical Foundations (9 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)

### General Education Requirements: 51 hours

### Institutional Requirements: (5-7 hours)
- Upper-division Bible course*
- Upper-division Bible course*
- Sophomore Test of English Proficiency

### Departmental Requirements: (12 hours)
- COM 333
- PSY 143
- PSST
- PED 223
- PSY 323
- EDS 203
- EDU 313
- EDU 491
- EDU 103
- EDU 343*
- EDU 494
- EDU 232A
- EDU 373
- RDG 413
- EDU 232B
- EDU 483
- EDU 363
- EDU 365
- EDU 423
- EDU 383
- EDU 433
- EDU 313
- EDU 404
- EDU 343
- EDU 413

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

### Suggested Electives (2 hours)
- ENG 443

*Count only one time

### Total HOURS: (147 Minimum)

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

### Sample Degree Plan

#### Department: Education Endorsement: Secondary English Education

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<td>VCR 101</td>
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<td>10 Credits</td>
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*Level only seven classes TOTAL HOURS: 147 Minimum

(All hours must be upper division: 300-400 level)
Sample Degree Plan

Department: Education Endorsement: Secondary History Education

Freshman
Fall
BIB 114
EDU 103
ENG 113
HST 213
NSC 153
YCS 101
16 Credits

Junior
Fall
BIB (Upper)
COM 333
EDS 203
HST (Upper)
HST 273
SocSci (3hr)
17 Credits

Spring
BIB 123
COM 113
ENG 123
HST 223
PSY 143*(sub for FAM 113)
SocSci (3hr)
18 Credits

Summer
HST (Upper)
3 Credits

Spring
EDU 483
HST 283
HST (Upper) (3)
PSY 323
RDG 413
ENG 273
18 Credits

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

Senior
Fall
BIB (Upper) (2)
EDU 313
EDU 343
EDU 373
HST 493
HST (Upper) (3)
17 Credits

Spring
BIB/PHI 223
EDU 232B
HST 263
MTH 133 or higher
PED 223
HST (Upper) (3hr)
17 Credits

Acceptance into Educ. Program

GENERAL ELECTIVES:

TOTAL HOURS: (200 minimum)

(18 hours must be upper division 300-400 level)
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**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)
    - ART203 or MUS203
    - and both of the following:
      - ENG223
      - ENG273
  - Cultural Perspectives (3 hours)
    - EDU343
  - Historical Foundations (6 hours)
    - HST213
    - HST223
  - Human Behavior and Social Foundations (3 hours)
    - FAM113
  - Religious Studies (9 hours)
    - BIB123
    - PHI 213
    - BIB/PHI223
  - Scientific Inquiry (9 hours: one course from each area)
    - Physical Science
      - NSC153
    - Biological Science
      - NSC163
    - Mathematics
      - MTH133 (or higher)

**Total General Education Requirements: 51 hours**

**Institutional Requirements (5-7 hours)**

- YCS101 "Freshman Seminar"
- Upper-division Bible courses*
  - (300- or 400-level courses in BIB, DOC, MIN, or RHS)
- Sophomore Test of English Proficiency

**Departmental Requirements: (12 hours)**

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

**Professional Development Core (40 hours)**

- EDS203
- EDU313
- EDU491
- EDU103
- EDU343*
- EDU494
- EDU232A
- EDU373
- RDG413
- EDU232B
- EDU483
- Subject Area: Mathematics (34 hours)
  - MTH163*
  - MTH224
  - MTH334
  - MTH 213
  - MTH243
  - MTH353
  - MTH 214
  - CIS 133
  - MTH413
  - MTH 184
  - OR MTH 163* and MTH 181
  - MTH 223
  - OR BUS 243
  - *count only one time

**General Electives:**

- __________
- __________
- __________

**Total Hours: (142 Minimum)**

- (44 hours must be upper division: 300-400 level)
COM 113
ENG 123
18 Credits

Spring
EDS 203
EDU 483
MTH 413 (even yr. spring)
PSY 323
RDG 413
15 Credits

Senior
Fall
BIB (upper)
EDU 313
EDU 373
MTH 334
MTH 353 (odd yr. fall)
15 Credits

Spring
BIB/PHI 223
EDU 232B
HST 223
MTH 224
MTH 213 (odd yr. spring)
NSC 163
18 Credits

PPST & Acceptance into Program

BACHELOR OF ARTS IN EDUCATION
Natural Science Education (Field Endorsement)
(2009-2010 degree plan)

GENERAL EDUCATION REQUIREMENTS:
Core Level Courses (12 hours)
BIB 114 _____ ENG 113* _____
COM 113 _____ ENG 123 _____
*Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113

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 Relations and Social Foundations (3 hours)
PSY 143 ______

Religious Studies (6 hours)
BIB 153 _______ PHI 213 ______

Scientific Inquiry (9 hours: one course from each area)
Physical Science
CMN 214 ______

Biological Science
BIO 153 ______

Mathematics
MTH 163 ______ (or Higher)

Total General Education requirements: 53 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
_____ YCS 101 "Freshman Seminar"
 _____ Upper-division Bible course*
 _____ Upper-division Bible course*
*300- or 400-level courses in BIB, DOC, MIN, or RHS

DEPARTMENTAL REQUIREMENTS (12 hours)
COM 113 _____ MTH 163 ______
PDC 201 ______ PSY 143 ______

Acceptance into Program

Professional Development Core (40 hours)
EDU 243 _____ EDU 313 _____ EDU 413 _____
EDU 103 _____ EDU 201 _____ EDU 301 _____
EDU 232B ___ EDU 483 ______
Subject Area: Natural Science (49 hours)
BIO 154*_____ BIO/ESC 354____ BIO 314_______
BIO 224______ CHM 214*_____ ESC 214_______
BIO 234______ CHM 224______ PHY 211_______
BIO 344______ ESC 114_______ PHY 212______
*count only one time
TOTAL HOURS: (150 Minimum)
(44 hours must be upper division: 300-400 level)
Sample Degree Plan
Department: Education Endorsement: Secondary Natural Science Education
Freshman
Fall
BIB 114
CHM 214
EDU 103
ENG 113
MTH 145 or higher
YCS 101
17 Credits
Junior
Fall
ART 203
BIB (Upper) (2)
BIO 314
COM 333
ENG 223
HST 213
18 Credits
Spring
BIB 123
BIO 154
CHM 224
ENG 125
PHY 121 (sub for FIN 113)
17 Credits
Senior
Summer
BIB (Upper) (2)
BIO (Upper) (2)
CHM 214
EDU 343
3 credits
Spring
BIB (Upper) (2)
BIO 344
EDU 483
ENG 273
PHY 212
RDG 413
17 Credits
Sophomore
Fall
PHI 213
BIO 234
ESC 114 (even)
EDU 232A
PHY 211
17 Credits
Senior
Fall
BIB (Upper) (2)
EDS 203
EDU 313
EDU 373
ESC/BIO 354
PED 223
18 Credits
Spring
BIB/PHI 223
BIO 224
COM 113
EDU 232B
HST 223
PSY 323
18 Credits
Summer
ESC 214
4 credits
PPST & Acceptance into Education Program
Spring
EDU 491
EDU 494
15 Credits
Total Credits
144
BACHELOR OF ARTS IN EDUCATION
Psychology Education (Subject Endorsement)
(2009-2010 degree plan)
GENERAL EDUCATION REQUIREMENTS
(Core Level Courses (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB114</td>
<td>ENG113*</td>
</tr>
<tr>
<td>COM113</td>
<td>ENG123</td>
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**Students scoring below 18 on the ACT English must pass ENG 103 before enrolling in ENG 113.**

Artistic Expression & Critical Appreciation (9 hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
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<td>MUS203</td>
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<tr>
<td>ENG223</td>
<td>ENG273</td>
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Cultural Perspectives (3 hours)

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<tbody>
<tr>
<td>EDU343</td>
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Historical Foundations (6 hours)

<table>
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<tbody>
<tr>
<td>HST213</td>
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Human Behavior and Social Foundations (3 hours)

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<tbody>
<tr>
<td>FAM113</td>
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Religious Studies (9 hours)

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<tbody>
<tr>
<td>BIB123</td>
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<tr>
<td>BIB/PHI223</td>
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Scientific Inquiry (9 hours: one course from each area)

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<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Physical Science</td>
<td>MTH123</td>
</tr>
<tr>
<td>NSC163</td>
<td>Biological Science</td>
<td>MTH133 (or higher)</td>
</tr>
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Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)

<table>
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<tbody>
<tr>
<td>YCS101</td>
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<tr>
<td>Upper-division Bible course*</td>
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<tr>
<td>Upper-division Bible course*</td>
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<td>Sophomore Test of English Proficiency</td>
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DEPARTMENTAL REQUIREMENTS (12 hours)

<table>
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<tbody>
<tr>
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</tr>
<tr>
<td>PPST</td>
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<tr>
<td>PED223</td>
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Acceptance into Program

Professional Development Core (37 hours)

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<tr>
<td>BIB (upper)</td>
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<tr>
<td>COM333</td>
</tr>
<tr>
<td>EDU373</td>
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<tr>
<td>PSY223 (even-fall)</td>
</tr>
<tr>
<td>PSY315 (even-fall)</td>
</tr>
<tr>
<td>SOC381</td>
</tr>
</tbody>
</table>

Total General Education requirements: 51 hours

*count only one time

GENERAL ELECTIVES:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

TOTAL HOURS: (138 Minimum)

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

Sample Degree Plan

Department: Education Endorsement: Secondary Psychology

**Freshman**

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>BIB 114</td>
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<tr>
<td>COM 113</td>
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<tr>
<td>ENG 103</td>
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<tr>
<td>ENG 113</td>
</tr>
<tr>
<td>PSY 113</td>
</tr>
<tr>
<td>YCS 101</td>
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</table>

16 Credits

**Junior**

<table>
<thead>
<tr>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>BIB (upper)</td>
</tr>
<tr>
<td>COM 333</td>
</tr>
<tr>
<td>EDU 373</td>
</tr>
<tr>
<td>PSY 223 (even-fall)</td>
</tr>
<tr>
<td>PSY 315 (even-fall)</td>
</tr>
<tr>
<td>SOC 381</td>
</tr>
</tbody>
</table>

17 Credits

**Sophomore**

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>ART 203 or</td>
</tr>
<tr>
<td>MUS 303</td>
</tr>
<tr>
<td>BIB 123</td>
</tr>
<tr>
<td>HST 213</td>
</tr>
<tr>
<td>MTH 133 or higher</td>
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18 Credits

**Senior**

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>EDU/PSY 485</td>
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10 Credits
### Degree Plan: Bachelor of Arts in Education - Reading & Writing Education 7-12

#### Core Level Courses (12 hours)
<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIB 114</td>
<td>3</td>
</tr>
<tr>
<td>ENG 113*</td>
<td>3</td>
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</tbody>
</table>

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

#### Artistic Expression & Critical Appreciation (9 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 203</td>
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<tr>
<td>or MUS 203</td>
<td>3</td>
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</table>

#### Cultural Perspectives (3 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 343</td>
<td>3</td>
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</table>

#### Historical Foundations (6 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HST 213</td>
<td>3</td>
</tr>
<tr>
<td>HST 223</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Human Behavior and Social Foundations (3 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 113</td>
<td>3</td>
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#### Religious Studies (9 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIB 123</td>
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</tr>
<tr>
<td>PHI 213</td>
<td>3</td>
</tr>
<tr>
<td>BIB/PHI 223</td>
<td>3</td>
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#### Scientific Inquiry (9 hours: one course from each area)

- **Physical Science**
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NSC 153</td>
<td>3</td>
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</table>

- **Biological Science**
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NSC 163</td>
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</table>

- **Mathematics**
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 123</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 133 (or higher level)</td>
<td>3</td>
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</tbody>
</table>

#### Total General Education Requirements: 51 hours

#### Institutional Requirements (5-7 hours)
- YCS 101 "Freshman Seminar"
- Upper-level Bible course* (300- or 400-level courses in BIB, DOC, MIN, or RHS)
- Sophomore Test of English Proficiency

#### Departmental Requirements (12 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 333</td>
<td>3</td>
</tr>
<tr>
<td>PSY 143</td>
<td>3</td>
</tr>
<tr>
<td>PPST</td>
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<tr>
<td>PED 223</td>
<td>3</td>
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<tr>
<td>PSY 323</td>
<td>3</td>
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</table>

#### Total Credits: 123

### Year 1: Freshman Year

#### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 491</td>
<td>3</td>
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<tr>
<td>EDU 494</td>
<td>3</td>
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### Year 2: Sophomore Year

#### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 213</td>
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</tr>
<tr>
<td>EDS 203</td>
<td>3</td>
</tr>
<tr>
<td>EDU 232A</td>
<td>3</td>
</tr>
<tr>
<td>ENG 123</td>
<td>3</td>
</tr>
<tr>
<td>NSC 153</td>
<td>3</td>
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</table>

#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHI 223</td>
<td>3</td>
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<tr>
<td>EDS 203</td>
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</tr>
<tr>
<td>EDU 232B</td>
<td>3</td>
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<tr>
<td>EDU 313</td>
<td>3</td>
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<tr>
<td>SOC 113</td>
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### Year 3: Junior Year

#### Fall
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<tbody>
<tr>
<td>BIB (upper)</td>
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<tr>
<td>EDU 343</td>
<td>3</td>
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<tr>
<td>PED 223</td>
<td>3</td>
</tr>
<tr>
<td>PSY (upper) (3)</td>
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<tr>
<td>PSY (upper) (3)</td>
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<tr>
<td>PSY 473 (even-fall)</td>
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#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIB/PHI 223</td>
<td>3</td>
</tr>
<tr>
<td>EDU 313</td>
<td>3</td>
</tr>
<tr>
<td>EDU 491</td>
<td>3</td>
</tr>
<tr>
<td>EDU 494</td>
<td>3</td>
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</table>

### Year 4: Senior Year

#### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HST 223</td>
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</table>

#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB (upper)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 343</td>
<td>3</td>
</tr>
<tr>
<td>PED 223</td>
<td>3</td>
</tr>
<tr>
<td>PSY 323 (even-sp)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 433 (even-sp)</td>
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</tbody>
</table>

### Total Credits: 138

**Note:**
- *Course requirements are subject to change and depend on the year of study.
- Students are advised to consult the latest academic catalog for detailed information and to plan their course selections accordingly.
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 (6 hours)
EIM 123 _______ RH 214__

General Inquiry (9 hours: one course from each area)
Physical Science:
NSC 153 _____
Biological Science:
NSC 163 _____
Mathematics:

TOTAL HOURS: 51 hours

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

DEPARTMENTAL REQUIREMENTS (12 hours)
COM 333_____ PSY 143_____ PPST_____
PED 223 _____ PSY 323 _____
Acceptance into Program _____

Professional Development Core (40 hours)
EDS 203 _____ EDU 313 ______ EDU 491______
EDU 103 _____ EDU 343*______ EDU 494______
EDU 232A_____EDU 373 ______ RDG 413______
EDU 232B ____ EDU 483 ______

Subject Area: Social Sciences (51 hours)

History (21 hrs)
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)
EIS 109 _______ ECO 212 ______

Geography (5 hrs. must be from the following list)
EIS 175 _______ GEO/ANT 125 ______ GEI 267 ______

Geography (6 hrs. must be from the following list)
EIS 219 _______ ECO 212 ______
PES 223 _______ GIS/ANT 255 ______
PES 403 _______ GIS/ANT 403 ______

Psychology (6 hrs. must be from the following list)
PES 101, 301, 103, 203, 213, 214, 330, 401

TOTAL HOURS: (150 Minimum)
(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education Endorsement: Secondary Social Science Education
Program:

Fall
BIB 114
COM 113
ENG 113
ENG 123
HST 213
YCS 101
16 Credits
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<td>Jr.</td>
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<td>BIB 115</td>
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<td></td>
<td>HST 273 (odd yrs)</td>
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<td>PED 223</td>
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<td>HST 283</td>
<td>HST 283 (even yrs)</td>
<td>HST 283 (even yrs)</td>
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<td>Sr.</td>
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**Total Credits:** 148

**Bachelor of Arts in Education**

Speech and Theatre Education 7-12 (Field Endorsement)

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<th>Core Level Courses (12 hours)</th>
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**Artistic Expression & Critical Appreciation (9 hours):**

- ART 203 _______ Or MUS 203 ______

**Cultural Perspectives (3 hours):**

- EDU 343______

**Historical Foundations (6 hours):**

- HST 213 ____ HST 223 __________

**Additional Electives (3 hours):**

- MTH 123 ______

**Cultural Perspectives (3 hours):**

- ENG 223______ ENG 273 ______

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

- ART 203 ____ MUS 203 ______

**Additional Electives (3 hours):**

- ENG 223______ ENG 273 ______

**Historical Foundations (6 hours):**

- HST 213 ____ HST 223 __________
Human Behavior & Social Foundations (3 hours)
FAM 113
Religious Studies (3 hours)
BIB 113 ____, PHI 213 ______
(3 hours: one course from each area)

Physical Science
NAT 105 ____
Biological Sciences
NAT 105 __
Mathematics
MTH 121 ______ or MTH 133 (or higher level) ______

Total General Education requirements: 31 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: Speech and Theatre (65 hrs)
COM 113* _____ COM 312 ______ COM 398D ______
COM 173______ COM 322 ______ COM 398F ______
COM 213______ COM 333* ______COM 403 ______
COM 243 ____ COM 343 ______ COM 412 ______
COM 273______ COM 381 ______ COM 414 ______
COM 283______ COM 383 ______ COM 443 ______
COM 303______ COM 398A _____ COM 492 ______
COM 398B _____ COM 373 ______
COM 398C ______
Plus three of the following
COM 131______ COM 251______ COM 361______
COM 141______ COM 261______ COM 431______
COM 151______ COM 331______ COM 441______
COM 161______ COM 341______ COM 451______
COM 231______ COM 351______ COM 461______
COM 241 ______
*count only one time

TOTAL HOURS: (150 Minimum)
(44 hours must be upper division: 300-400 level)

Sample Degree Plan

Department: Education
Endorsement: Speech and Theatre Education

(A)ODD Year Start

Freshman

Fall
BIB 114
COM 113
COM 173
EDU 103
ENG 113
YCS 101
16 Credits

Spring
BIB 123
COM 243
COM 273
COM 303
ENG 123
PSY 143* (sub for FAM 113)
17 Credits

Summer
ENG 223

Sophomore

Fall
ART or MUS 203
COM 114
COM 172
EDU 110
ENGL 110
VCE 101
16 Credits

Spring
BIB 223
COM 325
COM 275
EDU 223
EDU 231B
HC 101
17 Credits

Junior

Fall
ART 260
PD 101

Spring
BIB/PHI 223
COM 361
COM 322
COM 398B
ENG 225
HC 101
MTH 133 or higher
18 Credits

Summer

COM 361
EDU 361
HST 201

18 Credits

COM 361
EDU 361

Acceptance into Educ. Program

Junior

Fall

COM 361
EDU 361

18 Credits

COM 361
EDU 361
EDU 365

Jr. English Proficiency Test

Summer

COM 361
EDU 361
EDU 365

11 Credits

Senior

Fall

COM 361
EDU 361
HST 223

17 Credits

Spring

COM 361
EDU 361

17 Credits

BIB (Upper) (2)

Senior

Fall

COM 361
EDU 361
EDU 365

19 Credits

Spring

EDU 361

15 Credit

BACHELOR OF ARTS IN EDUCATION
Special Education (K-12) (Field Endorsement)
SECOND ENDORSEMENT ONLY
(2009-2010 Degree Plan)

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

Subject Area: (41 hours)

EDS 203* F/S
EDS 323 F
EDS 402 S
EDS 442 F
EDS 443 F
EDS 452 S
EDS 472 F
EDS 485 S
EDS 490 F/S
EDU 213 F/S
EDU 232A F/S
PED 303 S
RDG 243 F
RDG 443 S
RDG 463 S

TOTAL HOURS ________

(Generic plan for first area of endorsement)

GENERAL EDUCATION

EDS 203 Introduction to Learners with Exceptionalities
EDS 323 Inclusion: Collaboration and Teams
EDS 402 Inclusion: Interventions for Learning Disabilities
EDS 442 Inclusion: Interventions for Emotional Disabilities, Gifted Students
EDS 452 Inclusion: Interventions for Behavioral Disorders, Inclusive Communities
EDS 472 Inclusion: Interventions for Career/College/Community
EDS 485 Inclusion: Interventions for Assessment/Planning/Evaluation
EDS 490 Inclusion: Interventions for Teaching

EDS 491 Field Experience in Elementary Education
EDS 494 Field Experience in Secondary Education

EDS 323 Field Experience in Elementary Education
EDS 323 Field Experience in Secondary Education

EDU 491 Field Experience in Elementary Education
EDU 494 Field Experience in Secondary Education

EDU 491 Field Experience in Elementary Education
EDU 494 Field Experience in Secondary Education

Updated 7-31-09

BACHELOR OF MUSIC in Education
Vocal Music Education (K-12)
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 (6 hours)
PHI 103______

Scientific Inquiry (5 hours: one course from each area)
Physical Science: NSC 153 _____
Biological Science: NSC 163 _____
Mathematics: MTH 103 _____ or MTH 105 or higher _____

Total General Education requirements: 51 hours

INSTITUTIONAL REQUIREMENTS (5-7 hours)
_____YCS 101 "Freshman Seminar
_____Upper-division Bible course* _____Inner-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_______ EDU 494_____
EDU 232A_____ EDU 483_______ RDG 413_____
EDU 232B __
EDU 313____

Subject Area: Vocal Music (57-60 hours)
APM 111______ APM 141______ APM 141______
APM 111______
Proficiency Offered: If not passed, must continue until department standard is met:
APM 211______ APM 441______ MUS 223______
APM 211______ MUS 112______ MUS 253_______
APM 241______ MUS 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 352______ 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


Freshman
Fall
APM 111
APM 141
MUS 113
EDU 105
ENS 110
MUS 113
MUS 113
EDU 110
MUS 203 (waived)
17 Credits

Junior
Fall
APM 211
MUS 203
MUS 300 (or MUS 370)
MUS 203
MUS 300 (or MUS 370)
MUS 203
18 Credits

Senior
Fall
APM 352
MUS 313 (or MUS 370)
EDU 210
MUS 313 (or MUS 370)
MUS 203
18 Credits

Registrar
PPST & Acceptance into

Sophomore
Fall
PHI 213
EDU 213
MUS 161/171
ENG 223
NSC 153
Total Credits
17 Credits (odd yrs)
14 Credits (even yrs)
Summer
PPST 213
EDU 213
MUS 213
ENG 275
HST 213
6 credits
Dependent
Fall
MUS 302(even yrs)
MUS 323(odd yrs)
MUS 343(odd yrs)
MUS 413(even yrs)
RDG 413
PSY 323
16 Credits (odd yrs)
14 Credits (even yrs)
Summer
ENG 275
HST 213
6 credits
Senior
Fall
PHI 223
HST 263
MUS 222
MUS 223
MUS 263
EDU 232A
BIB (2)
17 Credits
Summer
COM 333
3 Credits
Spring
EDU 491
EDU 494
15 Credits
Total Credits
159

THE STUDENT TEACHING EXPERIENCE

The primary purpose of the student teaching experience is to provide the student teacher with an opportunity to apply educational theory to an actual teaching experience. For all of a college student and a student teacher, this is the climax of their education. For the student teacher, for it is they enter the classroom as a teacher, not as a student. Student teaching implies a closer relationship between the cooperating teacher, the supervising teacher, and the student teacher. The prospective teacher has the opportunity to share responsibility with competent professionals in order to develop the skills and understandings considered necessary for effective teaching. The School of Education, cooperating school, the Department of Curriculum and Instruction, and the student teaching candidate are the principal participants in the experience, although other professionals and university representatives may become involved in the instructional program. All student teaching candidates should be enrolled in the School of Education.

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

1. Be on time every day, and do not leave early unless pre-arranged with the cooperating teacher.
2. Dress in a manner compatible with that of the teachers in the assigned school.
3. If you must miss a day, call your cooperating teacher. (THIS IS ABSOLUTELY ESSENTIAL.) Also notify college representatives.
4. Make up absences at a time approved by your cooperating teacher.
5. Learn the school system policies and those of the building to which you are assigned.
6. Keep student records and all other student information strictly confidential.
7. Attend appropriate school functions including faculty meetings, PTA meetings, any Open House, Parent/Teacher Conferences, etc.
8. Accomplish tasks as planned, if any are below.
2. Evaluate students’ progress in relation to curriculum goals and learning objectives.

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

A. Student evaluation
   - evaluation of your professional development.

   - progress of the students whom you teach, and you will also be responsible for conducting a self-

IV. Evaluation – Evaluation consists of two components. You will be responsible for evaluating the

2. Assume primary responsibility for classroom management and instruction.

1. Plan and direct more units of instruction.

D. Assume teaching responsibility with minimal supervision from cooperating teacher.

3. Become increasingly responsible for directing the learning activities of students and for maintaining classroom discipline.

2. Plan and teach units of instruction.

1. Continue cooperative planning; follow the lead of your cooperating teacher.

C. Plan and direct lessons on a daily basis.

3. Direct learning activities as assigned.

2. Prepare teaching aids and materials (includes bulletin boards).

1. Engage in cooperative planning with cooperating teacher.

B. Plan and direct limited activities.

2. Work with individual students or small groups of students.

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

A. Assist cooperating teacher.

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

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

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

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

2. Visit the counselor’s office and nurse’s area.

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

C. Special Resources

in class. Observe cooperating teacher’s files and his/her organization. Expand your own files.

5. Ideas and Materials – Copy ideas and materials before or after school, when students are not

cooperating teacher. Keep a separate copy of records of work you assign and grade.

4. Record Keeping – Observe the teachers’ systems. Keep records as assigned by your

materials ready, but BE FLEXIBLE!!!

adapts the plans to meet the needs of the day. It is necessary to have a plan, and to have

3. Lesson Plans – observe cooperating teacher’s plans and be aware that, at times, he/she

(3) Note materials and equipment that help create an attractive, functional learning

managing.

(2) Note materials and equipment that encourage students to become self-

3. Life room arrangement.

(1) Note room arrangement.

(2) Note materials and equipment that encourage students to become self-managing.

3. Note materials and equipment that help create an attractive, functional learning

environment.

3. Lesson Plans – observe cooperating teacher’s plans and be aware that, at times, he/she

adopts the plans to meet the needs of the day. It is necessary to have a plan, and to have

environment.

2. Observe the pacing of the class.

(3) Note materials and equipment that help create an attractive, functional learning

environment.

(2) Note materials and equipment that encourage students to become self-managing.

(1) Note room arrangement.

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

2. Visit the resource office and work areas.

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

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

1. Be aware of special education programs/facilities and职 additional educational resources.

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

student teacher’s first units of actual teaching, and discuss expectations for each stage of the student

teaching assignment and the individual student teacher.

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

The student teaching assignment includes (1) observation, (2) cooperative planning, (3) teaching, and (4) evaluation. Suggested responsibilities for student teachers

in each of these areas are outlined below. The length of time spent in each stage will depend on the length of the student teaching experience and the individual

student teacher.

1. Observation – During this time, the student teacher will assume some of the administrative and procedural tasks as delegated by the cooperating teacher; she or

she may also be assigned to assist individuals or small groups.

A. Observation of students

1. Learn names as soon as possible by making seating charts, checking roll, accessing information cards, permanent records, scheduling, etc. Learn times that

special education students leave for resource classes.

2. Observe students with special learning problems. Become familiar with special education programs for these students. Learn various methods for meeting these students’ needs.

B. Observation of supervising teacher

1. Teaching techniques.

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

b. Observe the pacing of the class.

(1) Development of steps and routine.

(2) Teaching activities during lecture

(3) Vocabulary

(4) Teacher’s use of voice in student’s response (pacing – slow down, repeat, etc.)

(5) Apparent organizational

(6) Lesson cycle

v. Note techniques that best held students’ interest and the different methods used

with different students.

d. Note method of ending class.

(1) The amount of time allotted for cleaning up materials and the location of materials

(2) Presentation of follow-up assignment requirements

b. Note similarities between observation and subject

(1) Interaction with students

(2) Organization of materials

(3) Problem of tolerance of listener

2. Classroom management techniques.

a. Discipline

(1) Observe class management in terms of voice, volume, eye contact, behavior activities, speech activities, etc.

(2) Observe positive discipline techniques used.

(3) Look for consistent patterns in discipline which can be further, adaptive, positive or innovative.

(4) Note infrequency of discipline problems in a classroom where students are successfully engaged in appropriate activities.

(5) Note teacher’s ability to adjust to unforeseen situations.

(6) Note various notes taken and teacher’s method of maintaining the unique for each type of activity.

b. Grouping

(1) Note whether or not pre-planning is used and the flexibility of these groups.

(2) Note teacher’s time management with large groups, small groups and individual

students.

a. Learning Environment

(1) Note room arrangement.

(2) Note materials and equipment that encourage students to become self-managing.

(3) Note materials and equipment that help create an attractive, functional learning

environment.

3. Lesson Plans – observe cooperating teacher’s plans and be aware that, at times, he/she

adopts the plans to meet the needs of the day. It is necessary to have a plan, and to have

environment.

2. Observe the pacing of the class.

(3) Note materials and equipment that help create an attractive, functional learning

environment.

(2) Note materials and equipment that encourage students to become self-managing.

(1) Note room arrangement.

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

2. Visit the resource office and work areas.

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

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

1. Be aware of special education programs/facilities and职 additional educational resources.

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

student teacher’s first units of actual teaching, and discuss expectations for each stage of the student

teaching assignment and the individual student teacher.

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

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

Principle I – Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession composed of individuals who uphold high ideals, skills, integrity, morality, and competence. The educator shall exhibit good moral character, maintain high standards of performance and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of public school certificates.

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

Principle II – Commitment to the Public: The public interest in the education process requires dedication to the principles of democratic heritage. The educator shall uphold professional responsibility for maintaining an understanding of the values and respect for intellectual heritage, and a responsibility to persons expected to public for the integrity of the profession.

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

1. Shall not permit students to use institutional facilities for private gain or to promote political candidates, partisan political activities, or political issues.

2. Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

3. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

4. Shall not sexually harass students, parents, or school patrons, employees, or board members.

5. Shall not misrepresent an institution with which the educator is affiliated, and shall add prefixes or designations between the educator’s personal and/or professional conduct.

Principle III – Commitment to the Profession: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

1. Shall encourage in students a love of learning, the desire for knowledge, and respect for the heritage and traditions of Western culture.

2. Shall believe that the professional decisions are made in the interest of students, with genuine interest, concern, and consideration for the student. The educator shall strive to instill in the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

Principle IV – Commitment to the Public: The public interest in the education process requires dedication to the principles of democratic heritage. The educator shall uphold professional responsibility for maintaining an understanding of the values and respect for intellectual heritage, and a responsibility to persons expected to public for the integrity of the profession.

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

1. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.

2. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

3. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

4. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

Principle V – Professional Conduct: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

1. 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 registration is required in Nebraska.

2. 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 registration is required in Nebraska.

3. 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 registration is required in Nebraska.

4. 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 registration is required in Nebraska.

5. 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 registration is required in Nebraska.

Principle VI – Professional Relationships: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

1. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.

2. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

3. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

4. Shall not sexually harass students, parents, or school patrons, employees, or board members.

5. Shall not misrepresent an institution with which the educator is affiliated, and shall add prefixes or designations between the educator’s personal and/or professional conduct.

6. Shall not use institutional privileges for private gain or to promote political candidates, partisan political activities, or political issues.
WHEN A STUDENT TEACHER IS WITHDRAWN FROM A CLASSROOM ASSIGNMENT, WHAT OPTIONS ARE PROVIDED THE STUDENT?

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
   placement is not working, the student teaching experience will be extended an appropriate period of time.

2. The student can officially withdraw from student teaching, and a “W” will be entered on the transcript.

3. The student can request an “incomplete” to be entered as a grade for the semester in progress. If this is done, the student must be placed for an experience during
   the next semester and complete the experience during that semester, or the “I” will revert to a grade of “F”.

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

WHEN THIS JUDGMENT IS MADE, WHAT HAPPENS?

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

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

If the cooperating teacher and the supervising teacher decide that improvement is not being made, the decision will be made by the supervising teacher to remove
the student teacher. 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.

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

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

STUDENT TEACHER WITHDRAWAL POLICY

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

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

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

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

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

2. File a written appeal to the Chair of the York College Education Division within five (5) working days of the decision by the Teacher Education Council.

The student must complete the student teaching during this semester or receive a grade of “F”.

If option two or option four is taken, the student may be given the opportunity to enroll in student teaching in a subsequent semester, and, if completed successfully,
the student must complete the student teaching during this semester or receive a grade of “F”.

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

2. File a written appeal to the Chair of the York College Education Division within five (5) working days of the decision.

The student will be provided with a written list of reasons for the removal.
Teacher Certification

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

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. Application
3. Out of State applications need to get Finger Prints
4. Send Original PPST score report(s) from the Educational Testing Service to York College to accompany your application
5. Attach a check with the application
6. Official Transcript
7. Complete a Criminal Charges or Convictions Self-Reporting Form
8. Submit the completed application with the above information enclosed to the York College Teacher Education Department. Completed applications will then be mailed by York College to Lincoln to be processed.

Placement Services

Education Placement

For placement information contact:

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

EDUCATION CHECKLIST

STUDENT NAME:

Application for Admission to Teacher Education

______________________________

Health Form

______________________________ _______ _______

Formal Faculty/Recommendation Forms

______________________________ _______ _______

PROF Meeting

______________________________ T (Yes) Passed

PROF Plan

______________________________ _______ _______

PROF Meeting

______________________________ _______ _______

Interlocutor

______________________________ _______ _______

English Proficiency Exam

______________________________ T (Yes) Passed

Accepted Letter

______________________________

Freshman Non-EGP

______________________________

Sophomore Non-EGP

______________________________

Junior Year EGP

______________________________

Senior Year EGP

______________________________

Completed Speech (COM 113)

______________________________

Completed English (ENG 113)

______________________________

Completed English (ENG 123)

______________________________

OTHER

______________________________

Total Hours

______________________________

Completed Spanish (COM 113)

______________________________

Completed English (ENG 113)

______________________________

Completed English (ENG 122)

______________________________

Guidelines for York Public Schools

______________________________

Date Signed

______________________________

By whom?

______________________________

Why I Want To Teach essay

______________________________

Donate to ESP

______________________________

French/Prep/Summer/Spanish

______________________________

Filing/Authorization Form

______________________________

______________________________
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>Undergraduate GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undergraduate coursework completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of supervised clock hours</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GED</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum U.S. subject matter verification</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum Preprofessional courses completed</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum Intro to Education (EDU 103)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum Intro to Education (EDU 104)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Education Course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Education Course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Education Course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Education Course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15?

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

What was the median GPA of individuals accepted into the program in academic year 2014-15?

What was the minimum GPA of individuals accepted into the program in academic year 2014-15?

Please provide any additional comments about the information provided above:

Section I. 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>Postgraduate GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Postgraduate coursework completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of supervised clock hours</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GED</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT</td>
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<td>Minimum U.S. subject matter verification</td>
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<tr>
<td>Minimum Preprofessional courses completed</td>
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<td>No</td>
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<tr>
<td>Minimum Intro to Education (EDU 103)</td>
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<td>Yes</td>
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<tr>
<td>General Education Course</td>
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<td>Yes</td>
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<td>General Education Course</td>
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<td>General Education Course</td>
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<td>Yes</td>
</tr>
<tr>
<td>General Education Course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

What was the median GPA of individuals completing the program in academic year 2014-15?

What is the minimum GPA required for completing the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15?

What was the minimum GPA of individuals accepted into the program in academic year 2014-15?

Please provide any additional comments about the information provided above:

Section I. 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 only have one race will be reported in only one of the race categories. Data will be entered so 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 Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>84</td>
</tr>
<tr>
<td>Black or African American</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
</tr>
</tbody>
</table>

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15: 110

Number of students in supervised clinical experience during this academic year: 60

Number of faculty supervising clinical experience during this academic year (IHE and PreK-12 staff): 4

Average number of clock hours of supervised clinical experience required prior to student teaching: 100

Average number of clock hours required for student teaching: 100

Minimum number of clock hours required for student teaching: 100

Minimum number of clock hours completed in academic year: 100

Additional guidance on reporting race and ethnicity data.

Additional information about or descriptions of the supervised clinical experience:

Please provide any additional information about or descriptions of the supervised clinical experience.
Clinical experiences are from the following courses: Elementary and Middle school field experiences, secondary field experiences, Teaching Math for Elementary and Middle grades, Teaching Language Arts for Elementary and Middle Grades, and Teaching Social Studies for Elementary and Middle Grades.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the individual(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>1</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Education - Middle School Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Multilingual Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Agricultural Science</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - English Language Arts</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Visual and Performing Arts</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Education - Middle School Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - English Language Arts</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Education</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Visual and Performing Arts</td>
<td>0</td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td>0</td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td>0</td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td>0</td>
</tr>
<tr>
<td>Political Science and Government</td>
<td>0</td>
</tr>
<tr>
<td>Sociology</td>
<td>0</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>0</td>
</tr>
</tbody>
</table>

**Foreign Languages**: 1
Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that receives or seeks Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1), (A)(ii), §206(a))

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

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

Section II Annual Goals - Science

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

Section II Annual Goals - Special Education

Please provide the information below about your program’s goals to increase the number of prospective teachers in special education in each of the following academic years:
Did your program prepare teachers in special education in 2014–15?  
Yes

How many prospective teachers did your program plan to add in special education in 2014–15?  

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in special education in 2014–15?  
Yes

Did your program prepare teachers in instruction of limited English proficient students in 2014–15?  
Yes

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

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014–15?  
Yes

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that contains a traditional teacher preparation program (TTP) or professional development program (PDP) that aims to prepare pre-service teachers must set quantifiable goals for increasing the number of prospective teachers prepared in teacher shortage areas, including instruction of limited English proficient students, in each of three academic years.

Please provide the information below about your program’s goals to increase the number of prospective teachers prepared in instruction of limited English proficient students in each of these academic years.

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 2016–17?  

Provide any additional comments, exceptions and explanations below:

Will your program prepare teachers in instruction of limited English proficient students in 2016–17?  
Yes

Academic year 2016–17

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016–17?  
Yes

Did your program prepare teachers in instruction of limited English proficient students in 2015–16?  
Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015–16?  

Provide any additional comments, exceptions and explanations below:

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

Academic year 2015–16

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015–16?  
Yes

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2014–15

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014–15?  
Yes

Did your program meet the goal for prospective teachers set in special education in 2014–15?  
Yes

Provide any additional comments, exceptions and explanations below:

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

Provide any additional comments, exceptions and explanations below:

Did your program meet the goal for prospective teachers set in special education in 2012–13?  
Yes

Provide any additional comments, exceptions and explanations below:

Section III Assessment Pass Rates

Assessment code - Assessment name

<table>
<thead>
<tr>
<th>Assessment passed</th>
<th>Test Company</th>
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</thead>
<tbody>
<tr>
<td>ETS0710 - PRAXIS I READING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0720 - PRAXIS I WRITING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
</tbody>
</table>

All program completers, 2014–15

<table>
<thead>
<tr>
<th>Assessment code</th>
<th>Test Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0710 - PRAXIS I READING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0720 - PRAXIS I WRITING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
</tbody>
</table>

All program completers, 2013–14

<table>
<thead>
<tr>
<th>Assessment code</th>
<th>Test Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0710 - PRAXIS I READING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0720 - PRAXIS I WRITING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
</tbody>
</table>

All program completers, 2012–13

<table>
<thead>
<tr>
<th>Assessment code</th>
<th>Test Company</th>
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</thead>
<tbody>
<tr>
<td>ETS0710 - PRAXIS I READING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0720 - PRAXIS I WRITING (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td>ETS0730 - PRAXIS I MATHEMATICS (DISCONTINUED)</td>
<td>Educational Testing Service (ETS)</td>
</tr>
</tbody>
</table>

All program completers, 2011–12
The Special Education Program (mild/moderate) has 10 classes in the endorsement that cover the topics listed above. If any of the three elements listed above are not currently in place.

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

Does your program prepare special education teachers to:

• teach students with disabilities effectively
• participate as a member of individualized education program teams
• use technology effectively to manage data to improve teaching and learning
• use technology effectively to analyze data to improve teaching and learning

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students who are limited English proficient effectively.

Yes

Does your program prepare general education teachers to:

• teach students who are limited English proficient effectively
• teach students who are limited English proficient effectively
• use technology effectively to analyze data to improve teaching and learning
• use technology effectively to manage data to improve teaching and learning

Yes

Section IV Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing ‘yes’ indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

• integrate technology effectively into curricula and instruction
• use technology effectively to analyze data to improve teaching and learning
• use technology effectively to manage data to improve teaching and learning
• use technology effectively to assess students and measure progress

Yes

Provide a description of the evidence your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction and to use technology effectively to analyze data to improve teaching and learning for the purposes of planning instruction, assessing student learning, and making decisions about instruction.

In 2010-2011, these and other classes.

All program completers, 2012-13

All program completers, 2013-14

All program completers, 2014-15

Yes

Is your teacher preparation program currently approved or accredited?

Yes

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

North Central Association - Higher Learning Commission

Section V Low-Performing

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

Does your program prepare special education teachers to:

• teach students with disabilities effectively
• participate as a member of individualized education program teams
• use technology effectively to analyze data to improve teaching and learning
• use technology effectively to manage data to improve teaching and learning

Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students who are limited English proficient effectively. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education Program (mild/moderate) has 10 classes in the endorsement that cover the topics listed above.
Section VII: Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

http://www.york.edu/pdf/NCATE_10.pdf

Supporting Files

Candidate Handbook
Student Teaching Handbook

About Title II   |    Technical Assistance   |    Privacy Policy   |    Contacts