McPherson College
Teacher Education Program

Advisor/Advisee Handbook
2012-2013
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The purpose of this document is to provide concise information to students entering the Undergraduate Teacher Education Program of McPherson College and to assist in the advisement of those students. The leadership in the Department of Curriculum & Instruction has prepared the Advisor/Advisee Handbook with the assistance of departmental leaders in endorsement areas. The Teacher Education Board has approved the policies in this Handbook.

This handbook will be issued to all faculty members advising students and to all students who are accepted into the undergraduate program. Students usually apply for acceptance into the program while they are enrolled in Introduction to Education (CI150). Junior-level transfer students will be advised to apply for acceptance into the program during their first semester on campus.

The handbook is intended to be accurate and complete. However, errors and/or omissions may have occurred in compiling and interpreting KSDE-approved documents that detail McPherson College's licensure programs. In every case, the final authority governing program requirements is the original KSDE-approved documents, not this interpretive handbook.

The Department of Curriculum & Instruction would appreciate being notified of any errors, omissions, misprints, or unclarities that are found in this handbook.

**PROFESSIONAL EDUCATION OVERVIEW**

The McPherson College Undergraduate Teacher Education Program provides preparation for elementary, secondary, PreK-12 endorsements, and special education teacher candidates. A solid base for professional careers is provided through courses in educational foundations, psychology, methodology, early observation and practicum experiences, and student teaching.

There are provisions for multiple field experiences. Along with the Introduction to Education practicum, all endorsement levels engage in a minimum of fifty contact hours of practicum and/or observation. In addition to these practica, many methods classes have time in the schools as part of their requirements and/or micro teaching. Seniors are involved in student teaching for an entire semester.

The Education Undergraduate Council consists of faculty from the Department of Curriculum and Instruction, representatives from all divisions at McPherson College, the Registrar, a K-12 schoolteacher or administrator, and two teacher education students. This council carefully screens and systematically interviews students applying for admission into the Teacher Education Program and seeking approval for student teaching. This council also is responsible for curriculum development of the Teacher Education Program. The Education Undergraduate Council operates under a set of bylaws. A copy of these bylaws can be found on page 12 of this handbook.
TEACHER EDUCATION MISSION

The McPherson College Teacher Education Program is committed to carrying out the mission of the college emphasizing scholarship, participation, and service in the professional development of the students. In addition to the college mission, the Teacher Education Board and all concerned stakeholders have developed and are committed to a more specific mission.

THE MISSION OF THE McPHERSON COLLEGE TEACHER EDUCATION PROGRAM IS TO DEVELOP SERVICE-ORIENTED EDUCATORS WHO EFFECTIVELY BLEND THE ART AND SCIENCE OF TEACHING.

Goal I  The candidate has the knowledge bases necessary to be an effective teacher in her/his field.

To accomplish this goal, the service-oriented educator will:
Objectives:
1. Acquire a broad liberal arts knowledge base.
2. Demonstrate proficiency in his/her major area of licensure.
3. Acquire effective strategies of teaching in all appropriate content areas and for all learners.
4. Recognize how students learn and develop.

Disposition:
- Appreciate the connections between various areas of knowledge and commit to continuous learning.

Goal II  The candidate can apply effective teaching strategies to meet the needs of all learners.

To accomplish this goal, the service-oriented educator will:
Objectives:
1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.
3. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on student’s developmental and environmental needs.

Disposition:
- Value and respect students' varied talents and abilities and project enthusiasm for teaching all learners.

Goal III  The candidate fosters relationships and collaborates with school constituencies.

To accomplish this goal the service-oriented educator will:
Objectives:
1. Communicate effectively in both written and oral formats and through the technology.
2. Solicit input from students, parents, colleagues, and the greater community.
3. Act on information received from stakeholders.

Disposition:
- Value the many ways in which people seek to communicate and encourage various modes of communication.

Revised by TEAB and Approved by TEB June 2004
ASSESSMENT AND EVALUATION

The Teacher Education Board at McPherson College is committed to planning curriculum and developing procedures to take advantage of students’ strengths and to meet students’ needs by gathering the information needed for planning through the process of continual assessment. Of utmost importance is using assessment to inform instruction. Effective assessment takes place most often in the midst of instruction.

Inevitably, there are times when the assessment (gathering the data) must move to evaluation (making decisions based on the data). Even though quite often those two acts are done simultaneously, it is important to try to place key benchmarks for students in the program.

Principles To Guide Educational Assessment

Recognizing that becoming an effective educator is a developmental process has resulted in new concepts about how that process can be assessed. McPherson College’s Teacher Education Program uses the following principles to guide the data gathering:

1. Assess in authentic situations as much as possible.
2. Assess in a variety of contexts.
3. Assess the environment, the instruction, and the students.
4. Assess processes as well as products.
5. Clarify and use standards in assessment.
6. Involve the entire educational community in the assessment process.
7. Make assessment an ongoing part of everyday opportunities and instruction.

Ways to Collect and Record Assessment Data

There are several ways to collect and record assessment data. In practice, the Department of Curriculum & Instruction of McPherson College does not approach these as discrete methods; several are employed simultaneously. Both internal and external sources are used to provide data on the teacher education students.

When students interview for the program they are given a notebook. That notebook will be one of the major means of collecting data. The notebook is divided into three primary areas; these areas are the same as the three major goals of the program.

Students are expected to add to the contents of the notebook as they proceed through the program. A list of required documentation can be found in the Developmental Portfolio. They will be required to bring it with them at the student teaching interview. During that interview, students will be expected to address the data they have collected and relate it to their potential as a professional.

There are formal evaluations at key points in the program. Obviously, informal evaluations can (and will) occur at anytime during the program. The points of formal evaluation are:

- Admittance to the Program
- Admittance to Student Teaching
- Completion of Student Teaching
- Licensure
Undergraduate Candidate Assessment Plan

The following table provides a visual of the key benchmarks needed for successful completion of the program.

<table>
<thead>
<tr>
<th>Checkpoints</th>
<th>Item</th>
<th>Instrument and/or Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admittance to the Program</td>
<td>GPA</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Standardized Test</td>
<td>C-BASE (235)</td>
</tr>
<tr>
<td></td>
<td>• Second semester freshmen status or later</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transfer students only: successful completion of one semester at Mac (2.5 residential GPA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>• Content Area Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Character Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two Other Faculty</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Uniform Questions</td>
</tr>
<tr>
<td></td>
<td>Disposition Form</td>
<td>• Self-Evaluation</td>
</tr>
<tr>
<td>Admittance to Student Teaching</td>
<td>GPA</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>• Content Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• C&amp;I Faculty (Pedagogy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1 LI Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2 Faculty</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Uniform Questions</td>
</tr>
<tr>
<td></td>
<td>Disposition Form</td>
<td>• Self-Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty Evaluation</td>
</tr>
<tr>
<td>Completion of Student Teaching</td>
<td>Cooperating Teacher, College Supervisor, &amp; Content Major Professor</td>
<td>Student Teaching Observation Record</td>
</tr>
<tr>
<td></td>
<td>Lesson Plans</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td>Content Area Final Evaluation</td>
<td>Content Area Final Evaluation Form (some content areas)</td>
</tr>
<tr>
<td></td>
<td>Final Evaluation</td>
<td>Final Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>3-way Conference</td>
<td>Uniform Questions</td>
</tr>
<tr>
<td></td>
<td>Kansas Performance Work Sample (KPTP)</td>
<td>State developed assessment tools</td>
</tr>
<tr>
<td>Licensure</td>
<td>PLT</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>State Content Exams</td>
<td>Qualifying scores are on the next page.</td>
</tr>
</tbody>
</table>
STATE BOARD ESTABLISHED QUALIFYING SCORES

<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>TEST NUMBER</th>
<th>PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Curriculum Instruction, &amp; Assessment</td>
<td>0011</td>
<td>163</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>0041</td>
<td>165</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0061</td>
<td>137</td>
</tr>
<tr>
<td>History/Government</td>
<td>0081</td>
<td>158</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0091</td>
<td>148</td>
</tr>
<tr>
<td>Health</td>
<td>0550</td>
<td>620</td>
</tr>
<tr>
<td>Music</td>
<td>0113</td>
<td>152</td>
</tr>
<tr>
<td>Art</td>
<td>0134</td>
<td>160</td>
</tr>
<tr>
<td>Spanish</td>
<td>5195</td>
<td>165</td>
</tr>
<tr>
<td>Speech/Theatre</td>
<td>0221</td>
<td>148</td>
</tr>
<tr>
<td>Biology</td>
<td>0235</td>
<td>150</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0245</td>
<td>152</td>
</tr>
<tr>
<td>English to Speakers of Other Languages</td>
<td>0361</td>
<td>138</td>
</tr>
<tr>
<td>Psychology</td>
<td>0390</td>
<td>550</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Knowledge and Mild to Moderate Applications</td>
<td>0543</td>
<td>155</td>
</tr>
</tbody>
</table>

Note: For more Kansas test information, go to [www.ets.org/praxis/ks](http://www.ets.org/praxis/ks)

ADMISSIONS, PROCEDURES AND POLICIES IN TEACHER EDUCATION

Procedures: Non-Degreed Students

The following chart shows what happens, and when it happens, as students progress through the Teacher Education Program at McPherson College. Students and advisors should be familiar with the process. **Students must take responsibility in meeting deadlines and providing the necessary documentation at all points moving toward program completion.**

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
<th>REQUIREMENTS</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second semester Freshman – Junior year</td>
<td>Apply for admission into program</td>
<td>• Application Forms</td>
<td>TEACHER EDUCATION BOARD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommendations</td>
<td>⇒ Full Admittance or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• C-BASE (235)</td>
<td>Restricted Admittance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transfer students only: Successful completion of one semester (2.5 GPA)</td>
<td>- Begin Candidate Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transfer students only: Successful completion of one semester (2.5 GPA) at McPherson College*</td>
<td>- Continue Program Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interview -- The interview must be completed prior to enrolling in the advanced practica</td>
<td>⇒ Denied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transfer students only: Successful completion of one semester (2.5 GPA) at McPherson College*</td>
<td>- Reapply after deficiencies are met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transfer students only: Successful completion of one semester (2.5 GPA) at McPherson College*</td>
<td>- Consult career counselor about other options</td>
</tr>
<tr>
<td>Interterm – Sophomore year</td>
<td>CI 251 Practicum – diverse setting</td>
<td>• See Director of Field Experiences to ensure all records are completed.</td>
<td>- Begin appeal process as outlined in the Teacher Education Bylaws</td>
</tr>
<tr>
<td>(Transfer students - Junior Year)</td>
<td></td>
<td>• Complete all requirements as outlined on syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue building Candidate Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If unsuccessful, contact career counselor about other options.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If successful, continue on in the program</td>
<td></td>
</tr>
</tbody>
</table>

*Transfer students must complete one satisfactory semester, defined as at least a 2.5 residential GPA at McPherson College, complete the application process, and meet program criteria before full admittance to the Teacher Education Program can be granted.*
### Pre-Student Teaching

| Continue with course work | Consult with Academic Advisor  
| Complete advanced practica (CI 351 or EE 375) | See Director of Field Experiences to ensure all records are completed.  
| Apply for Student Teaching | Complete all requirements as outlined on syllabus  
|                           | Continue building Candidate Portfolio  
|                           | Full Admittance into Program  
|                           | Application Forms  
|                           | Recommendations  
|                           | 2.5 GPA  
|                           | Candidate Portfolio Submission  
|                           | Interview – Subcommittee of Teacher Education Board  
|                           | If unsuccessful, contact career counselor about other options.  
|                           | If successful and all course requirements are met, apply for student teaching.  

#### TEACHER EDUCATION BOARD
- If denied, contact career counselor about other options- or-
- Begin appeal process as outlined in the Teacher Education Bylaws.
- If approved, plan to student teach.

### Student Teaching

| Continue building Developmental Portfolio | Meet all requirements as outlined in the Student Teacher Handbook
| Take Principles of Learning and Teaching Test (PLT) |
| Take Content Test |
| Apply for Licensure |

#### If unsuccessful, contact career counselor about other options.
#### If successful, complete licensure requirements.
- Principles of Learning and Teaching Test = 161
- Content Tests (scores found on page 6)
- Complete Forms

### Post-Graduation

| Continue contact with the Teacher Education Program at McPherson College |
| Complete Alumni Surveys |
| Donate generously |

### Procedures: Middle Level Endorsement

Any candidate seeking a teaching license at any level may add a content area endorsement for late childhood through early adolescence (middle school level) by passing the content test in the particular licensing area. Candidates interested in the middle level endorsement are strongly encouraged to talk with professors in the department in order to facilitate practica experiences and suggest course work if needed.

### Procedures: Post BA/BS

A. Non-Licensed. McPherson College will accept people who have received their degree from an accredited institution. To obtain a teaching license, the completion of the professional education sequence and the appropriate subject matter sequence is needed. Transcript analysis will be used to determine equivalent course work where appropriate. The Chair of Teacher Education, the licensure officer, and the registrar, will use her/his discretion to determine appropriate equivalencies. All analysis will follow Kansas State Board of Education’s regulations for licensure.

B. Previously Licensed—Same Level of Licensure. McPherson College will accept people who have received their initial license from an accredited institution. In order to be accepted into the TEP and subsequently to student teach, such persons must meet with a Department of Curriculum and Instruction advisor and fulfill the requirements of their licensure area.

C. Previously Licensed—Different Level of Licensure. If someone wants to change level of license, s/he will need to meet with the Licensure Officer. Another resource person may be included, as a plan for completion is created. This plan will include time and means to meet the course requirements and the professional education requirement. The candidate will have to secure admission into the program, by completing the necessary forms. Arrangements will be made to ensure that there is a student teaching experiences at the appropriate level.
SERVICE

The Teacher Education Advisory Board has defined a service-oriented professional as a teacher who goes beyond the requirements of the job by seeking ways to improve the educational experience of each student.

Students completing McPherson College’s Teacher Education Program must contribute to the profession by documenting significant service activities.

- **Significant:** The department quantifies significant through hours of service. During the student’s college career s/he must complete and document a minimum of 25 service hours per year. These hours must be in the form of varying experiences that include at least four different activities.

- **Documentation:** Students are responsible for documentation. Faculty in the C&I Department or the faculty members of the Teacher Education Board will review this documentation.

- **Activities:** The following is a list of possible service-oriented activities. The intent of this list is not to limit the future educator but rather to guide students as they develop their own sense of service.

  - Membership in KNEA and attendance at meetings
  - Volunteer at Family Life Center
  - Tutoring
  - Faith-based Instruction
  - Service at Shelters
  - Library Volunteer
  - Humane Society Volunteer
  - Meals on Wheels Volunteer
  - Blood Donor
  - Red Cross Volunteer
  - Food Pantry Volunteer
  - YMCA work
  - Camp Counselor

**Other activities** - may be approved by C&I faculty or faculty members of the Teacher Education Board.

FIELD EXPERIENCES

To help teacher education candidates move from the role of student to student teacher to practitioner, **several field experiences are required** at McPherson College. These targeted practica placements in public school classrooms give teacher education candidates the opportunity to observe both teachers and students and to engage in specified activities in the classroom. These experiences allow teacher candidates to begin to practice what they have learned in actual classroom settings.

Research has proven that multiple and varied practical experiences are key components for producing effective teachers. For that reason, **students in the TEP are required to complete a minimum of two practica prior to student teaching.** Students are encouraged, however, to participate in more than two if at all possible. The first practicum is primarily an observation/aide experience; the second practicum requires students to take more initiative in the actual classroom responsibilities, and to practice instructional activities.

**Students are required to do one practicum experience in an urban setting.** Arrangements have been made for the first practicum, CI 251 - Introduction to Education Practicum, to be completed in Wichita or another urban setting. Transfer students, or students with extenuating circumstances may choose to complete one of the other practica in an urban setting. (See Diversity Policy)
Diversity Policy

The Teacher Education Program at McPherson College is committed to training teachers to meet the needs of a diverse society. One way to demonstrate that commitment is to ensure that every student has at least one experience in a diverse school community.

For most students that requirement will be fulfilled in CI 251, the Introduction to Education Practicum. This practicum is conducted in the Wichita School District.

Transfer students and students with extenuating circumstances which prevent them from attending this Interterm practicum can fulfill the requirement in an alternative manner. If a student receives transfer credit for an initial practicum and can provide proof that it was done in a diverse setting, the requirement will be met. If a student receives transfer credit for an initial practicum in a setting that is not diverse, then that student will be required to complete either the junior level practicum or student teaching in a diverse community.

The Chair of the Curriculum and Instruction Department or the Director of Field Experiences must approve any alternative method of meeting the requirement.

Students are placed in both grade and content appropriate practica settings. It is the student's responsibility to make travel arrangements to practica site, and to bear any expenses that are incurred with the practica completion.

Before entering a public school under the auspices of McPherson College, every student must comply with the following requirements:

1. **Show proof of liability insurance in the amount of $1,000,000.**
   Forms for this insurance may be obtained in the Department of Curriculum and Instruction.

2. **Show proof of a current TB (tuberculosis) test.**
   This test may be obtained from a personal physician or from any County Health Department for a nominal fee. In McPherson the Health Department is located at 1001 N. Main, phone 241-1753.

3. **Complete an Inquiry Form.**
   This form is available in the Curriculum and Instruction Department office.

4. **Wear an identification badge.**
   This badge will be provided by the Department of Curriculum and Instruction.

Success in the Practicum

Once you receive notice of your practicum placement, it is your responsibility to contact the cooperating teacher(s) to plan the schedule for your observations. Exchange telephone numbers so that you can call the teacher if you find it necessary to be absent or late. The cooperating teacher should plan to call you if school is cancelled for some reason, or there is a change in the daily schedule that would prevent your observation.

**On the first day,** report to the principal's office to introduce yourself and be shown to the cooperating teacher's room. Plan to **arrive at the school at least 15 minutes before classes** begin. Once students begin to enter the room, the cooperating teacher will not have time to be assisting you. During this time, share your profile form and ask the cooperating teacher to **read, sign, and date the contract.** Sign your name, also, and return the form to the Director of Field Experience as soon as possible.

- Ask the cooperating teacher where s/he would like you to sit. You may not be asked to assist with any activities until you have been in the classroom several times. **Use this time to study the students, as well as the cooperating teacher.** Refer to the Observation Guide for specific items to observe.
- **Take notes** for your journal entries, and to help you get to know the class.
- **Be alert!** A bored, tired, or sleepy looking observer makes a poor impression.
- **Avoid distracting students.** Encourage them to focus attention on their work or teacher rather than on you.
- Except for discussions in an education class on campus or with your supervisor, never discuss incidents that occur in the classroom you observe. **Discretion and confidentiality** are important virtues for a teacher to maintain.
- **Wear your ID badge.**
- **Dress appropriately** as a staff member, not as a student.
- **Notify** your practicum supervisor and the cooperating teacher in advance if you must be absent.
- **Notify** the practicum supervisor *immediately* if any problems or questions arise.
- **Read the syllabus** for the particular practicum in which you are enrolled. Specific requirements and the assessment and evaluation procedures will be explained there.

## REQUIRED PRACTICA

*The Director of Field Experience in the Department of Curriculum and Instruction arranges all placements.*

### Elementary Level Sequence

**CI 251**  
*Introduction to Education Practicum - 1 credit hour*  
This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for EE 375. Students will observe in their assigned classrooms for the full school day for one week, or for a minimum of 3 hours per day for two weeks. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.

**EE 375**  
*Elementary Education Practicum and Seminar - 1-4 credit hours*  
*Students enrolling in EE375 must have completed the Teacher Education Program admittance application process.* Twenty-five contact hours in the classroom constitutes one credit hour. Students certifying in Elementary Education only, must take this practicum for a minimum of two credit hours (fifty contact hours). This placement may be at either the primary level (K-3) or intermediate level (4-6), and should be at the opposite level from the one in which the student will do student teaching. A faculty supervisor will oversee the practicum experience.

**EE 465**  
*Elementary Student Teaching - 12 credit hours*  
Requires fourteen weeks full time in the assigned classroom and attendance at the student teaching seminars held on campus periodically throughout the semester. Students seeking special education certification will be scheduled for seven weeks in a traditional setting and seven weeks in a special education setting. A faculty supervisor will make regular visits to the student teacher's classroom to observe and evaluate his/her performance.

### Secondary Level Sequence

**CI 251**  
*Introduction to Education Practicum - 1 credit hour*  
This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for CI 351. Students will observe in their assigned classrooms for the full school day for one week, or for a minimum of three hours per day for two weeks. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.

**CI 351**  
*Secondary Education Practicum and Seminar – 2 credit hours*  
*Students enrolling in CI351 must have completed the Teacher Education Program admittance application process.* Twenty-five hours in the classroom constitutes one credit hour. Students certifying in Secondary Education only must take this practicum for a minimum of two credit hours (fifty contact hours). Students will be placed in a classroom of their major area. A faculty supervisor will oversee the practicum experience.

**CI 475**  
*Secondary Student Teaching - 12 credit hours*  
Requires fourteen weeks full time in the assigned classroom and attendance at the student teaching seminars held on campus periodically throughout the semester. Students seeking special education certification will be scheduled for seven weeks in a traditional setting and seven weeks in a special education setting. Faculty supervisors from the department of Curriculum and Instruction and the endorsement area will make regular visits to the student teacher's classroom to observe and evaluate his/her performance.
PreK-12 Level Sequence

CI 251  Introduction to Education Practicum - 1 credit hour
This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for CI 351/EE 375. Students will observe in their assigned classrooms for the full school day for one week, or for a minimum of three hours per day for two weeks. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.

EE 375 & CI 351  Elementary/Secondary Practicum and Seminar – 1-4 credit hours
Students enrolling in CI 351/EE 375 must have completed the Teacher Education Program admittance application process. Art, Music, Spanish and PE/Health are PK-12 endorsements. Students certifying in these areas must take both EE 375 and CI 351 for a minimum of one credit hour. Twenty-five hours in the classroom constitutes one credit hour. Fifty hours of contact time are required to fulfill this practicum. Twenty-five hours will be scheduled for both the elementary level and secondary levels. A faculty supervisor will oversee the practicum experience.

EE 465 & CI 475  Elementary & Secondary Student Teaching – 12 credit hours
Requires fourteen weeks full time in the assigned classroom, and attendance at the student teaching seminars held on campus periodically throughout the semester. Seven weeks will be scheduled in an elementary school and seven weeks in a secondary placement. Faculty supervisors from the department of Curriculum and Instruction and the endorsement area will visit regularly to the student teacher’s classroom to observe and evaluate his/her performance.

Observation Guide for Reflective Thinking and Journal Entries
All Teacher Education Program practica require reflective thinking and subsequent journaling by the student. These reflections and journal entries will be based on the Goals, Objectives, and Dispositions of the Teacher Education Program at McPherson College. The student should reference the syllabus for each practicum experience to find specific observation guidelines for reflective thinking and journaling as instructors may have varying requirements.

Professionalism
Students in the Teacher Education Program at McPherson College should always remember they are representing themselves, the college, and the teaching profession. That representation must be done with dignity and integrity. The governing body of the Teacher Education Program has adopted the following policy:

Students in the Teacher Education Program (TEP) must recognize that they are guests in P-12 schools, and that school personnel can decide at any time, and for any reason, not to welcome a TEP student back to campus. Because they are guests, TEP students should be careful to show respect to their hosts by dressing and behaving like professionals.

When TEP students enter a school building for observation, practicum, or student teaching, they must dress in an appropriate, professional manner. It is especially important for TEP students not to dress in a manner that might (1) inhibit the performance of their duties in the schools, (2) cause a disturbance among P-12 students, or (3) violate the ordinary practice of professionals at the host school. Decisions about appropriate dress (or any other kind of bodily ornamentation) will be made by the Curriculum and Instruction Department, possibly in consultation with the Teacher Education Board.
EDUCATION UNDERGRADUATE COUNCIL 
BYLAWS

I. Name
Teacher Education Undergraduate Council

II. Purpose of Undergraduate Council
To foster and sustain a quality undergraduate professional education program at McPherson College by maintaining curricular accountability and by ensuring admission of quality to the program; in turn, to contribute to quality in the educational profession at large.

III. Composition and Terms of Undergraduate Council Membership and Criteria for Selection

A. Voting members shall include:
1. Department Chair, also serving as Unit Head.
2. Faculty who teach half time or more in the Department of Curriculum and Instruction undergraduate courses.
3. One representative from each Division of the College, including a representative of Social Science in addition to Department of Curriculum & Instruction faculty
4. Two students representing the McPherson College student body. One student will be seeking endorsement in elementary education. One student will be seeking endorsement in secondary education or at the K-12 level.
5. One representative from area public schools, representing K-12 constituents
6. The College Registrar, as the officer who finalizes graduation clearance and who serves on Educational Policies Committee

B. Ex-officio members may include all part-time faculty of the Department of Curriculum & Instruction

C. Faculty representatives 1 & 2 are expected to:
Demonstrate an active interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; have a pattern of responsible Undergraduate Council involvement.

D. Representative from each Division 3 are expected to:
The representatives from each division will report to their respective divisions immediately after each Teacher Education Undergraduate Council meeting. This report will include all business and discussion items, excluding items in executive session. In turn, the representatives will report to Teacher Education Undergraduate Council any relevant discussion or decisions from division meetings.

E. The Student representatives 4 are expected to:
Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; demonstrate to the Department of Curriculum & Instruction a reputation of perception and maturity that will ensure fairness and confidentiality in sensitive matters; be of good academic standing at McPherson College.
F. The Public School representative 5 is expected to:
Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the
Teacher Education Program of McPherson College; demonstrate an active interest in the procedures, curriculum,
and instructional development associated with K-12 schools; have past or present experience of working with the
Teacher Education Program of McPherson College.

G. Membership appointments on the Undergraduate Council are for one year. The
Undergraduate Council shall be reconstituted each year in August at the beginning of the
academic year.

IV. Process for Selection of Membership
A. Members identified in Section III above as A-1, 2 and 6 all serve by virtue of
position.
B. Members A-, 3, 4 and 5 are appointed by the President of the College upon
recommendation of the Chief Academic Officer and the Chair of the Department of Curriculum
& Instruction, who in turn shall have consulted with representatives of the respective
constituencies as well as with fellow Department of Curriculum & Instruction faculty.

V. Undergraduate Council Officers or Leadership
A. The permanent Chair of the Undergraduate Council shall be the Chair of the
Department of Curriculum and Instruction and serve as the Unit Head. In the absence of the
Chair at any meeting, an Acting Chair for the meeting shall be chosen from and by the members
present.
B. The Administrative Assistant for the Department of Curriculum and Instruction
shall serve as the Secretary for the Undergraduate Council. The Secretary shall keep minutes of
all meetings and distribute them to members of the Undergraduate Council not later than the
beginning of the next meeting.

VI. Meeting Procedures
A. An initial meeting shall be called by the Chair within the first two weeks of the fall
semester. A regular meeting schedule shall be established at that meeting.
B. Meeting procedure shall be governed by Robert's Rules of Order unless expressly
altered by majority vote of the Undergraduate Council. A quorum must be present before voting
decisions can be made. A quorum is defined as a simple majority of members. All deliberations
dealing with individual students, or with any matter of a personnel nature, including admission to
the program and/or student teaching, shall be conducted in executive session.
C. In all decisional matters possible, consensus will be sought. However, after
discussion, vote shall be shown in the record for all decisions.
D. All minutes of the Undergraduate Council other than those of executive
sessions shall be available to each faculty member who serves as an advisor to a student in
the Teacher Education Program upon request.
VII. Undergraduate Council Charge - Responsibilities & Accountabilities

A. To consider any proposed policy for the Department of Curriculum & Instruction or the Teacher Education Undergraduate Program. No Departmental or Program policy will be considered effective until approved by the Undergraduate Council. Policy changes may be proposed by the Department or by any Undergraduate Council member as a representative of his/her particular constituency.

B. To consider for approval any change in a course or in curricular structure at McPherson College which holds potential to affect compliance with accreditation standards for any program in Teacher Education. Proposals may come directly from departments or instructors, or they may be referred from Educational Policies Committee when screening by that committee raises question about the impact of a proposed change on Teacher Education.

C. To approve all applications to the Education Undergraduate Program. (See the “Admissions and Procedures in Teacher Education” section of the McPherson College Teacher Education Advisor/Advisee Handbook.)

D. To screen all candidates for student teaching and to approve all qualified applicants prior to their placement in a K-12 school assignment. (See the "Admissions and Procedures in Teacher Education" section of the McPherson College Teacher Education Advisor/Advisee Handbook.)

E. To serve as the first step of an appeal process by which undergraduate students may seek review of any Department of Curriculum & Instruction decision or Education Undergraduate Council decision that affects the status or standing of the student. (See addendum to these bylaws for the procedure for this appeal process.)

VIII. Reporting Relationships

A. But for appeals which may arise under guidelines set out in section VII-D above, the Undergraduate Council shall be the source of final decision for matters set forth above in sections VII-A and VII-C.

B. Upon approval by Undergraduate Council, matters specified in section VII-B shall be referred by the Undergraduate Council to next appropriate body in the approval sequence. In the normal course of events, this will be the Division appropriate to the course or curricular change. Any time it is determined that there is a potential impact on compliance with Teacher Education Program accreditation standards by a course or curricular change, approval by the Teacher Education Undergraduate Council is a prerequisite to final consideration of the proposal by the Educational Policies Committee.

IX. Student Appeal Process

A. Purpose of Procedure
To provide a due process review and appeal mechanism for students who question any decision made with respect to their admission to, or satisfactory progress in, the Education Undergraduate Program at McPherson College.

B. Issues Subject to Appeal
1. Reasons (other than GPA or test scores) given for denial of admission to the Teacher Education Program at McPherson College.
2. Reasons (other than GPA or test scores) given for refusal to authorize placement in student teaching.
3. Suspension of the student teaching experience.

C. Steps in the Appeal Process
1. Within ten school days after notice of the adverse decision, student must request, in writing submitted to the Chair, a hearing with the Undergraduate Council (or rehearing if the decision appealed was previously made by this Undergraduate Council). The request shall contain the following information:
   i. Student Name
   ii. Precise statement of major, and of minors if any
   iii. Any other pertinent personal demographic data
   iv. The specific issue on which rehearing is requested, the reason for the request, and as much extended rationale as deemed necessary by the appealing student.
   v. Included with the above rationale shall be evidence that the student has consulted with Department of Curriculum & Instruction faculty, major field advisor, and any other college official who has a role in the matter as an advisor or counselor to the student. To the extent possible, this information should be in the form of original documentation or correspondence. To the extent that is not available, the appealing student should provide summaries of relevant conversations.

2. After the above information has been submitted, the Undergraduate Council shall meet with the student at a time mutually agreeable. The student may make a presentation to the Undergraduate Council, or the Undergraduate Council may question the student or initiate conversation with the student, as may be agreed at the time the meeting is scheduled. The Undergraduate Council may excuse the student to make its decision on the request for hearing/rehearing. The Undergraduate Council may defer its decision to a subsequent meeting if it elects to search out further information. The decision will be distributed to the student in writing (traditional and/or electronic).

3. If the decision is not acceptable to the student, s/he may appeal the decision to the Teacher Education Board. Such appeal shall be in writing and shall be made within five school days of receipt of notice of the decision of the Undergraduate Council. The information stipulated in section A above shall be provided with the appeal.

4. If the decision of the Teacher Education Board is not acceptable to the student, s/he may appeal the decision to the Chief Academic Officer (CAO). Such appeal shall be in writing and shall be made within five school days of receipt of notice of the decision of the Undergraduate Council. The information stipulated in section A above shall be provided with the appeal. The CAO, at his/her option, may consult with the Educational Policies Committee in the course of reaching a decision.
5. If the decision of the CAO is not acceptable to the student, s/he may appeal to the President of the College, to be submitted in writing within five school days of receipt of notice of the CAO's decision. Included with the appeal shall be the same documentary information as set forth in section C above. The decision of the President will constitute final disposition of the appealed action.

6. In the event a student either fails to appeal any decision within prescribed time limits, or comes to the end of the appeal process with a decision that limits his/her continued participation in the program, that student's singular option for seeking continued status in the Program is to initiate a re-application.

D. Steps in the Appeal Process for Inadequate C-BASE Scores
   1. Student must submit a formal written request to the Chair of the Education Undergraduate Program. The request shall contain the following information:
      i. Student Name
      ii. Precise statement of major, and of minors if any
      iii. Any other pertinent personal demographic data
      iv. Any specific rational for why she/he should be allowed to student teach without adequate test scores.
      v. Included with the above rationale shall be evidence that the student has consulted with Curriculum & Instruction Department faculty, major field advisor, and any other college official who has a role in the matter as an advisor or counselor to the student. To the extent possible, this information should be in the form of original documentation or correspondence.
      vi. Also included in the rationale, student must submit a plan for remediation in the area(s) of inadequacies.
      vii. Minimum of three written letters from qualified professionals, supporting the student's appeal.

   2. After the above information has been submitted, the Undergraduate Council shall meet with the student at a time mutually agreeable. The student may make a presentation to the Undergraduate Council, or the Undergraduate Council may question the student or initiate conversation with the student, as may be agreed at the time the meeting is scheduled. The Undergraduate Council may excuse the student to make its decision. The Undergraduate Council may defer its decision to subsequent meeting if it elects to search out further information. The council’s decision will be distributed to the student in writing (traditional and/or electronic)

   3. If the decision is not acceptable to the student, s/he may appeal the decision to the Provost. At that time the same procedures as outlined in sections C-E of the Appeal Process in Section IV may be followed.

X. Amendments; Caveats
   These Bylaws may be changed or amended through the following process:
   A. The proposed amendment shall be brought to the Education Undergraduate Council for first reading, and may then be acted upon at any subsequent meeting provided the action item is announced in advance as an agenda item for that meeting.
B. Once approved by the Education Undergraduate Council, amendments shall be forwarded to the Educational Policies Committee for final approval.

C. Nothing in section VIII, or in this section, IX, shall be construed as impairing the prerogative of College Administration to exercise final approval of policies or decisions as may be set forth elsewhere in college policy.

A. (Teacher Education Board Bylaws; Final Approval March 17, 1995; Revised June 2001; Revised May 2012; Names and Titles updated July 2012)
REQUIRED PROFESSIONAL EDUCATION CURRICULA

This section outlines requirements for licensure, both for the professional education program and for all program areas.

For each program area, the following information is provided:

- program objectives
- outline of required curriculum in the area
- advising checklist.

These checklists include all courses that a student must take in order to certify in each area (general education requirements, professional education requirements, and program requirements.)

For some programs, these advising checklists may seem to differ from program requirements as listed in the college catalog; such differences are usually the product of differences between an endorsement program and a major in the area. In addition, because of space limitations on the checklists, some programs have been rearranged, and courses duplications have been eliminated. A student should take any questions s/he may have to the program area advisor or to the Department of Curriculum & Instruction faculty. Any errors in either the handbook or the catalog will be corrected by reference to documents by the Kansas State Department of Education. These documents contain the authoritative versions of all programs.

**Related Courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>G-PY101 Introduction to Psychology</td>
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<tr>
<td>PY204 Child &amp; Adolescent Development</td>
<td>3</td>
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**Education Courses:**

<table>
<thead>
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<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>G-CI150 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>CI232 Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>CI251 Introduction to Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>SE210 Introduction to Infants, Children, and Youth with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>CI220 Principles &amp; Strategies of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CI315 Reading in the Content Field</td>
<td>2</td>
</tr>
<tr>
<td>G-CI333 Intercultural Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CI455 Teaching-Learning Process</td>
<td>3</td>
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</tbody>
</table>

For P-12:

- CI351 Secondary Education Practicum & Seminar 1
- EE375 Elementary Education Practicum & Seminar 1

For K-6:

- EE375 Elementary Education Practicum & Seminar 1
- CI351 Secondary Education Practicum & Seminar 2

For 7-12:

- CI351 Secondary Education Practicum & Seminar 2

**Education Methods Courses:**

- Methods course(s) in academic major 2 or more

**Student Teaching:**

- CI475 Student Teaching in the Secondary School 6-12
- EE465 Student Teaching in the Elementary School 6-12
  (Student Teaching for K-12, Art, Music, Health, Physical Education, Spanish; includes both of the above)
- CI476 Professional Seminar in Education 2
ENDORSEMENT AREA
REQUIREMENTS AND CHECKLISTS
# Teaching Certificate: Art P-12

## General Education Requirements

**Foundation Courses:**
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses: 1.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Int'l Exper. (3-4)

**College Seminars:**
- ID101 (1)
- ID102 (1)
- ID201 (2)

**Distribution Courses:**
- Humanities (9):
  - The Arts
  - Literature
  - Choice
- Science & Technology (7): (one lab, one course from each area)
  - Life Sciences
  - Physical Sciences
  - Social Sciences (9):
    - Behavioral Sciences
    - Social Institutions
    - History

## Professional Education Requirements

**Related Courses:**
- PY101 Intro. to Psych. (3)
- PY204 Child & Adol. Dev. (3)
- CI232 Educational Tech. (2)
- CI333 Intercultural Ed. (2)

**Education Courses:**
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Prac. (1)
- SE210 Intro. to Infnts, Childrn, & Yth w/Specl. Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in the Content Field (2)
- CI455 The Teaching Learning Process (3)
- CI351 Sec. Ed. Practicum. (1)
- EE375 El. Ed. Practicum (1)

**Student Teaching:**
- EE465 Student Teaching in the Elementary School (6)
- CI475 Student Teaching in the Secondary School (6)
- CI476 Prof. Seminar in Ed. (2)

## Art Requirements

**Required Curriculum:**
- AR101 Drawing I (2)
- AR102 Painting II (2)
- AR103 Elementary Design (3)
- AR131 Ceramics I (2)
- AR202 Painting II (2)
- AR203 Photography I (3)
- AR210 Drawing II (2)
- AR230 Graphic Design I (3)
- AR231 Ceramics II (2)
- AR303 Photography II (3)
- AR312 Select Topics
- AR310 Art History I (4)
- AR311 Art History II (4)
- AR315 Metalsmithing (3)
- AR345 Sculpture I (3)
- AR350 Sculpture II (3)
- AR358/EE301 Meths for Tchg Art in the Elem. Sch (2)
- AR/CI401 Meths for Tchg Art in the Sec. Sch (2)
- AR475A Senior Concentration (3)

## GPA

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## Milestones

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<th>Milestone</th>
<th>NOTE</th>
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<tr>
<td>Take C-BASE exam</td>
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<tr>
<td>Apply to TEP</td>
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<tr>
<td>Apply for Student Teaching</td>
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<tr>
<td>Student Teaching</td>
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(Updated July 2012: sk)
### Teaching Certificate: Biology 6-12

#### General Education Requirements (CR. HRS.)
- **Foundation Courses:**
  - Oral, Written, & Informational Literacy:
    - EN110 Coll Rhet I (3)
    - EN111 Coll Rhet II (3)
  - LI Courses:
    - 1. __________
    - 2. __________
  - Mathematics (3-4)
  - Religion/Beliefs/Values (3-4)
  - Wholeness/Health/Fitness (2)
  - Global/Intctrl Exper. (3-4)

- **College Seminars:**
  - ID101 (1)
  - ID102 (1)
  - ID201 (2)

- **Distribution Courses:**
  - Humanities (9):
    - The Arts
    - Literature
    - Choice
  - Science & Technology (7):
    - Life Sciences
    - Physical Sciences
  - Social Sciences (9):
    - Behavioral Sciences
    - Social Institutions
    - History

#### Professional Education Requirements (CR. HRS.)
- **Related Courses:**
  - PY101 Intro. to Psych. (3)
  - PY204 Child & Adol. Dev. (3)
  - CI232 Educational Tech. (2)
  - CI333 Intercultural Ed. (2)

- **Education Courses:**
  - CI150 Intro. to Ed. (3)
  - CI251 Intro. to Ed. Prac. (1)
  - SE210 Intro. to Infnts, Chldrn, & Yth w/SPEC. Needs (3)
  - CI220 Principles & Strategies of Teaching (3)
  - CI315 Reading in the Content Field (2)
  - CI455 The Teaching Learning Process (3)
  - CI351 Sec Ed. Practicum (2) *(Prerequisite: completion of TEP application process)*

- **Methods Courses:**
  - CI406 Meth for Tchg Natural Science in the Sec Sch (3)

- **Student Teaching:**
  - CI475 Student Teaching in the Secondary School (6-12)
  - CI476 Prof. Seminar in Ed. (2)

#### Biology Requirements (CR. HRS.)
- **Required Courses:**
  - BI111 College Biology I (4)
  - BI112 College Biology II (4)
  - BI201 Biodiversity (4)
  - BI283 Genetics (4)
  - CH111 College Chem. I (5)
  - CH112 College Chem. II (5)
  - CH251 Organic Chem. I (4)
  - PH215 General Physics I (4)
  - NS300 Research Methods (1)
  - NS375 Junior Seminar (1)
  - MA221 Elem. Appld. Stats (4)
  - PE170 Per & Com Hlth (2)
  - PY101 Intro. to Psych (3)

Plus an additional 12 hours chosen from among the remaining BI or NS courses numbered 200 or higher including at least one organismal level course and one population level course.

#### Milestones

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<th>Milestones</th>
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<tr>
<td>Take C-BASE exam</td>
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<tr>
<td>Apply to TEP</td>
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<tr>
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<td>Student Teaching</td>
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**GPA:** ___________ ___________ ___________

**MILESTONES**

- Take C-BASE exam............  □ FA____ □ SP____
- Apply to TEP....................  □ FA____ □ SP____
- Apply for Student Teaching ....  □ FA____ □ SP____
- Student Teaching...........  □ FA_____ □ IT____ □ SP____
# Teaching Certificate: Chemistry 6-12

## General Education Requirements (CR. HRS.)

### Foundation Courses:
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3) ______
  - EN111 Coll Rhet II (3) ______
  - LI Courses: 1. ______ 2. ______
- Mathematics (3-4) ______
- Religion/Beliefs/Values (3-4) ______
- Wholeness/Health/Fitness (2) ______
- Global/Intercultural Exper. (3-4) ______

### College Seminars:
- ID101 (1) ______
- ID102 (1) ______
- ID201 (2) ______

### Distribution Courses:
- Humanities (9):
  - The Arts ______
  - Literature ______
  - Choice ______
- Science & Technology (7):
  - Life Sciences ______
  - Physical Sciences ______
- Social Sciences (9):
  - Behavioral Sciences ______
  - Social Institutions ______
  - History ______

## Professional Education Requirements (CR. HRS.)

### Related Courses:
- PY101 Intro. to Psych. (3) ______
- PY204 Child & Adol. Dev. (3) ______
- CI232 Educational Tech. (2) ______
- CI333 Intercultural Ed. (2) ______

### Education Courses:
- CI150 Intro. to Ed. (3) ______
- CI251 Intro. to Ed. Prac. (1) ______
- SE210 Intro. to Infnts, Chldrn, & Yth w/SPEC. Needs (3) ______
- CI220 Principles & Strategies of Teaching (3) ______
- CI315 Reading in the Content Field (2) ______
- CI455 The Teaching Learning Process (3) ______
- CI351 Sec. Ed. Practicum (2) ______
  - (Prerequisite: completion of TEP application process)

### Methods Courses:
- CI406 Meth for Tchg Natural Science in the Sec Sch (3) ______

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12) ______
- CI476 Prof. Seminar in Ed. (2) ______

## Chemistry Requirements (CR. HRS.)

### Required Courses:
- BI111 College Biology I (4) ______
- BI112 College Biology II (4) ______
- CH111 College Chem. I (5) ______
- CH112 College Chem. II (5) ______
- CH201 Quant Analysis (4) ______
- CH251 Organic Chem. I (5) ______
- CH310 Statistical Data Anal. (4) ______
- CH385 Adv Inorganic Chem (4) ______
- CH388 Lab Assisting Intern. (2) ______
- PH215 General Physics I (4) ______
- PH216 General Physics II (4) ______
- NS300 Research Methods (1) ______
- NS375 Junior Seminar (1) ______
  - A minimum of 32 hrs. with a CH prefix are required. Remaining credit hours must come from CH252, Organic II or CH courses 300 level or above.

### Additional Requirements:
- Required at least a minimum of 32 hrs. with a CH prefix are required. Remaining credit hours must come from CH252, Organic II or CH courses 300 level or above.

## Milestones

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<tr>
<th>Milestones</th>
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**GPA:** ___________________ ___________________  **MILESTONES**

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# Teaching Certificate: Elementary Education K-6

## General Education Requirements (CR. HRS.)

### Foundation Courses:
- **Oral, Written, & Informational Literacy:**
  - EN110 Coll Rhet I (3) ______
  - EN111 Coll Rhet II (3) ______
- **LI Courses:**
  - 1. ______
  - 2. ______
- **Mathematics (3-4) ______
- **Religion/Beliefs/Values (3-4) ______
- **Wholeness/Health/Fitness (2) ______
- **Global/Intercultural Exper. (3-4) ______

### College Seminars:
- ID101 (1) ______
- ID102 (1) ______
- ID201 (2) ______

### Distribution Courses:
- **Humanities (9):**
  - The Arts ______
  - Literature ______
  - Choice ______
- **Science & Technology (7):**
  - Life Sciences ______
  - Physical Sciences ______
- **Social Sciences (9):**
  - Behavioral Sciences ______
  - Social Institutions ______
  - History ______

## Professional Education Requirements (CR. HRS.)

### Related Courses:
- **PY101 Intro. to Psych. (3) ______
- **PY204 Child & Adol. Dev. (3) ______
- **CI232 Educational Tech. (2) ______
- **CI333 Intercultural Ed. (2) ______

### Education Courses:
- **CI150 Intro. to Ed. (3) ______
- **CI251 Intro. to Ed. Prac. (1) ______
- **SE210 Intro. to Infants, Children, & Yth w/Spec. Needs (3) ______
- **CI220 Principles & Strategies of Teaching (3) ______
- **CI455 The Teaching Learning Process (3) ______

### Diverse Experience:

## Elementary Education Requirements (CR. HRS.)

### Required Courses:
- **EE210 Children’s Lit. (2) ______
- **CI/PE426 Meth for Tchng Health in the Sec & Elem School (2) ______
- **EE301/AR358 Meth for Tchng Art in the Elem School (2) ______
- **EE303 Rding & Lang Arts I (4) ______
- **EE304/MU370 Meth for Tchng Music in the Elem. Sch (2) ______
- **EE/PE305 Meth for Tchng Phys. Ed. in the Elem. Sch (2) ______
- **EE306 Meth for Tchng Science in the Elem. School (2) ______
- **EE307 Meth for Tchng Math in the Elem. School (2) ______
- **EE309 Meth for Tchng Soc. Studies in the Elem. Sch (2) ______
- **EE444 Rding & Lang Arts II (2) ______
- **EE375 El. Ed. Prac (1-4) ______
  (Prerequisite: completion of TEP application process. Those seeking only Elem. Ed. endorsement must take this for two credit hours.)

### Student Teaching
- **EE465 Student Teaching in the Elementary School (6-12) ______
- **CI476 Prof. Seminar in Ed. (2) ______

## GPA: ____________________________  ____________________________

## Milestones

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<th>Apply to TEP</th>
<th>Apply for Student Teaching</th>
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<td>FA___</td>
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</table>
# Teaching Certificate: English 6-12

## General Education Requirements (CR. HRS.)

### Foundation Courses:
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses:
  - 1.
  - 2.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Intercultural Exper. (3-4)

### College Seminars:
- ID101 (1)
- ID102 (1)
- ID201 (2)

### Distribution Courses:
- Humanities (9):
  - The Arts
  - Literature
  - Choice
- Science & Technology (7):
  - Life Sciences
  - Physical Sciences
  - Social Sciences (9):
  - Behavioral Sciences
  - Social Institutions
  - History

## Professional Education Requirements (CR. HRS.)

### Related Courses:
- PY101 Intro. to Psych. (3)
- PY204 Child & Adol. Dev. (3)
- CI232 Educational Tech. (2)
- CI333 Intercultural Ed. (2)

### Education Courses:
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Pract. (1)
- SE210 Intro. to Infants, Children, & Youth with Spec. Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in the Content Field (2)
- CI455 The Teaching Learning Process (3)
- CI351 Sec Ed. Practicum (2) *(Prerequisite: completion of TEP application process)*

### Methods Courses:
- CI417 Meth for Tchg Eng & Lang Arts in Sec Sch (3)

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12)
- CI476 Prof Seminar in Ed (2)

## English Requirements (CR. HRS.)

### Required Courses
- Advanced Communications
- EN420 Creative Writing, or EN370 Poetry, or EN375 Fiction (3)
- EN313 Adv Expos Writing (3)
- Linguistics, Grammar, History
- EN230 Linguistics (2)
- EN335 Adv Eng Grammar (2)
- EN430 Hist. & Struct. (2)
- CM210 Multi-Media Story I (3)
- Literature
- EN210 World Lit. I or EN220 World Lit. II (3)
- EN320 Young Adult Lit. (2)
- EN250 American Lit. I (3-4)
- EN255 American Lit. II (3-4)
- EN340 British Lit. I (3-4)
- EN345 British Lit. II (3-4)
- Supporting Courses
- Journalism (any 3 hours)
- ML109 Spanish Level II or course of any second language at the same level (3-4)
- EN375 Junior Seminar (1)
- EN475 Seminar in English (2)

## GPA:
- [___] [___]

## Milestones

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ADDED ENDORSEMENT:  English for Speakers of Other Languages K-6 & 6-12

Elementary or secondary licensure is required to be eligible for this added endorsement. See attached for teacher licensure requirements.

TEACHER LICENSURE
- [ ] K-6 Licensure
- [ ] 6-12 Licensure
  - Content Area: ____________________
  - Content Area: ____________________
- [ ] Other Added Endorsements
  - ____________________
  - ____________________
  - ____________________
  - ____________________

ESOL REQUIREMENTS (CR. HRS.)

**K-6 Endorsement:**
The following courses must be taken in addition to the Elementary Education Program.

- SO202 Minorities in the U.S. (3)
- EN230 Linguistics (2)
- EN335 Adv Eng Grammar (2)
- CI428 Meth for Tchg ESOL in the Secondary & Elem School (3)
- EE 375 El. Ed. Practicum (1-4)
- EE465 Student Tchg in an ESOL Program-Elementary (4-8)
- CI476 Prof. Seminar in Ed (2)

**6-12 Endorsement:**
The following courses must be taken in addition to any other 6-12 endorsement field:

- SO202 Minorities in the U.S. (3)
- EN230 Linguistics (2)
- EN335 Adv Eng Grammar (2)
- CI428 Meth for Tchg ESOL in the Secondary & Elem School (3)
- CI 351 Sec. Ed. Practicum (1-4)
- CI475 Student Tchg in an ESOL Program-Secondary (4-8)
- CI476 Prof. Seminar in Ed (2)

GPA: ____________________  ____________________

MILESTONES
- Take C-BASE exam .................  [ ] FA____  [ ] SP____
- Apply to TEP .......................  [ ] FA____  [ ] SP____
- Apply for Student Teaching .......  [ ] FA____  [ ] SP____
- Student Teaching ...........  [ ] FA____  [ ] IT____  [ ] SP____
# Teaching Certificate: History and Government 6-12

## General Education Requirements (CR. HRS.)

### Foundation Courses:
- Oral, Written, & Infmtn. Literacy:
  - EN110 Coll Rhet I (3) ______
  - EN111 Coll Rhet II (3) ______
- LI Courses:
  - EN110 Coll Rhet I (3) ______
  - EN111 Coll Rhet II (3) ______
- Mathematics (3-4) ______
- Religion/Beliefs/Values (3-4) ______
- Wholeness/Health/Fitness (2) ______
- Global/Intctrl Exper. (3-4) ______

### College Seminars:
- ID101 (1) ______
- ID102 (1) ______
- ID201 (2) ______

### Distribution Courses:
- Humanities (9):
  - The Arts ______
  - Literature ______
  - Choice ______
- Science & Technology (7):
  - Life Sciences ______
  - Physical Sciences ______
  - Social Sciences (9):
    - Behavioral Sciences ______
    - Social Institutions ______
    - History ______

### Related Courses (CR. HRS.):
- PY101 Intro. to Psych. (3) ______
- PY204 Child & Adol. Dev. (3) ______
- CI232 Educational Tech. (2) ______
- CI333 Intercultural Ed (2) ______

### Education Courses:
- CI150 Intro. to Ed. (3) ______
- CI251 Intro. to Ed. Prac. (1) ______
- SE210 Intro. to Infnts, Children, & Yth w/Spec. Needs (3) ______
- CI220 Principles & Strategies of Teaching (3) ______
- CI315 Reading in the Content Field (2) ______
- CI455 The Teaching Learning Process (3) ______
- CI351 Sec Ed Practicum (2) ______
- (Prerequisite: completion of TEP application process)

### Methods Courses:
- CI408 Meth for Tchg Social & Beh Science in the Sec Sch (3) ______

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12) ______
- CI476 Prof Seminar in Ed (2) ______

### Additional Requirements:
- HI410 Colloquium (3) ______
- HI475 Senior Thesis (3) ______
- Secondary Language (3) ______

## Professional Education Requirements

### Related Courses (CR. HRS.):
- PY101 Intro. to Psych. (3) ______
- PY204 Child & Adol. Dev. (3) ______
- CI232 Educational Tech. (2) ______
- CI333 Intercultural Ed (2) ______

### Education Courses:
- CI150 Intro. to Ed. (3) ______
- CI251 Intro. to Ed. Prac. (1) ______
- SE210 Intro. to Infnts, Children, & Yth w/Spec. Needs (3) ______
- CI220 Principles & Strategies of Teaching (3) ______
- CI315 Reading in the Content Field (2) ______
- CI455 The Teaching Learning Process (3) ______
- CI351 Sec Ed Practicum (2) ______
- (Prerequisite: completion of TEP application process)

### Methods Courses:
- CI408 Meth for Tchg Social & Beh Science in the Sec Sch (3) ______

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12) ______
- CI476 Prof Seminar in Ed (2) ______

### Additional Requirements:
- HI410 Colloquium (3) ______
- HI475 Senior Thesis (3) ______
- Secondary Language (3) ______

## History & Government Requirements

### Required Courses (CR. HRS.):
- American History:
  - HI201 Amer Hist to 1865 (3) ______
  - HI202 Amer Hist Since 1865 (3) ______
  - HI361 KS Hist & Research (3) ______

### World History:
- HI110 World Civ to 1500 (3) ______
- HI120 World Civ since 1500 (3) ______

### Government & Politics:
- PS102 U.S. Government (3) ______
- PS130 Prin of Geography (3) ______

### Required Courses for Social Studies license:
- EC202 Survey of Econ. (3) ______
- HI410 Colloquium in Hist. and Research Methodology (3) ______
- HI/PS475 Senior Thesis ______

### Milestones:
- Take C-BASE exam................. ☐ FA____ ☐ SP____
- Apply to TEP ...................... ☐ FA____ ☐ SP____
- Apply for Student Teaching ...... ☐ FA____ ☐ SP____
- Student Teaching ............. ☐ FA____ ☐ IT____ ☐ SP____
## GENERAL EDUCATION REQUIREMENTS (CR. HRS.)

**Foundation Courses:**
- Oral, Written, & Infomtn. Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses:
  - 1. 
  - 2.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Intctrl Exper. (3-4)

**College Seminars:**
- ID101 (1)
- ID102 (1)
- ID201 (2)

**Distribution Courses:**
- Humanities (9):
  - The Arts
  - Literature
  - Choice
- Science & Technology (7):
  - Life Sciences
  - Physical Sciences
- Social Sciences (9):
  - Behavioral Sciences
  - Social Institutions
  - History

## PROFESSIONAL EDUCATION REQUIREMENTS (CR. HRS.)

### Related Courses:
- PY101 Intro. to Psych. (3)
- PY204 Child & Adol. Dev. (3)
- CI232 Educational Tech. (2)
- CI333 Intercultural Ed. (2)

### Education Courses:
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Prac. (1)
- SE210 Intro. to Infnts, Childrn, & Yth w/Spec. Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in the Content Field (2)
- CI455 The Teaching Learning Process (3)
- CI351 Sec Ed. Prac & Sem (2)  
  *Prerequisite: completion of TEP application process*

### Methods Courses:
- CI407 Meth fo Teaching Math in the Sec School (3)

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12)
- CI476 Prof Seminar in Ed. (2)

## MATHEMATICS REQUIREMENTS (CR. HRS.)

### Required Courses:
- MA111 Calculus I (4)
- MA112 Calculus II (4)
- MA123 Discrete Math (3)
- MA153 Prin. Of Geometry (3)
- MA201 Survey of Math (3)
- MA212 Calculus III (4)
- MA221 Elementary Applied Statistics (4)
- MA290 History of Math (3)
- MA342 Modern Geometry (4)
- MA366 Diff. Equations (4)
- MA375 Jr. Seminar (1)
- MA411 Intro. to Alegbraic Structures (4)
- MA475 Sr. Project (2)
- IT100 Computer & Tech. (3)
- IT200 Intro to Prog (4)
- IT201 Data Struct (4)
- PH205 College Physics I (5)

## MILESTONES

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<td>Student Teaching ............ ☐ FA_____ ☐ IT_____ ☐ SP_____</td>
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</table>
### GENERAL EDUCATION REQUIREMENTS

**Foundation Courses:**
- Oral, Written, & Infmrtn. Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses:
  - EN110 Coll Rhet I (3)
  - LI Courses: 1.
  - LI Courses: 2.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Intcltrl Exper. (3-4)

**College Seminars:**
- ID101 (2)
- ID102 (1)
- ID201 (2)

**Distribution Courses:**
- Humanities (9):
  - The Arts
  - Literature
  - Choice
- Science & Technology (7):
  - Life Sciences
  - Physical Sciences
- Social Sciences (9):
  - Behavioral Sciences
  - Social Institutions
  - History

**PROFESSIONAL EDUCATION REQUIREMENTS**

**Related Courses:**
- PY101 Intro. to Psych. (3)
- PY204 Child & Adol. Dev. (3)
- CI232 Educational Tech. (2)
- CI333 Intercultural Ed. (2)

**Education Courses:**
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Prac. (1)
- SE210 Intro. to Infnts, Childrn, & Yth w/SPEC Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in Content (2)
- CI455 Teach. Learn. Process (3)
- EE375 El Ed Practicum (1)
- CI351 Sec Ed Practicum (1)
  - (Prerequisite: completion of TEP application process)

**Methods Courses:**
- CI/PA451 General Music
  - PK-6 (3)
- CI/PA453 Vocal Music
  - 7-12 (3)

**Student Teaching:**
- EE465 Student Teaching in the Elementary School (6)
- CI475 Student Teaching in the Secondary School (6)
- CI476 Prof. Seminar in Ed. (2)

### MUSIC REQUIREMENTS

**Required Courses:**
- Music Theory (11)
  - PA140 Fundamentals of Music (3)
  - PA240 Harmony I (3)
  - PA340 Harmony II (3)
  - PA242 Sight Sing/Ear Trn I (1)
  - PA244 Sight Sing/Ear Trn II (1)
- Music History (14)
  - G-PA110 Intro to Perf. Arts (3)
  - G-PA385 Perf. Arts Hist/Lit I (4)
  - G-PA390 Perf. Arts Hist/Lit II (4)
  - PA400 Form & Style (3)

**Private Lessons**
- PA104 Piano Cls I or Priv. Piano (1)
- PA102 Voice Cls I or Priv. Voice (1)
- PA204 Piano Cls II or Priv. Piano(1)
- PA202 Voice Cls II or Priv. Voice (1)

**Ensembles:**
- PA210 Recording Tech (1)
- PA330-A Private Voice (4)

**Methods (2)**
- PA365 Directing/Conducting (2)
- Instrumental Techniques (0-1)

**Recording Technologies (1)**
- Guitar Proficiency Exam (0) or 1 sem. Private Guitar (1)

### Milestones

**Take C-BASE exam**

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**Apply to TEP**

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# Teaching Certificate: Physical Health/Education P-12

## General Education Requirements

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<td>Oral, Written, &amp; Infmtn. Literacy:</td>
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<tr>
<td>EN110 Coll Rhet I (3)</td>
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<td>ID102 (1)</td>
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<td>Science &amp; Technology (7):</td>
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<td>Life Sciences</td>
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<td>EE465 Student Teaching in the Elementary School (6)</td>
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## Professional Education Requirements

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<td>CI232 Educational Tech. (2)</td>
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<tr>
<td>CI333 Intercultural Ed. (2)</td>
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<tr>
<td>SE210 Intro. to Infnts, Childrn, &amp; Yth w/Spec. Needs (2)</td>
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<tr>
<td>CI220 Principles &amp; Strategies of Teaching (3)</td>
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<tr>
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<tr>
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<tr>
<td>EE375 El Ed Practicum (1)</td>
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<td>EE465 Student Teaching in the Elementary School (6)</td>
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<tr>
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## PE/Health Requirements

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<tbody>
<tr>
<td><strong>Related Courses:</strong></td>
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<tr>
<td>PE110 Intro. to Team Sports (2)</td>
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<tr>
<td>PE150 Concepts in Holistic Health (2)</td>
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<tr>
<td>PE160 Intro. to Indvl. &amp; Dual Sport I (2)</td>
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<tr>
<td>PE161 Intro. to Indvl. &amp; Dual Sport II (2)</td>
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<tr>
<td>PE170 Personal &amp; Community Health (2)</td>
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<tr>
<td>PE180 First Aid &amp; Personal Safety (2)</td>
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<tr>
<td>PE/SO/PY210 Human Sexuality (3)</td>
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<tr>
<td>PE220 Human Anat/Phys for PE (2)</td>
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<tr>
<td>PE280 Care &amp; Treatment of Athletic Injuries (3)</td>
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<tr>
<td>PE288 Psych/Soc of Sport (2)</td>
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<tr>
<td>PE330 Physiology of Ex. (3)</td>
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<tr>
<td>PE380 History &amp; Philosophy Of Sport and PE (3)</td>
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<tr>
<td>PE411 Kinesiology (3)</td>
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<td>PE450 Org. &amp; Adm. of Health, PE, and Athletics (3)</td>
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<td><strong>Methods Courses:</strong></td>
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<tr>
<td>PE/CI426 Meth for Tchg Health in the Sec &amp; Elem School (2)</td>
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<tr>
<td>PE/EE305 Meth. for Tchg PE in the Elem School (2)</td>
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<tr>
<td>PE/CI410 Meth. for Tchg PE in the Sec School (2)</td>
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## Milestones

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<td>Student Teaching</td>
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</table>
# Teaching Certificate: Psychology 6-12

## General Education Requirements

### Foundation Courses:
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3)  
  - EN111 Coll Rhet II (3)  
- LI Courses:  
  - EN110 Coll Rhet I (3)  
  - EN111 Coll Rhet II (3)  
- Mathematics (3-4)  
- Religion/Beliefs/Values (3-4)  
- Wholeness/Health/Fitness (2)  
- Global/Int’l Ctrl Exper. (3-4)  

### College Seminars:
- ID101 (1)  
- ID102 (1)  
- ID201 (2)  

### Distribution Courses:
- Humanities (9):  
  - The Arts  
  - Literature  
  - Choice  
- Science & Technology (7):  
  - Life Sciences  
  - Physical Sciences  
- Social Sciences (9):  
  - Behavioral Sciences  
  - Social Institutions  
  - History  

## Professional Education Requirements

### Related Courses:
- PY101 Intro to Psych (3)  
- PY204 Child & Adol. Dev. (3-4)  
- CI232 Educational Tech. (2)  
- CI333 Intercultural Ed. (2)  

### Education Courses:
- CI150 Intro. to Ed. (3)  
- CI251 Intro. to Ed. Prac. (1)  
- SE210 Intro. to Infnts, Childrn,  
  & Yth w/Spec. Needs (3)  
- CI220 Principles & Strategies  
  of Teaching (3)  
- CI315 Reading in the Content  
  Field (2)  
- CI455 The Teaching Learning  
  Process (3)  
- CI351 Sec Ed. Practicum (2)  
  *(Prerequisite: completion of  
  TEP application process)*  

### Methods Courses:
- CI408 Meth for Tchg Social  
  & Beh Science in the Sec Sch (3)  

### Student Teaching:
- CI475 Student Teaching in the  
  Secondary School (6-12)  
- CI476 Prof Seminar in Ed (2)  

## Psychology Requirements

### Required Courses:
- PY101 Intro. to Psychology (3)  
- PY204 Child & Adol. Dev. (3-4)  
- PY303 Social Psych. (3)  
- PY305 Abnormal Psych. (3-4)  
- PY308 Counseling (3)  
- PY335 Research Meth. I (4)  
- PY336 Research Meth. II (4)  
- PY375 Junior Seminar (1)  
- PY405 Personality Theories (3)  
- PY415 Learn., Mem., & Cog. (3)  
- PY450 Hist. & Sys. Of Psych. (3)  
- G-MA221 Elem Appld Stats (4)  

**Emphasis in Child Development or in Health and Human Services is required for PK-12 licensure. Those seeking 6-12 licensure can also use the Adaptive Special Education program as their required emphasis.**

### Child Development Emphasis:
- PY254 Parent-Child Relations (3)  
- PY354 Child Dev. Soc. Policy (3)  
- PY454 Applied Behavior Analysis and Youth (3)  
- PY470 Development Psychopathology (3)  

### Health and Human Services Emphasis:
- SO260 Intro. to Hum. Ser. (3)  
- SO365 Social Work in American Society (3)  
- PY430 Health Psychology (3)  
- SO470 Social Gerontology (3)  

## Milestones

- Take C-BASE exam:  
  - FA  
  - SP  
- Apply to TEP:  
  - FA  
  - SP  
- Apply for Student Teaching:  
  - FA  
  - SP  
- Student Teaching:  
  - FA  
  - IT  
  - SP  

---

**GPA:**  

**MILESTONES:**

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**Name:** ___________________________  
**Student #:** ___________________  
**Advisor:** ___________________________  
**Date:** ___________________________
## GENERAL EDUCATION REQUIREMENTS

**CR. HRS.**

### Foundation Courses:
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses:
  - 1.
  - 2.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Intctrl Exper. (3-4)

### College Seminars:
- ID101 (2)
- ID102 (1)
- ID201 (2)

### Distribution Courses:
- Humanities (9):
  - The Arts
  - Literature
  - Choice
- Science & Technology (7):
  - Life Sciences
  - Physical Sciences
  - Social Sciences (9):
    - One course from each area
  - Behavioral Sciences
  - Social Institutions
  - History

### GPA:

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## PROFESSIONAL EDUCATION REQUIREMENTS

**CR. HRS.**

### Related Courses:
- PY101 Intro. to Psych. (3)
- PY204 Child & Adol. Dev. (3)
- IT100 Comp & Info Tech. (3)
- CI333 Intercultural Ed. (2)

### Education Courses:
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Pract. (1)
- SE210 Intro. to Infnts, Children, & Yth w/Spec. Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in the Content Field (2)
- CI455 The Teaching Learning Process (3)
- CI351 Sec Ed. Practicum (1)
- EE375 El Ed Practicum (1)

### Methods Courses:
- CI404 Meth for Tchg Modern Lang in the Sec. School (3)

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12)
- EE465 Student Teaching in the Elementary School (K-6)
- CI476 Prof Seminar in Ed (2)

## SPANISH REQUIREMENTS

**CR. HRS.**

### Required Courses:
- ML208 Level III Spanish (4)
- ML209 Level IV Spanish (4)
- EN230 Linguistics (2)
- ML308 Sp. Lang. Lit. (3)
- ML309 Hispanic Cultures (3)
- ML350 Junior Yr Abroad (12-36)
- ML458 Structure of the Spanish Language (2)
- ML475 Senior Seminar (2-4)

## MILESTONES

- Take C-BASE exam ...................  □ FA____ □ SP____
- Apply to TEP .........................  □ FA____ □ SP____
- Apply for Student Teaching .......  □ FA____ □ SP____
- Student Teaching ...........  □ FA____ □ IT____ □ SP____
ADDED ENDORSEMENT: Special Education K-6, 6-12, or K-12

Elementary or secondary licensure is required to be eligible for this added endorsement. Only El. Ed. majors are eligible for K-12 added endorsement. (Secondary majors cannot add K-6 endorsement.)

TEACHER LICENSURE

☐ K-6 Licensure
☐ 6-12 Licensure
Content Area: _____________________________
☐ Other Added Endorsements
______________________________________
______________________________________
______________________________________

SPECIAL EDUCATION REQUIREMENTS

(CR. HRS.)
K-6 Endorsement:
The following courses must be taken in addition to the Elementary Education Program.

SPED 310 Foundations (4) ______
SPED 315 General Methods (4) ______
SPED 345 Behavior Mgmt. (2) ______
SPED 321 K-6 Methods (4) ______
SPED 331 K-6 Field Exp. (1) ______
SPED 431 K-6 Clinical Exp. (student teaching) (6) ______
or SPED 433* K-6 Intern. (4-6) ______
SPED 499 Capstone Issues (1) ______

* For those already holding special education licensure

SPECIAL EDUCATION REQUIREMENTS

(CR. HRS.)
6-12 Endorsement:
The following courses must be taken in addition to any other 6-12 endorsement field:

SPED 310 Foundations (4) ______
SPED 315 General Methods (4) ______
SPED 345 Behavior Mgmt. (2) ______
SPED 361 6-12 Methods (4) ______
SPED 371 6-12 Field Exp. (1) ______
SPED 471 6-12 Clinical Exp. (student teaching) (6) ______
or SPED 473* 6-12 Intern. (4-6) ______
SPED 499 Capstone Issues (1) ______

* For those already holding special education licensure

OPTIONAL COURSES FOR K-12 ENDORSEMENTS

(CR. HRS.)
SPED 220 Field Experiences (1) ______
SPED 320 Beg. Sign Lang. (2) ______
SPED 322 Inter. Sign Lang. (2) ______
SPED 381 K-12 Functional Resources (4) ______
SPED 380 Topics—Undergrad. ______
SPED 678 Topics—Grad. ______

These faded courses are offered only on a limited basis due to limited faculty at ACCK.

GPA: _____________________________
MILESTONES
Take C-BASE exam .................. ☐ FA____ ☐ SP____
Apply to TEP ......................... ☐ FA____ ☐ SP____
Apply for Student Teaching ....... ☐ FA____ ☐ SP____
Student Teaching ........... ☐ FA____ ☐ IT____ ☐ SP____
# Teaching Certificate: Speech/Theatre 6-12

## General Education Requirements

### Foundation Courses:
- Oral, Written, & Information Literacy:
  - EN110 Coll Rhet I (3)
  - EN111 Coll Rhet II (3)
- LI Courses: 1.
  - 2.
- Mathematics (3-4)
- Religion/Beliefs/Values (3-4)
- Wholeness/Health/Fitness (2)
- Global/Intctrl Exper. (3-4)

### College Seminars:
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- Humanities (9):
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  - Behavioral Sciences
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## Professional Education Requirements

### Related Courses:
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- PY204 Child & Adol. Dev. (3)
- CI232 Educational Tech. (2)
- CI333 Intercultural Ed. (2)

### Education Courses:
- CI150 Intro. to Ed. (3)
- CI251 Intro. to Ed. Prac. (1)
- SE210 Intro. to Infnts, Childrn, & Yth w/Spec. Needs (3)
- CI220 Principles & Strategies of Teaching (3)
- CI315 Reading in the Content Field (2)
- CI455 The Teaching Learning Process (3)
- CI351 Sec Ed Practicum (2)

### Methods Courses:
- CI416 Meth for Tchg Speech & Theatre in the Sec School (3)

### Student Teaching:
- CI475 Student Teaching in the Secondary School (6-12)
- CI476 Prof Seminar in Ed (2)

## Speech Requirements

### Required Courses:
- G-PA110 Intro to Performing Arts (3)
- G-PA120 Intro to Comm (3)
- CM130 Interpersonal Comm (3)
- CM140 Public Speaking (3)
- G-PA265 Script Analysis (3)
- G-PA160 Performing for the Stage (3)
- G-PA170 Stagecrafts (3)
- PA372 Costuming (2)
- PA370 Theatrical Design (3)
- PA365 Conducting & Directing (2)
- G-PA385 Performing Arts History & Lit. I (3)
- G-PA390 Performing Arts History & Lit. II (3)
- PA400 Form & Style in the Performing Arts (3)

## Milestones

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