

Ouachita Baptist University



Teacher Education Candidate Handbook *2023-2024*

Any updates will be published on the
Huckabee School of Education Website

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Thank you to the OBU Print Shop.

Dr. Jeff Root, Dean
Michael D. Huckabee School of Education
Dr. Kathy Collins, Department Chair
Director of Teacher Education

Notes/Dates

I applied for Admission to Teacher Education on _____ (date).

I was accepted _____ (date).

No later date than by the end of the 6th Semester (end of Junior Semester)

I took Praxis II test _____ and received passing scores _____ (date).

No later date than by the Middle of the 7th Semester (1st Semester Senior)

I applied for Internship/Student Teaching) _____ (date).

I was accepted for Internship/Student Teaching) _____ (date).

No later date than by Mid-Semester of my 7th (1st Semester Senior)

I took the Foundations of Reading Test (if req.) _____ (date).

I took my Endorsement Test/s (if req.) _____ (date).

My placements for Internship/Student Teaching were:

| School | Cooperating Teacher | University Supervisor |
|----------|---------------------|-----------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |

I completed my OBU Teacher education program _____ (date) and

Graduated _____ (date).

Other Information:

My advisor _____ Phone _____

Ouachita Baptist University
Teacher Education

Welcome!

Dear Teachers,

That's the title you'll have soon, and no title comes with more honor, respect and responsibility. No matter what problems society may have or what challenges educators face, your students will know you appreciate who they are and will glimpse who they can become as they see themselves through your eyes.

I believe teachers have an unrivaled opportunity to change lives. From the material you teach to the way you model a Christ-like life, you will have a profound effect on your students. There will be times when it does not feel like you're getting through to them. There will be times when great victories will be followed 15 minutes later with great disappointments, but rest assured that with your hard work and with the love of Jesus, you will succeed.

One of the clarifying moments in life comes when someone tells you that your class had a positive effect on his or her life, and you remember the student as someone who sat quietly in class giving no indication that something important was happening. It's a lesson for teachers. Students are always watching, and long-term blessings are not always evident immediately.

The fact that you are reading this handbook signifies both your dedication (no one reads handbooks for fun) and your progression into the Teacher Education Program at Ouachita. With help from your faculty and fellow students, you will develop the knowledge, skills and outlook to complete the program and enter your first teaching job with confidence. Good teaching is an art and a science, and you will develop both sides of that equation as you progress.

I am the dean, and I'm grateful for the opportunity to work with you. I am a graduate of this program and proud to be from a family of teachers. I believe teaching is a calling, and I am glad you've heard the call.

Sincerely,

Dr. Jeffrey R. Root
Dean, Michael D. Huckabee School of Education
Ouachita Baptist University

Ouachita Baptist University
Teacher Education

Introduction

The Teacher Education Handbook is to provide information regarding the requirements, policies, and procedures that govern Teacher Education.

Please keep this Handbook or the online copy as a reference throughout your involvement in the Teacher Education Program at Ouachita Baptist University. The Teacher Education Unit includes all programs for teacher licensure in Elementary Education (K-6) Middle School (4-8), and Secondary Education (7-12) Drama/Theatre Arts English, Math, Physics-Math, Life Science-Biology, Physical Science-Chemistry, Social Studies, Drama/Speech (K-12) Kinesiology – Physical Education (K-12), Art (K-12), and Music Education (Choral/Vocal K-12 or Instrumental K-12).

If you have questions, please contact your **advisor** and/or one of the following:

| | |
|-------------------|--|
| Dr. Jeff Root | Dean of the Michael D. Huckabee School of Education 870-245-5154; rootj@obu.edu |
| Dr. Kathy Collins | Chair of the Department of Education Director of Teacher Education 870-245-5153; collinsk@obu.edu |
| Dr. Rachel Pool | Director of the Wetherington Teaching-Learning Center Coordinator of Instructional Technology 870-245-5162; poolr@obu.edu |
| Mrs. Julie Stough | Director of Student Teaching Professional Licensure Officer 870-245-5163; stoughj@obu.edu |
| Dr. Terry DeWitt | Chair of the Department of Kinesiology 870-245-5264; dewittt@obu.edu |

The Michael D. Huckabee School of Education is made of two departments: The Department of Education and the Department of Kinesiology. The Teacher Education unit is comprised of the Huckabee School of Education and faculty in other schools who assist in the preparation of teachers in other content areas.

Other Department of Education Faculty

Dr. Rachel Pool, Asst. Professor of Education
Mrs. Carrie Sharp, Asst. Professor of Education
Mrs. Julie Stough, Instructor

Other Department of Kinesiology Faculty

Dr. Mike Reynolds, Professor K/L/Coor Outdoor Rec
Ms. Hallie Wallace, K/L Instructor
Dawson Pritchard, K/L Instructor

Ouachita Baptist University
Teacher Education

The Teacher Education Program

The Teacher Education Program at Ouachita Baptist University has the responsibility for planning and conducting a program for prospective teachers that includes content knowledge and pedagogy uniting theory and practices. The Department of Education serves as the administrative unit for the program. The Teacher Education Council has representatives from each of the approved licensure areas. The Director of Teacher Education is the co-Chair of the TEC and the School of Education dean share the responsibility of communicating information from the Arkansas Department of Education, Division of Elementary and Secondary Education policies, and procedures for CAEP accreditation.

The Arkansas Department of Education Division of Elementary and Secondary Education

The role of the Division of Elementary and Secondary Education is to create policies based on legislative mandates and to provide leadership to institutions involved in teacher education. The Office of Teacher Licensure interprets the regulations mandated by the State Board of Education. Our Teacher education preparation programs are continually monitored to ensure that changes in state licensure requirements are met and that candidates are prepared for the ever-changing role of the professional teacher. Licensure information is located on the department's web page: <http://dese.ade.arkansas.gov/>



Ouachita Baptist University
Teacher Education

Vision

Our vision is to equip and empower our candidates to become teachers like the Master.

Ouachita Baptist University
Teacher Education

Mission

Our mission is to provide the curriculum and the environment that will prepare future teachers who:

- Are student-centered and see teaching as ministry;
- Possess the knowledge, skills, and dispositions for effectively educating *all* students;
- Are life-long learners involved in their disciplines and professional development.

At OBU this happens in a Christ-Centered environment.

Ouachita Baptist University
Teacher Education

Statement of Belief

We believe OBU Teacher Education candidates:

- Love students and see teaching as ministry;
- Have high expectations and want to serve as appropriate role models for their students;
- Are enthusiastic about their teaching fields, subjects, and methodologies; and possess the necessary human relation skills and personal dispositions to be effective in workplaces with diversity;
- Are life-long learners through involvement in their disciplines and professional development.

We believe the OBU Teacher Education curriculum:

- Develops in each candidate general knowledge, technological knowledge, and content knowledge in their chosen discipline;
- Equips each candidate through knowledge of educational research to plan curriculum appropriate for students, content, and course objectives;
- Equips each candidate with the skills to integrate his/her discipline with other disciplines.

We believe the OBU Teacher Education Clinical Experiences:

- Provide practical applications for skills and techniques learned throughout the Teacher Education Program;
- Are provided in the University classrooms and in the public-school classrooms with model cooperating teachers to give candidates a realistic view of the teaching profession;
- Demonstrate decision-making skills based on an understanding of human development and learning theory to meet the individual needs and cultural background of all students.

Ouachita Baptist University
2023-2024

Teacher Education Advisory Board

The Teacher Education Advisory Board is composed of area administrators and teachers of schools in which candidates are regularly placed for field experience and student teaching. Members meet during the year to strengthen our partnership, assess concerns in education, and make suggestions to the Ouachita Teacher Education Program.

The purpose of the Board is to:

- Facilitate communication between OBU and public-school partners
- Provide specific feedback about partnerships as to what is working and what could be strengthened
- Provide a venue for discussing and exploring ways to further enhance the partnership experiences
- Share requirements from the State of Arkansas and accrediting bodies
- Share goals and processes for achieving excellence in education in our community at all levels.

Members of the Ouachita Baptist University Teacher Education Advisory Board

Cheryl Merk, Principal Goza Middle School Arkadelphia, Arkansas
Tina Hobbs, Dawson Coop, Arkadelphia, Arkansas
Callie Hunley, Principal Arkadelphia High School, Arkadelphia, Arkansas
Nikki Thomas, Superintendent, Arkadelphia School District, Arkadelphia, Arkansas
Mary Snowden, Principal Peake Elementary Arkadelphia, Arkansas)
Jeanette Turner, Director of Curriculum & Instruction Arkadelphia, Arkansas
Candiss Bennett, Dawson Coop, Arkadelphia, Arkansas

Isabella Bejarano, Junior Elementary Education
, Senior Middle School/
Rickey Rogers Jr, Senior, Secondary English
, Senior, Elementary Education

Jeff Root, Dean Michael D. Huckabee School of Education
Kathy Collins, Director of Teacher Education, OBU

Ouachita Baptist University
2023-2024

Teacher Education Council

The Teacher Education Council comprises representatives from all licensure areas. This body approves applicants for admission to teacher education, admission to the Professional Semester, assists with Portfolio Interviews and is an integral part of decision-making for the Teacher Education Program.

Members of the Teacher Education Council for 2022-2023

Art – Carey Roberson

Education – Mrs. Carrie Sharp – Elementary Education
Dr. Rachel Pool – Middle School and Secondary Education
Mrs. Julie Stough – Director of Student Teaching

English – Jason Doroga

Kinesiology – Dr. Terry DeWitt

Math – Mr. Darin “Spud” Buscher

Music Education –

Science – Dr. Kevin Cornelius

Social Science – Dr. Kevin Motl

Speech/Theatre -

Dean – Dr. Jeff Root

Director of Teacher Education: Dr. Kathy Collins



Ouachita Baptist University
Teacher Education Program

Conceptual Framework

The Conceptual Framework of the Teacher Education Program at Ouachita Baptist University articulates the underlying philosophy of the program. Courses are built from the Conceptual Framework that includes the importance of the foundational role of the liberal arts. Candidates develop the knowledge, skills, and dispositions required of a teacher through completion of the OBU program in their specific licensure area, which is designed around the conceptual framework. In addition, assessment of the ability of candidates and their readiness to teach is based on the conceptual framework.

The Vision, Mission, Beliefs and Conceptual Framework of the Teacher Education Program emphasize the expectations for candidates, faculty and public-school partners. A competent, Christ-centered candidate will develop content-rich, creative learning environments for all students. The candidate creates, cares, communicates, and collaborates using a variety of methods to engage students, families and colleagues in accordance with Arkansas Teacher Excellence and Support System (TESS) Domain 1 *Planning and Preparation*, Domain 2 *Classroom Environment*, Domain 3 *Instruction*, and Domain 4 *Professional Responsibilities*.

The Conceptual Framework

The Competent, Christ-Centered Candidate:

CREATES - Planning and Preparation

1.0 The teacher creates, content-rich, creative learning environments for all students.

CARES- Classroom Environment

2.0 The teacher exhibits human relation skills that support the development of human potential.

COMMUNICATES - Instruction

3.0 The teacher communicates collaboratively using a variety of methods to engage students, families, and colleagues.

COLLABORATES - Professional Responsibility

4.0 The teacher works collaboratively with school colleagues, parents/guardians, and the community to support the learning and well-being of students.

Ouachita Baptist University
Teacher Education Program

CREATES – Planning and Preparation

- 1.0 The teacher plans curriculum appropriate to all students, to the content, and to the course objectives.**
- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content Knowledge
 - Prerequisite relationships
 - Content pedagogy
 - 1b Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
 - 1c Setting Instructional Outcomes**
 - Value, sequence and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
 - 1d Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
 - 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
 - 1f Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

CARES - The Classroom Environment

- 2.0 The teacher exhibits human relation skills that support the development of human potential.**
- 2a Creating an Environment of Respect and Rapport**
 - Teacher Interaction with students
 - Student Interaction with students

 - 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement
 - Student pride in work

 - 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals

 - 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior

 - 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

COMMUNICATES - Instruction

3.0 The teacher communicates with students, families and colleagues.

3a Communicating with Students

Expectations for learning
Directions and procedures
Explanations of content
Use of oral and written language

3b Using Questioning and Discussion Techniques

Quality of questions
Discussion techniques
Student participation

3c Engaging Students in Learning

Activities and assignments
Student groups
Instructional materials and resources
Structure and pacing

3d Using Assessment in Instruction

Assessment criteria
Monitoring of student learning
Feedback to students
Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness

Lesson adjustment
Response to students
Persistence

Ouachita Baptist University
Teacher Education Program

COLLABORATES – Professional Responsibility

4.0 The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being.

4a Reflecting on Teaching

Accuracy
Use in future teaching

4b Maintaining Accurate Records

Student completion of assignments
Student progress in learning
Non-instructional records

4c Communicating with Families

About instructional program
About individual students
Engagement of families in Instructional program

4d Participating in a Professional Community

Relationships with colleagues
Participation in school projects
Involvement in culture of professional inquiry
Service to school

4e Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill
Receptivity to feedback from colleagues
Service to the profession

4f Showing Professionalism

Integrity/ethical conduct
Service to students
Advocacy
Decision-making
Compliance with school/district regulations

Licensure Programs

The OBU Teacher Education Unit offers programs leading to the Degree of Bachelor of Arts and Bachelor of Music and to licensure to teach in the public schools of Arkansas. The curricula in Education are designed to provide candidates with a balanced program in:

- ✓ Interdisciplinary Studies
- ✓ Specialized Areas
- ✓ Professional Education

Candidates may make their career choices from the following Licensure areas:

- ✓ **Elementary Education (K-6)**
- ✓ **Elementary Education w/3&4-year-old Endorsement**
- ✓ **Middle School Education (4-8) (2 content areas)**
- ✓ **Art Education (K-12)**
- ✓ **Drama/Speech (K-12)**
- ✓ **Kinesiology Teaching–Physical Education and Health (K-12)**
- ✓ **Music Education – Vocal/Choral (K-12)**
- ✓ **Music Education – Instrumental (K-12)**
- ✓ **Secondary Education (7-12)**
 - **Biology**
 - **Chemistry**
 - **English**
 - **Mathematics**
 - **Physics/Mathematics**
 - **Social Studies**
 - **Drama/Theatre**

Endorsements are not required but they may be added to licensure area.

3 & 4-year-old Endorsement

~~English as a Second Language (ESL)~~

Special Education Endorsement (SPED)

Coaching Endorsement

Ouachita Baptist University
Teacher Education Program

General Information for All Candidates

NOTE: Applicants seeking admission to the Teacher Education Program or to the Professional Semester for Student Teaching must meet the licensure requirements that are in effect at the time of application. The following requirements are in the *Teacher Education Handbook* on-line and will supersede catalog information.

The following pages include a sample course outline for each of the majors in the Teacher Education Program. These programs of study are provided only to demonstrate how the requirements might be met in a timely manner. Candidates and advisors may move courses from one semester to another as long as prerequisites are met.

Each candidate will complete a degree plan with his/her advisor upon completion of 59 semester hours. The degree plan will provide a framework for completing the major in a timely manner and insure that all requirements are met.

In addition to coursework, all candidates for licensure must complete the following test sequence.

Admission to Teacher Education

2.7 GPA, Composition I, Approved Math, Foundations of Education Course

Praxis II – Content Test

Second Semester Junior Year (Due by Aug.1st for Spring Student Teachers and Feb 15th for Fall Student Teachers)

**Foundations of Reading for ELED
All Endorsement Tests**

During the Professional Semester of Student Teaching

How to register for the test:

Online: www.ets.org/praxis/register

NOTE: See the Director of Teacher Education, if you have questions.

Quachita Baptist University
Teacher Education Approved Programs

Elementary Education (K-6)

A major in Elementary Education leads to a Bachelor of Arts degree and encompasses the courses and test requirements leading to licensure to teach in kindergarten through grade six in Arkansas.

B.A. Degree

The curricula in Elementary Education are designed to provide students with a balanced program in (A) Interdisciplinary Studies (CORE), (B) Area of Concentration Requirements, (C) Professional Education Requirements, and (D) Teaching Field Requirements.

| B.A. Degree | Hours |
|---|-------|
| A. Interdisciplinary Studies Requirements: | |
| <i>See specifics of CORE Requirements in the current OBU Catalog</i> | |
| CORE 2053 Composition II..... | 3 |
| COMM 1003 Fundamentals of Public Speaking..... | 3 |
| KIN 1002 Wellness..... | 2 |
| B. Area of Concentration Requirements: | |
| PSYC 1013 General Psychology | 3 |
| MATH 2223 Nbr Sense & Operations/EL | 3 |
| MATH 3013 Geo & Alg/EL..... | 3 |
| MATH 3133 Probability, Data Analysis, & Computing/EL..... | 3 |
| NSCI 3003 Natural Science for Early Childhood Teachers | 3 |
| HIST 2003 U.S. History to 1877..... | 3 |
| HIST 3523 Arkansas History..... | 3 |
| C. Professional Education Requirements: | |
| EDFN 1002 Introduction to Education | 2 |
| EDFN 2003 Foundations of Education | 3 |
| EDFN 2012 Instructional Technology..... | 2 |
| EDFN 2043 Teaching Students from Multilingual and Diverse backgrounds..... | 3 |
| EDFN 2053 Child and Adolescent Development..... | 3 |
| EDFN 3083 Teaching Exceptional Learners..... | 3 |
| EDFN 4123 Learning Theories and Assessment Practices | 3 |
| EDFN 4403 Student Teaching Seminar | 3 |
| EDFN 4406 and 4416 Student Teaching ¹ | 12 |
| D. Teaching Field Requirements: | |
| ELED 2033 Reading: Children’s Literature | 3 |
| ELED 2223 Art, Drama, Movement, and Music Integrated in the Elementary Classroom..... | 3 |
| ELED 3023 Teaching/Social Studies | 3 |
| ELED 3093 Reading: Foundations | 3 |
| ELED 3453 Elementary Curriculum | 3 |
| ELED 4023 Reading and Writing..... | 3 |
| ELED 4043 Practicum in Elementary Education and Classroom Management..... | 3 |
| ELED 4243 Reading: Diagnostics..... | 3 |

NOTE: Applicants seeking admission to the Teacher Education Program or to the Professional Semester for Student Teaching must meet the licensure requirements that are in effect at the time of application. These requirements will be in the Teacher Education Handbook online version and will supersede catalog information.

Ouachita Baptist University

Teacher Education Approved Programs -

Candidate will be licensed in two of the four subject areas: English Language Arts; Mathematics; Science; Social Studies

Middle School Education (4-8)

The curricula in the Middle School Education area are designed to provide students with a balanced program in methods and content leading to licensure to teach in grades 4-8.

B.A. Degree

A. Interdisciplinary Studies Requirements *See specifics of CORE Requirements in the current OBU Catalog*

B. Area of Concentration Requirements:

Candidates “specialize” in two areas of licensure English LA; Math; Science; or Social Studies.

Candidates will receive licensure in two of the four areas.

Hours

English/Language Arts – 18 hours

| | |
|---|---|
| ENGL 2013 English Studies | 3 |
| ENGL 2023 Advanced Grammar | 3 |
| ENGL 3003 Advanced Composition | 3 |
| ENGL 3783 Mythology | 3 |
| ENGL 4223 Shakespeare | 3 |
| Choose one (3 hours): | 3 |
| ENGL 3303 Children’s and Young Adult Literature (suggested) | |
| ENGL 3103 American Literature I | |
| ENGL 3113 American Literature II | |
| ENGL 3633 English Literature I | |
| ENGL 3643 English Literature II | |
| ENGL 3653 English Literature III | |
| ENGL 4023 History of the English Language/Linguistics | |

Mathematics – 18 hours

| | |
|--|---|
| MATH 1003 College Algebra..... | 3 |
| MATH 1033 Mathematics for the Liberal Arts..... | 3 |
| MATH 1103 Intro to Cryptology | 3 |
| MATH 2223 Number Sense/MS | 3 |
| MATH 3013 Geometry & Algebra/MS | 3 |
| MATH 3133 Probability, Data Analysis and Computing/MS..... | 3 |

Science – 19 hours (additional three hours of science in Scientific Connections, one below w/sub for Inquiry)

| | |
|---|---|
| BIOL 1014 General Biology (Zoology) | 4 |
| BIOL 1024 General Biology (Botany) | 4 |
| CHEM 1024 Fundamentals of Chemistry | 4 |
| PHYS 2024 College Physics I | 4 |
| NSCI 3003 Natural Science for Elementary/Middle School Teachers | 3 |

Social Studies – 18 hours

| | |
|--|---|
| CORE 2243 History of World Societies | 3 |
| HIST 3/4xx3 Upper Level World History Course | 3 |
| HIST 2003 US History to 1877 | 3 |
| HIST 2013 US History Since 1877 | 3 |
| HIST 3523 Arkansas History | 3 |

Choose one (3 hours):

- GEOG 1003 or Introduction to Human Geography
- GEOG 2003 Natural Resources: Environments/Survival

C. Teaching Field Requirements (depending on areas of specialization):

MSED 3023 Teaching/Social Studies (only Social Studies)
MSED 3043 Middle School Methods and Classroom Management
MSED 4023 Reading and Writing (English major)
MSED 4523 Practicum in Education Grades 4-8

D. Related Field:

CORE 2053 Composition II
PSYC 1013 General Psychology
HIST 3523 Arkansas History (For Social Studies Majors only)
PSCI 2013 American National Government or approved course

E. Professional Education:

EDFN 1002 Introduction to Education (Waived for Music Education Majors)
EDFN 2003 Foundations of Education
EDFN 2012 Instructional Technology (Waived for Music Education Majors)
EDFN 2043 Teaching Students from Multilingual and Diverse Backgrounds
EDFN 2053 Child and Adolescent Development
EDFN 4083 Teaching Exceptional Learners
EDFN 4123 Learning Theories and Assessment Practices
EDFN 4403 Student Teaching Seminar (Taken concurrently with, EDFN 4406 and 4416)
EDFN 4406 and 4416 Student Teaching I & II (Taken concurrently with, EDFN 4403 Stu Teaching Seminar)

NOTE: Applicants seeking admission to the Teacher Education Program or to the Professional Semester for Student Teaching must meet the licensure requirements that are in effect at the time of application. These requirements will be published in the Teacher Education Handbook on-line and will supersede catalog information.

Ouachita Baptist University
Teacher Education Approved Program
Double Majors: Education and Content
Note: Music Education Candidates are not double majors.
These candidates complete Music Requirements for
Vocal/Choral or Instrumental Music and the Education Requirements

Education (K-12)

The curricula for K-12 education teachers are designed to provide a balanced program of content and pedagogy with a license to teach grades K-12. Art, Drama/Speech, Kinesiology, Music Education Vocal/Choral and Music Education Instrumental students will double major in their content field and education except for Music Education.

B.A. Degree – Content Areas and Education; BME for Music Education

A. Interdisciplinary Studies Requirements *See specifics of CORE Requirements in the current OBU Catalog*

C. Related Requirements (Flexible CORE)

COMM 1003 Fundamentals of Public Speaking
PSCI 2013 American National Government or approved course
KIN 2073 Health and Safety
CORE 2053 Composition II

C. Professional Education Requirements:

EDFN 1002 Introduction to Education (Waived for Music Education Majors)
EDFN 2003 Foundations of Education
EDFN 2012 Instructional Technology (Waived for Music Education Majors)
EDFN 2053 Child and Adolescent Development
EDFN 4083 Teaching Exceptional Learners
EDFN 4123 Learning Theories and Assessment Practices
SCED 3043 Secondary School Methods and Classroom Management (Waived for Music Education Majors)
SCED 4523 Practicum Grades 7-12
EDFN 4403 Student Teaching Seminar (Taken concurrently with, EDFN 4406 and 4416)
EDFN 4406 and 4416 Student Teaching I & II (Taken concurrently with, EDFN 4403 Student Teaching Seminar)

D. Subject Matter Requirements: See degree summary sheet

Each candidate must complete a content major that includes a teaching field of twenty-four semester hours or more as outlined in the teaching field requirements. Please see the current catalog and subsequent pages in this Handbook for a listing of the required courses for the subject areas major.

Ouachita Baptist University
Teacher Education Approved Program
Double Majors: Education and Content

Secondary Education (7-12)

The curricula for secondary education teachers are designed to provide a balanced program of content and pedagogy with a license to teach grades 7 – 12. Secondary education students will double major in their content field and education.

B.A. Degree – Content Areas and Education

A. Interdisciplinary Studies Requirements *See specifics of CORE Requirements in the current OBU Catalog*

D. Related Requirements (Flexible CORE)

COMM 1003 Fundamentals of Public Speaking
PSCI 2013 American National Government or approved course
KIN 2073 Health and Safety
CORE 2053 Composition II

C. Professional Education Requirements:

EDFN 1002 Introduction to Education (Waived for Music Education Majors)
EDFN 2003 Foundations of Education
EDFN 2012 Instructional Technology (Waived for Music Education Majors)
EDFN 2053 Child and Adolescent Development
EDFN 4083 Teaching Exceptional Learners
EDFN 4123 Learning Theories and Assessment Practices
SCED 3043 Secondary School Methods and Classroom Management (Waived for Music Education Majors)
SCED 4523 Practicum Grades 7-12
EDFN 4403 Student Teaching Seminar (Taken concurrently with, EDFN 4406 and 4416)
EDFN 4406 and 4416 Student Teaching I & II (Taken concurrently with, EDFN 4403 Student Teaching Seminar)

D. Subject Matter Requirements: See degree summary sheet

Each candidate must complete a content major that includes a teaching field of twenty-four semester hours or more as outlined in the teaching field requirements. Please see the current catalog and subsequent pages in this Handbook for a listing of the required courses for the subject areas major.



*Ouachita Baptist University
Teacher Education Program*

Semester Planning Forms by Major/Checklists

Planning Worksheets

For

*Professional
Teacher Education
Programs
Leading to Licensure*

Elementary Education (Grades K-6)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
 __CORE 1043 Composition I
 __CORE 1023 Contemporary World
 __CORE 1113 Survey of the Bible
 __EDFN 1002 Intro to Education
 __KIN 1002 Wellness

TOTAL OF 15 HOURS

Semester 2

__CORE 1123 Interpreting the Bible
 __COMM1003 Fundamentals of Pub Speaking
 __PSYC 1013 General Psychology
 __EDFN 2003 Foundations of Education
 __CORE 2053 Composition II
 __EDFN 2012 Instructional Technology

TOTAL OF 17 HOURS

Semester 3

__HIST 2003 U.S. History to 1877
 __CORE 2233 World Literature
 __EDFN 2053 Child & Adolescent Development
 __MATH 2123 Number Sense & Operations
 __xxxx xxx3 Foreign Language I

TOTAL OF 15 HOURS

Semester 4

__ELED 2223 Art, Drama, Movement & Music (**Spring Only**)
 __MATH 3123 Geometry & Algebra
 __EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds
 __ELED 2033 Reading: Children's Literature
 __CORE 2334 Scientific Inquiry
 __xxxx xxx3 Foreign Language II

TOTAL OF 19 HOURS

Semester 5

__MATH 3133 Probability, Data Analysis, & Computing
 __ELED 3023 Teaching/Social Studies (**Fall Only**)
 __ELED 3093 Reading: Foundations
 __EDFN 3083 Teaching Exceptional Learners
 __CORE 3023 Scientific Connections

TOTAL OF 15 HOURS

Semester 6 Praxis II Tests

__ELED 3453 Elem Curriculum (**Spring Only**)
 __ELED 4023 Reading & Writing (**Spring Only**)
 __NSCI 3003 Nat'l Science for Tchrs (**Spring Only**)
 __CORE 2243 History of World Societies
 __FINA 3xx3 Fine Arts: Choice

TOTAL OF 15 HOURS

Semester 7 Reading Test

__EDFN 4123 Learning Theories & Assessment Prac.
 __FINA 4011 Arts Engagement Series
 __HIST 3523 Arkansas History (**Fall Only**)
 __ELED 4043 Prac in ELED & Clrm Mgt (**Fall Only**)
 __ELED 4243 Reading: Diagnostics (**Fall only**)

TOTAL OF 13 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
 __EDFN 4406 Student Teaching I
 __EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 124

Elementary Education (Grades K-6 with 3 & 4-year-old Endorsement)

Student Name: _____ ID# _____

Semester 1

__ CORE 1012 OBU Connections
__ CORE 1043 Composition I
__ CORE 1023 Contemporary World
__ CORE 1113 Survey of the Bible
__ EDFN 1002 Intro to Education
__ KIN 1002 Wellness
TOTAL OF 15 HOURS

Semester 2

__ CORE 1123 Interpreting the Bible
__ COMM1003 Fundamentals of Pub Spkg
__ HIST 2003 U.S. History to 1877
__ EDFN 2003 Foundations of Education
__ CORE 2053 Composition II
__ EDFN 2012 Instructional Technology
TOTAL OF 17 HOURS

Semester 3

__ PSYC 1013 General Psychology
__ CORE 2233 World Literature
__ EDFN 2053 Child & Adolescent Development
__ MATH 2123 Number Sense & Operations
__ ECED 2103 Foundations of ECED (Fall only)
__ xxxx xxx3 Foreign Language I
TOTAL OF 18 HOURS

Semester 4

__ ELED 2223 Art, Drama, Movement & Music (Spring Only)
__ MATH 3123 Geometry & Algebra
__ EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds
__ ELED 2033 Reading: Children's Lit (Spring only)
__ CORE 2334 Scientific Inquiry
__ xxxx xxx3 Foreign Language II
TOTAL OF 19 HOURS

Semester 5

__ MATH 3133 Probability, Data Analysis, & Computing
__ ELED 3023 Teaching Social Studies (Fall Only)
__ ELED 3093 Reading: Foundations (Fall Only)
__ EDFN 3083 Teaching Exceptional Learners
__ CORE 3023 Scientific Connections
__ ECED 4033 Curriculum Prin for EC Clsrms
TOTAL OF 18 HOURS

Semester 6

Praxis II Tests
__ ELED 3453 Elem Curriculum (Spring Only)
__ ELED 4023 Reading & Writing (Spring Only)
__ NSCI 3003 Nat'l Science for Tchrs (Spring Only)
__ FINA 3xx3 Fine Arts: Choice
__ ECED 3123 Techniques & Assessment for EC
__ ECED 4043 Practicum in EC Ed & Clsrn Mgmt
TOTAL OF 18 HOURS

Semester 7 **Reading Test**

__ CORE 2243 History of World Societies
__ EDFN 4123 Learning Theories & Assessment Prac.
__ FINA 4011 Arts Engagement Series
__ HIST 3523 Arkansas History (Fall Only)
__ ELED 4043 Prac in ELED & Clrm Mgt (Fall Only)
__ ELED 4243 Reading: Diagnostics (Fall only)
TOTAL OF 16 HOURS

Semester 8 **Endorsement Test**

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II
TOTAL OF 15 HOURS

Please see your advisor.

Total Hours required for degree: 136

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

Revised 7/1/2023

SPED endorsement courses

Elementary Education (Grades K-6 with SPED endorsement)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
__CORE 1043 Composition I
__CORE 1023 Contemporary World
__CORE 1113 Survey of the Bible
__EDFN 1002 Intro to Education
__KIN 1002 Wellness

TOTAL OF 15 HOURS

Semester 2

__CORE 1123 Interpreting the Bible
__COMM1003 Fundamentals of Pub Speaking
__PSYC 1013 General Psychology
__EDFN 2003 Foundations of Education
__CORE 2053 Composition II
__EDFN 2012 Instructional Technology

TOTAL OF 17 HOURS

Semester 3

__HIST 2003 U.S. History to 1877
__CORE 2233 World Literature
__EDFN 2053 Child & Adolescent Development
__MATH 2123 Number Sense & Operations
__xxxx xxx3 Foreign Language I
__FINA 3xx3 Fine Arts: Choice

TOTAL OF 18 HOURS

Semester 4

__ELED 2223 Art, Drama, Movement & Music (Spring Only)
__MATH 3123 Geometry & Algebra
__EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds
__ELED 2033 Reading: Children's Literature (spring)
__CORE 2334 Scientific Inquiry
__xxxx xxx3 Foreign Language II

TOTAL OF 19 HOURS

Semester 5

__MATH 3133 Probability, Data Analysis, & Computing
__ELED 3023 Teaching/Social Studies (Fall Only)
__ELED 3093 Reading: Foundations
__SPED 3083 Teaching Exceptional Learners
__CORE 3023 Scientific Connections
__SPED 3093 Classroom & Behavior Mgmt

TOTAL OF 18 HOURS

Semester 6 **Praxis II Tests**

__ELED 3453 Elem Curriculum (Spring Only)
__ELED 4023 Reading & Writing (Spring Only)
__NSCI 3003 Nat'l Science for Tchrs (Spring Only)
__CORE 2243 History of World Societies
__SPED 4003 Assmt & Diff of Div Lrners
__SPED 4013 Instruct'l Progrmg for Div Lrners

TOTAL OF 18 HOURS

Semester 7 **Reading Test**

__EDFN 4123 Learning Theories & Assessment Prac.
__FINA 4011 Arts Engagement Series
__HIST 3523 Arkansas History (Fall Only)
__ELED 4043 Prac in ELED & Clrm Mgt (Fall Only)
__ELED 4243 Reading: Diagnostics (Fall only)

TOTAL OF 13 HOURS

Semester 8 - Endorsement Test

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 133

Middle School Education- English and Social Studies

Student Name: _____ ID# _____

Semester 1

- __ CORE 1012 OBU Connections
- __ CORE 1023 Contemporary World
- __ CORE 1043 Composition I
- __ CORE 1113 Survey of the Bible
- __ MATH 1003 College Algebra
- __ EDFN 1002 Intro to Education
- __ KIN 1002 Wellness

TOTAL OF 18 HOURS

Semester 2

- __ CORE 2233 World Literature
- __ CORE 1123 Interpreting the Bible
- __ PSCI 2013 American Natl Govt
- __ EDFN 2003 Foundations of Education
- __ PSYC 1013 General Psychology
- __ ENGL 2013 English Studies (Spring only)*

TOTAL OF 18 HOURS

Semester 3

- __ COMM1003 Fund'ls of Public Speaking
- __ CORE 2334 Scientific Inquiry
- __ ENGL 2023 Trad. & Tranfntl Grammar (Fall)
- __ EDFN 2053 Child & Adolescent Development
- __ CORE 2243 History of World Societies

TOTAL OF 16 HOURS

Semester 4

- __ EDFN 2043 Tchg Stu/Multiligual &Div Bckgrd
- __ ENGL 3303 Childrn's & Yng Adlt Literature
- __ ENGL 3003 Creative Non-Fiction
- __ HIST xxxx Upper Level World History Course
- __ CORE 3023 Scientific Connections
- __ EDFN 2012 Instructional Technology

TOTAL OF 17 HOURS

Semester 5

- __ xxxx xxx3 Foreign Language I
- __ HIST 2003 US History to 1877
- __ EDFN 4083 Teaching Exceptional Learners
- __ GEOG 1003 Intro to Hum Geog (Fall odd) OR
- __ GEOG 2003 Natural Resources: Env/Surv
- __ FINA 3xx3 Fine Arts: Choice

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required tests

- __ xxxx xxx3 Foreign Language II
- __ ENGL 3783 Mythology
- __ MSED 3043 Mid Schl Methods & Clsrm Mgt (Spring Only)
- __ HIST 2013 US History Sn 1877 (Spring Only)
- __ MSED 4023 Reading & Writing (Spring)

TOTAL OF 15 HOURS

Semester 7

- __ EDFN 4123 Learning Theo & Assessment Prac.
- __ MSED 4523 Prac in Educ Gr 4-8
- __ ENGL 4223 Shakespeare (Fall even)
- __ MSED 3023 Teaching/Social Studies (Fall Only)
- __ FINA 4011 Arts Engagement Series
- __ HIST 3523 Arkansas History (Fall Only)

TOTAL OF 16 HOURS

Semester 8

- __ EDFN 4403 Seminar in Education
- __ EDFN 4406 Student Teaching I
- __ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*English Studies will substitute for Composition II

Please see your advisor.

Total hours required for degree: 130

Middle School Education- Math and English

Student Name: _____ ID# _____

Semester 1

- __ CORE 1012 OBU Connections
- __ CORE 1023 Contemporary World
- __ CORE 1043 Composition I
- __ CORE 1113 Survey of the Bible
- __ MATH 1003 College Algebra
- __ EDFN 1002 Intro to Education
- __ EDFN 2012 Instructional Technology

TOTAL OF 18 HOURS

Semester 2

- __ KIN 1002 Wellness
- __ CORE 1123 Interpreting the Bible
- __ CORE 2334 Scientific Inquiry
- __ EDFN 2003 Foundations of Education
- __ PSCI 2013 American Natl Govt or approved sub.
- __ CORE 2233 World Literature

TOTAL OF 18 HOURS

Semester 3

- __ CORE 2243 History of World Societies
- __ CORE 3023 Scientific Connections
- __ COMM1003 Fund'ls of Public Speaking
- __ ENGL 2023 Trad. & Transfmlt Grammar **(Fall)**
- __ EDFN 2053 Child & Adolescent Development
- __ MATH 1033 Math for the Liberal Arts

TOTAL OF 18 HOURS

Semester 4

- __ ENGL 2013 English Studies **(Spr)***
- __ ENGL 3003 Creative Non-Fiction
- __ ENGL 3303 Childrn's & Young Adlt Lit.
- __ MATH 1103 Intro to Cryptology
- __ EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds

TOTAL OF 15 HOURS

Semester 5

- __ FINA 3xx3 Fine Arts: Choice
- __ xxxx xxx3 Foreign Language I
- __ MATH 2123 Number Sense & Operations/MS
- __ ENGL 4223 Shakespeare **(Fall even)**
- __ PSYC 1013 General Psychology

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required tests

- __ MSED 3043 MS Methods & Clsrm Mgt (Spring Only)
- __ xxxx xxx3 Foreign Language II
- __ ENGL 3783 Mythology
- __ MATH 3123 Geometry & Algebra
- __ MSED 4023 Reading & Writing **(Spring)**

TOTAL OF 15 HOURS

Semester 7

- __ EDFN 4123 Learning Theo & Assessment Prac.
- __ EDFN 4083 Teaching Exceptional Learners
- __ MSED 4523 Prac in Educ Gr 4-8
- __ MATH 3133 Probability, Data Analysis & Computing
- __ FINA 4011 Arts Engagement Series

TOTAL OF 13 HOURS

Semester 8

- __ EDFN 4403 Seminar in Education
- __ EDFN 4406 Student Teaching I
- __ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*English Studies will substitute for Composition II.

Please see your advisor.

Total hours required for degree: 127

Middle School Education- Math and Science

Student Name: _____ ID# _____

Semester 1

- __CORE 1012 OBU Connections for Science
- __CHEM 1024 Fundamentals of Chemistry (Fall)
- __CORE 1043 Composition I
- __CORE 1113 Survey of the Bible
- __MATH 1003 College Algebra
- __EDFN 1002 Intro to Education

TOTAL OF 17 HOURS

Semester 2

- __KIN 1002 Wellness
- __CORE 1123 Interpreting the Bible
- __BIOL 1014 Gen Biology (Zoology)
- __PHYS 2024 College Physics I
- __MAT 1033 Math for Liberal Arts

TOTAL OF 16 HOURS

Semester 3

- __CORE 2233 World Literature
- __CORE 3023 Scientific Connections
- __EDFN 2003 Foundations of Education
- __CORE 1023 Contemporary World
- __EDFN 2053 Child & Adolescent Development
- __EDFN 2012 Instructional Technology

TOTAL OF 17 HOURS

Semester 4

- __CORE 2243 History of World Societies
- __BIOL 1024 Gen Biology (Botany)
- __CORE 2053 Composition II
- __MATH 1103 Intro to Cryptology
- __EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds

TOTAL OF 16 HOURS

Semester 5

- __COMM1003 Fund'ls of Public Speaking
- __xxxx xxx3 Foreign Language I
- __FINA 3xx3 Fine Arts: Choice
- __PSCI 2013 American Natl Govt or approved sub
- __MATH 2123 Number Sense & Operations

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required tests

- __MSED 3043 MS Methods & Clsrm Mgt (Spring)
- __xxxx xxx3 Foreign Language II
- __BIOL 3023 Environmental Science OR approved option
- __NSCI 3003 Natural Science for Teachers (Spring)
- __MATH 3123 Geometry & Algebra

TOTAL OF 14 HOURS

Semester 7

- __EDFN 4123 Learning Theo & Assessment Prac.
- __MSED 4523 Prac in Ed Gr 4-8 (Fall)
- __EDFN 4083 Teaching Exceptional Learners
- __FINA 4011 Arts Engagement Series
- __PSYC 1013 General Psychology
- __MATH 3133 Probability, Data Analysis & Computing

TOTAL OF 16 HOURS

Semester 8

- __EDFN 4403 Seminar in Education
- __EDFN 4406 Student Teaching I
- __EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 124

Middle School Education - Math and Social Studies (Grades 4-8)

Student Name: _____ ID# _____

Semester 1

__ CORE 1012 OBU Connections
__ CORE 1043 Composition I
__ xxxx xxx3 Foreign Language I
__ CORE 1113 Survey of the Bible
__ MATH 1003 College Algebra
__ EDFN 1002 Intro to Education

TOTAL OF 16 HOURS

Semester 2

__ CORE 1023 Contemporary World
__ CORE 1123 Interpreting the Bible
__ xxxx xxx3 Foreign Language II
__ MATH 1033 Math for Liberal Arts
__ EDFN 2003 Foundations of Education
__ CORE 2053 Composition II

TOTAL OF 18 HOURS

Semester 3

__ EDFN 2053 Child and Adolescent Development
__ CORE 2243 History of World Societies
__ MATH 1103 Intro to Cryptology
__ PSCI 2013 American Natl Govt
__ GEOG 1003 Intro to Hum Geog (**Fall odd**) **OR**
(GEOG 2003) Natural Resources: Env/Surv

TOTAL OF 15 HOURS

Semester 4

__ PSYC 1013 General Psychology
__ KIN 1002 Wellness
__ EDFN 2043 Tchg Stu/Multilingual/Div Bckgrd
__ HIST xxxx Upper Lever World History Course
__ CORE 2334 Scientific Inquiry

TOTAL OF 15 HOURS

Semester 5

__ MATH 2123 Number Sense & Operations
__ MATH 3133 Probability, Data Analysis & Computing
__ HIST 2013 US History to 1877 (**Fall**)
__ MSED 3023 Teaching Social Studies
__ EDFN 4083 Teaching Exceptional Learners

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required tests

__ MSED 3043 MS Methods & Clrm Mgt (**Spring**)
__ CORE 3xx3 Fine Arts: choice
__ CORE 3023 Scientific Connections
__ EDFN 2012 Instructional Technology
__ HIST 2003 US History Sn 1877 (**Spring**)
__ MATH 3123 Geometry & Algebra

TOTAL OF 17 HOURS

Semester 7

__ EDFN 4123 Learning Theories & Assessment Prac
__ CORE 2233 World Literature
__ MSED 4523 Prac in Ed Gr 4-8 (**Fall**)
__ COMM1003 Fund'ls of Public Speaking
__ HIST 3523 Arkansas History (**Fall**)
__ FINA 4011 Arts Engagement Series

TOTAL OF 16 HOURS

Semester 8

__ EDFN 4063 Seminar in Education
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 127

Middle School Education- Science and English

Student Name: _____ ID#: _____

Semester 1

__CORE 1012 OBU Connections
__CHEM 1024 Fund'l of Chemistry (Fall)
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MATH 1033 Math for Liberal Arts
__EDFN 1002 Intro to Education

TOTAL OF 17 HOURS

Semester 2

__CORE 1023 Contemporary World
__CORE 1123 Interpreting the Bible
__ENGL 2013 English Studies
__PHYS 2024 College Physics I
__EDFN 2012 Instructional Technology
__PSCI 2013 American Natl Govt/approved sub

TOTAL OF 18 HOURS

Semester 3

__CORE 2233 World Literature
__BIOL 1014 Gen Biology (Zoology)
__EDFN 2003 Foundations of Education
__ENGL 2023 Trad & Transfml Grammar
__EDFN 2053 Child & Adolescent Development
__KIN 1002 Wellness

TOTAL OF 18 HOURS

Semester 4

__CORE 2243 Hsitory of World Societies
__BIOL 1024 Gen Biology (Botany)
__PSYC 1013 General Psychology
__EDFN 2043 Tchg stu / Multiligual&Div Bckgrds
__ENGL 3003 Creative Non-Fiction

TOTAL OF 16 HOURS

Semester 5

__COMM1003 Fund'ls of Public Speaking
__xxxx xxx3 Foreign Language I
__ENGL 3783 Mythology
__EDFN 4083 Teaching Exceptional Learners
__FINA 3xx3 Fine Arts: Choice

TOTAL OF 15 HOURS

Semester 6 PRAXIS II required test

__MSED 3043 MS Methods&Clstrm Mgt(Spr)
__xxxx 3xx3 Foreign Language II
__ENGL 3303 Chld's & Yng Adlt Literature
__NSCI 3003 Natl Science for Teachers (Spr)
__MSED 4023 Reading and Writing (Spr)
__BIOL 3923 Environmental Science/app sub

TOTAL OF 18 HOURS

Semester 7

__EDFN 4123 Learning Theo & Assessment Prac.
__MSED 4523 Prac in Educ Gr 4-8 (Fall)
__ENGL 4223 Shakespeare
__CORE 3023 Scientific Connections
__FINA 4011 Arts Engagemnt Series

TOTAL OF 13 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Total hours required for degree: 1

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

Revised 7/1/2023

Middle School Education- Science and English w/ SPED Endorsement

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections for Science
__CHEM 1024 Fund'ls of Chemistry **(Fall)**
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MATH 1033 Math for Liberal Arts
__EDFN 1002 Intro to Education

TOTAL OF 17 HOURS

Semester 2

__CORE 1023 Contemporary World
__CORE 1123 Interpreting the Bible
__ENGL 2013 English Studies*
__PHYS 2024 College Physics I
__EDFN 2012 Instructional Technology
__PSCI 2013 American Natl Govt or approved sub.

TOTAL OF 18 HOURS

Semester 3

__CORE 2233 World Literature
__BIOL 1014 Gen Biology (Zoology)
__EDFN 2003 Foundations of Education
__ENGL 2023 Trad/ & Transfml Grammar
__EDFN 2053 Child & Adolescent Development
__KIN 1002 Wellness

TOTAL OF 18 HOURS

Semester 4

__CORE 2243 History of World Societies
__BIOL 1024 Gen Biology (Botany)
__PSYC 1013 General Psychology
__EDFN 2043 Tchg Stu/Multilingual&Div Bckgrds
__ENGL 3003 Creative Non-Fiction

TOTAL OF 16 HOURS

Semester 5

__COMM 1003 Fund'ls of Public Speaking
__xxxx xxx3 Foreign Language I
__FINA 3xx3 Fine Arts: Choice
__ENGL 3783 Mythology
__EDFN 4083 Teaching Exceptional Learners
__PSYC 1013 General Psychology

TOTAL OF 18 HOURS

Semester 6 PRAXIS II Required tests

__MSED 3043 MS Methods & Clsrm Mgt (Spring)
__MSED 4023 Reading & Writing (Spring)
__xxxx xxx3 Foreign Language II
__ENGL 3303 Chldn's & Young Adlt Literature
__NSCI 3003 Natl Science for Teachers (Spring)
__BIOL 3923 Environmental Science/ app sub

TOTAL OF 18 HOURS

Semester 7

__EDFN 4123 Learning Theo & Assessment Prac.
__MSED 4523 Prac in Educ Gr 4-8 (Fall)
__ENGL 4223 Shakespeare
__CORE 3023 Scientific Connections
__FINA 4011 Arts Engagement Series
__SPED 4013 Instctl Prgm for Dvrs Lrns
__SPEC 4003 Assmnt & Differ for Dvrs Lrns

TOTAL OF 19 HOURS

Semester 8

__EDFN 4403 Seminar in Education
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor

Total hours required for degree: 139

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

Revised 7/1/2023

Middle School Education- Science and Social Studies

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections for Science
__CORE 1023 Contemporary World
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MATH 1033 Math for Liberal Arts
__EDFN 1002 Intro to Education

TOTAL OF 16 HOURS

Semester 2

__CORE 1022 Concepts of Wellness
__CORE 1123 Interpreting the Bible
__BIOL 1014 Gen Biology (Zoology)
__EDFN 2003 Foundations of Education
__CORE 2053 Composition II
__COMM1003 Fund'ls of Public Speaking

TOTAL OF 18 HOURS

Semester 3

__PHYS 2024 College Physics I
__CHEM 1024 Fund'l of Chemistry (Fall)
__EDFN 2012 Instructional Technology
__CORE 2243 History of World Societies
__GEOG 1003) Intro to Hum Geog (Fall odd) **OR**
GEOG2003) Natural Resources: Env/Surv

TOTAL OF 16 HOURS

Semester 4

__BIOL 1024 Gen Biology (Botany)
__EDFN 2053 Child & Adolescent Development
__BIOL 3023 Environmental Science or approved option
__HIST xxx3 Upper Level World History Course
__EDFN 2043 Tchng Stu/Multilingual &Div Bckgrd

TOTAL OF 16 HOURS

Semester 5

__EDFN 3083 Teaching Exceptional Learners
__xxxx xxx3 Foreign Language I
__CORE 3023 Scientific Connections
__HIST 2003 US History to 1877
__FINA 3143 Fine Arts: Choice
__CORE 2233 World Literature

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required tests

__MSED 3043 Mid Schl Methods & Clsrm Mgt (Spring)
__xxxx xxx3 Foreign Language II
__HIST 2013 US History Sn 1877
__NSCI 3003 Natural Science for Teachers (Spring)
__EDFN 4123 Learning Theo & Assessment Prac

TOTAL OF 15 HOURS

Semester 7

__MSED 4523 Prac in Educ Gr 4-8
__HIST 3523 Arkansas History (Fall)
__MSED 3023 Teaching of Social Studies (Fall)
__PSCI 2013 American Natl Govt.
__FINA 4011 Fine Arts Engagement
__PSYC 1013 General Psychology

TOTAL OF 16 HOURS

Semester 8

__EDFN 4063 Seminar in Education
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 127



Secondary

*Secondary
Education*

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Biology (Grades 7-12)

Student Name: _____ ID# _____

Semester 1

__ MATH 1003 College Algebra (or MATH 1034)
__ BIOL 1014 Biology I
__ CORE 1002 OBU Connections
__ CORE 1043 Composition I
__ xxxx xxx3 Foreign Language I
__ EDFN 1002 Intro to Education

TOTAL OF 17 HOURS

Semester 2

__ BIOL 1024 Biology II
__ CORE 1023 Contemporary World
__ KIN 2073 Health & Safety
__ CORE 1053 Composition II
__ xxxx xxx3 Foreign Language II
__ EDFN 2012 Instructional Technology

TOTAL OF 18 HOURS

Semester 3

__ EDFN 2053 Child and Adolescent Dev
__ CORE 1113 Survey of the Bible
__ CHEM 1004 General Chemistry I
__ BIOL 2014 Human Anatomy and Physiology I
__ COMM1003 Fundamentals of Public Speaking

TOTAL OF 17 HOURS

Semester 4

__ CORE 1123 Interpreting the Bible
__ CHEM 1014 General Chemistry II
__ BIOL 2024 Human Anatomy and Physiology II
__ EDFN 2003 Foundations of Education
__ CORE 2243 History of World Societies

TOTAL OF 17 HOURS

Semester 5

__ PSCI 2013 Amer. Nat'l Gov't or approved sub
__ BIOL 3034 Ecology
__ PHYS 2024 College Physics I
__ FINA 3xx3 Fine Arts Course
__ NSCI 3961 Lab Practicum

TOTAL OF 15 HOURS

Semester 6 PRAXIS II Required test

__ NSCI 3013 Methods in Science
__ BIOL 3014 Micro Biol. OR BIOL 4054 Genetics* (Spring)
__ CORE 2233 World Literature
__ PHYS 2034 College Physics II
__ SCED 3043 Sec Mtds & Clsrm Mg (Spring)

TOTAL OF 17 HOURS

Semester 7 SCI EXIT EXAM.

__ EDFN 3083 Teaching Exceptional Learners
__ EDFN 4123 Lrning Theo & Asmt Prac
__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ FINA 4011 Arts Engagement Series
__ BIOL 4064 Cell & Molecular (Fall)
__ NSCI 4xx1 Senior Seminar/Capstone

TOTAL OF 15 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 131

TEACHER EducationBachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Chemistry (Grades 7-12)

Student Name: _____ ID# _____

Semester 1

__ CORE 1002 OBU Connections
__ CORE 1043 Composition I
__ BIOL 1014 Zoology (Gen. Biol. I)
__ EDFN 1002 Intro in Education
__ MATH 1034 Pre-Calculus
__ CHEM 1004 General Chemistry I

TOTAL OF 19 HOURS**Semester 2**

__ BIOL 1024 Botany (Gen. Biol. II)
__ CORE 1113 Survey of the Bible
__ CORE 1053 Composition II
__ CHEM 1014 General Chemistry II
__ MATH 2014 Calculus I

TOTAL OF 18 HOURS**Semester 3**

__ EDFN 2003 Foundations of Education
__ CHEM 2004 Quantitative Analysis
__ COMM 1003 Fundamentals of Public Speaking
__ CHEM 3004 Organic Chemistry I
__ PHYS 2024 College Physics I or PHYS2054 Univ Phys

TOTAL OF 18 HOURS**Semester 4**

__ EDFN 2012 Instructional Technology
__ EDFN 2053 Child & Adolescent Development
__ CORE 1023 Contemporary World
__ CHEM 3104 Organic Chemistry II
__ PHYS 2034 College Physics II or PHYS 2064 Univ Phys

TOTAL OF 16 HOURS**Semester 5**

__ PSCI 2013 Am Natl Govt or approved sub.
__ xxxx xxx3 Foreign Language I
__ CORE 1123 Interpreting the Bible
__ CHEM 3053 Physical Chemistry I
__ EDFN 4123 Learning Theories & Assessment Prac
__ FINA 3xx3 Artistic Engagement Choice

TOTAL OF 18 HOURS**Semester 6 PRAXIS II - Required tests**

__ BIOL 3023 Environmental Sci (or approved option)
__ xxxx xxx3 Foreign Lang II
__ CORE 2233 World Literature
__ CHEM 3272 Experimental Tech. of Chem. I
__ CHEM 4023 Biochemistry I
__ CHEM 4511 Directed Chemistry Research
__ SCED 3043 Sec Methods & Clsrn Mgt (Spring)

TOTAL OF 18 HOURS**Semester 7**

__ CORE 2243 History of World Societies
__ EDFN 3083 Teaching Exceptl Lnrs
__ NSCI 3013 Methods in Science
__ NSCI 3961 Lab Practicum
__ SCED 4523 Prac in Educ Gr 7-12 (Fall)
__ KIN 2073 Health and Safety
__ CHEM 4621 Senior Capstone Experience*
__ FINA 4011 Arts Engagement Series

TOTAL of 18 HOURS**Semester 8**

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS**Please see your advisor.****Total hours required for degree: 140**

Quachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

English (Grades 7-12)

Student Name: _____ ID# _____

Semester 1

__ CORE 1002 OBU Connections
__ CORE 1043 Composition I
__ CORE 1023 The Contemporary World
__ CORE 1113 Survey of the Bible
__ COMM1003 Fundamentals of Public Speaking
__ EDFN 1002 Intro to Education

TOTAL OF 16 HOURS

Semester 2

__ MATH 1033 Math for Liberal Arts
__ CORE 1123 Interpreting the Bible
__ ENGL 2013 English Studies* (Spring)
__ EDFN 2012 Instructional Technology
__ EDFN 2003 Foundations of Education

TOTAL OF 14 HOURS

Semester 3

__ CORE 2233 World Lit. Requirement
__ ENGL 2023 Trad. & Transfml Grammar (Fall)
__ xxxx xxx3 Foreign Language I
__ CORE 2243 History of World Societies
__ KIN 2073 Health and Safety

TOTAL OF 15 HOURS

Semester 4

__ CORE 2334 Scientific Inquiry
__ CORE 3xx3 Fine Arts Choice
__ xxxx xxx3 Foreign Language II
__ EDFN 2053 Child and Adolescent Development
__ ENGL 3003 Creative Non-Fiction (Spring even yr)

TOTAL OF 16 HOURS

Semester 5

__ CORE 3023 Scientific Connections
__ ENGL 3011 Wrtg Ctr Prac I
__ ENGL 3103 American Literature I
__ ENGL 3633 English Literature I (Fall even yr)
__ ENGL 4013 Special Methods in English (Fall even yr)
__ ENGL 42x3 Choice of Shakespeare, Chaucer or Milton
__ ENGL 3031 Peer Instruction (up to 3 times)

TOTAL OF 17 HOURS

Semester 6 PRAXIS II - Required test

__ ENGL 3021 Wrtg Ctr Prac II
__ ENGL 3113 American Literature II
__ ENGL 3643 English Literature II (Spr odd yr)
__ ENGL 3073 One of Linguistics/ENGL 4023 Hist/EnglLang
__ ENGL 3303 Childs & Yng Adult Lit (Spring odd yr)
__ SCED 3043 Secondary Methods and Clrm Mgt (Spring)

TOTAL OF 16 HOURS

Semester 7

__ EDFN 3083 Teaching Exceptional Learners
__ ENGL 3653 English Literature III (Fall odd yr)
__ PSCI 2013 Amer. Nat. Gov or approved sub
__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ EDFN 4123 Learning Theories and Assessment Prac.
__ FINA 4011 Arts Engagement Series

TOTAL OF 16 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*Composition II is addressed in English Studies

Please see your advisor.

Total hours required for degree: 125

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Mathematics (Grades 7-12) (Entering Fall of Odd # Year)
With SPED Endorsement

Student Name: _____ ID# _____

Semester 1

__ MATH 1103 Intro to Cryptology*
__ xxxx xxx3 Foreign Language I
__ EDFN 1002 Intro to Education
__ CORE 1113 Survey of the Bible
__ CORE 1002 OBU Connections
__ CORE 1043 Composition I

TOTAL OF 16 HOURS

Semester 2

__ MATH 2014 Calculus I
__ EDFN 2003 Foundations of Education
__ CORE 1123 Interpreting the Bible
__ CORE 1023 Contemporary World
__ xxxx xxx3 Foreign Language II

TOTAL OF 16 HOURS

Semester 3

__ MATH 2024 Calculus II
__ CSCI 1044 Programming I
__ CORE 2233 World Literature
__ COMM1003 Fund of Public Speaking
__ KIN 2073 Health & Safety

TOTAL OF 17 HOURS

Semester 4

__ MATH 3003 Foundations of Geometry
__ MATH 2343 Fundamentals of Math Proof
__ CORE 2243 History of World Societies
__ EDFN 2053 Child and Adolescent Development
__ PSCI 2013 Am Natl Govt or approved sub.
__ EDFN 3083 Teaching Exceptional Learners

TOTAL OF 18 HOURS

Semester 5

__ MATH 3053 Abstract Algebra I
__ MATH 4463 Mathematical Scholarship
__ SPED 3093 Clssrm & Behvr Mngmt
__ EDFN 2012 Instructional Technology
__ PHYS 2054 Univ. Physics I** **OR** CHEM1004 Gen Chm I
__ FINA 3xx3 Fine Arts Choice

TOTAL OF 18 HOURS

Semester 6 PRAXIS II - Required test

__ MATH 3063 Probability and Statistics
__ MATH 3034 Calculus III
__ EDFN 4123 Learning Thrs & Assmt Prac.
__ SCED 3043 Sec Methods/Classroom Mgmt (**Spring**)
__ SPED 4003 Assmnt & Differ for Dvrs Lrns
__ SPED 4013 Instctl Prgm for Dvrs Lrns

TOTAL OF 19 HOURS

Semester 7

__ MATH 3093 Linear Algebra
__ MATH 4013 Methods in Secondary Math
__ MATH 4883 Math for Secondary Teachers
__ SCED 4523 Prac in Edu Gr 7-12 (**Fall**)
__ FINA 4011 Arts Engagement Series
__ CORE 3023 Scientific Connections

TOTAL OF 16 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 135

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Mathematics (Grades 7-12) (Entering Fall of Even # Year)

Student Name: _____ ID# _____

Semester 1

__ MATH 1103 Intro to Cryptology
__ CORE 1022 OBU Connections
__ EDFN 1002 Intro to Education
__ CORE 1113 Survey of the Bible
__ xxxx xxx3 Foreign Language I
__ CORE 1043 Composition I
TOTAL OF 16 HOURS

Semester 2

__ MATH 2014 Calculus I
__ EDFN 2003 Foundations of Education
__ CORE 1123 Interpreting the Bible
__ CORE 1023 Contemporary World
__ xxxx xxx3 Foreign Language II
TOTAL OF 16 HOURS

Semester 3

__ MATH 2024 Calculus II
__ CSCI 1044 Programming I
__ COMM1003 Fundamentals of Public Speaking
__ EDFN 2012 Instructional Technology
__ KIN 2073 Health & Safety

TOTAL OF 16 HOURS

Semester 4

__ MATH 3063 Probability and Statistics
__ MATH 2343 Fundamentals of Math Proof
__ EDFN 2053 Child and Adolescent Dev
__ PSCI 2013 Am Natl Govt or approved sub.
__ CORE 2243 History of World Societies

TOTAL OF 15 HOURS

Semester 5

__ MATH 3093 Linear Algebra
__ MATH 4013 Methods in Secondary Math
__ PHYS 2054 Univ. Physics I** or CHEM1004 Gen Chm I
__ EDFN 4123 Learning Theories & Assessment Prac.
__ MATH 4883 Math for Secondary Teachers

TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required test

__ MATH 3003 Foundations of Geometry
__ MATH 3034 Calculus III
__ SCED 3043 Secondary Methods & Clrm Mgt (Spring)
__ CORE 2233 World Literature
__ FINA 3xx3 Fine Arts Choice

TOTAL OF 16 HOURS

Semester 7

__ MATH 3053 Abstract Algebra I
__ MATH 4463 Mathematical Scholarship
__ EDFN 3083 Teaching Exceptional Learners
__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ CORE 3023 Scientific Connections
__ FINA 4011 Art Engagement Series

TOTAL OF 16 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 126

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Mathematics (Grades 7-12) (Entering Fall of Odd # Year Pre-calculus Ready)

Student Name: _____ ID# _____

Semester 1

__ MATH 1034 Pre-calculus
__ MATH 1103 Intro to Cryptology
__ EDFN 1002 Intro to Education
__ CORE 1002 OBU Connections
__ CORE 1113 Survey of the Bible
__ CORE 1043 Composition I

TOTAL OF 17 HOURS

Semester 2

__ KIN 2073 Health & Safety
__ MATH 2014 Calculus I
__ EDFN 2003 Foundations of Education
__ CORE 1123 Interpreting the Bible
__ CORE 1023 Contemporary World

TOTAL OF 16 HOURS

Semester 3

__ MATH 2024 Calculus II
__ CSCI 1044 Programming I
__ EDFN 2012 Instructional Technology
__ COMM1003 Fund of Public Speaking
__ xxxx xxx3 Foreign Language I

TOTAL OF 16 HOURS

Semester 4

__ MATH 3003 Foundations of Geometry
__ MATH 2343 Fundamentals of Math Proof
__ CORE 2243 History of World Societies
__ EDFN 2053 Child and Adolescent Development
__ PSCI 2013 Am Natl Govt or approved sub.
__ xxxx xxx3 Foreign Language II

TOTAL OF 18 HOURS

Semester 5

__ MATH 3053 Abstract Algebra I
__ MATH 4463 Mathematical Scholarship
__ EDFN 3083 Teaching Exceptional Learners
__ EDFN 4123 Learning Thrs & Asmt Prac
__ PHYS 2054 Univ. Physics I** or CHEM 1004 Gen Chm I

TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required test

__ MATH 3063 Probability and Statistics
__ MATH 3034 Calculus III
__ SCED 3043 Sec. Methods/Classroom Mgmt (Spring)
__ FINA 3xx3 Fine Arts Choice
__ CORE 2233 World Literature

TOTAL OF 16 HOURS

Semester 7

__ MATH 3093 Linear Algebra
__ MATH 4013 Methods in Secondary Math
__ MATH 4883 Math for Secondary Teachers
__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ FINA 4011 Arts Engagement Series
__ CORE 3023 Scientific Connections

TOTAL OF 16 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 130

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Mathematics (Grades 7-12) (Entering Fall of Even # Year Pre-calculus Ready)

Student Name: _____ ID# _____

Semester 1

___ MATH 1034 Pre-calculus
___ MATH 1103 Intro to Cryptology*
___ EDFN 1002 Intro to Education
___ CORE 1022 OBU Connections
___ CORE 1113 Survey of the Bible
___ CORE 1043 Composition I
TOTAL OF 17 HOURS

Semester 2

___ MATH 2014 Calculus I
___ EDFN 2003 Foundations of Education
___ CORE 1123 Interpreting the Bible
___ CORE 1023 Contemporary World
___ KIN 2073 Health & Safety
TOTAL OF 16 HOURS

Semester 3

___ MATH 2024 Calculus II
___ CSCI 1044 Programming I
___ COMM 1003 Fundamentals of Public Speaking
___ EDFN 2012 Instructional Technology
___ xxxx xxx3 Foreign Language I

TOTAL OF 16 HOURS

Semester 4

___ MATH 3063 Probability and Statistics
___ MATH 2343 Fundamentals of Math Proof
___ EDFN 2053 Child and Adolescent Dev
___ PSCI 2013 Am Natl Govt or approved sub.
___ CORE 2243 History of World Societies
___ xxxx xxx3 Foreign Language II

TOTAL OF 18 HOURS

Semester 5

___ MATH 3093 Linear Algebra
___ MATH 4013 Methods in Secondary Math
___ PHYS 2054 Univ. Physics I** or CHEM 1004 Gen Chem I
___ EDFN 4123 Learning Theories & Assessment Prac.
___ MATH 4883 Math for Secondary Teachers

TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required test

___ MATH 3003 Foundations of Geometry
___ MATH 3034 Calculus III
___ SCED 3043 Secondary Methods & Clrm Mgt (Spring)
___ CORE 2233 World Literature
___ FINA 3xx3 Fine Arts Choice

TOTAL OF 16 HOURS

Semester 7

___ MATH 3053 Abstract Algebra I
___ MATH 4463 Mathematical Scholarship
___ EDFN 3083 Teaching Exceptional Learners
___ SCED 4523 Prac in Edu Gr 7-12 (Fall)
___ CORE 3023 Scientific Connections
___ FINA 4011 Art Engagement Series

TOTAL OF 16 HOURS

Semester 8

___ EDFN 4403 Student Teaching Seminar
___ EDFN 4406 Student Teaching I
___ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 130

Quachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Physics/Mathematics (Grades 7-12) (Entering Fall of Odd # Year with Pre-Calculus)

Student Name: _____ ID# _____

Semester 1

___ PHYS 1121 Intro. to Physics/Eng.*
___ MATH 1034 Pre-Calculus
___ CSCI 1044 Programming I
___ CORE 1113 Survey of the Bible
___ CORE 1002 OBU Connections
___ CORE 1043 Composition I
TOTAL OF 17 HOURS

Semester 2

___ MATH 2014 Calculus I
___ EDFN 2003 Foundations of Education
___ CORE 1123 Interpreting the Bible
___ CORE 1023 Contemporary World
___ CORE 2243 History of World Societies
TOTAL OF 16 HOURS

Semester 3

___ MATH 2024 Calculus II
___ CORE 2233 World Literature
___ xxxx xxx3 Foreign Language I
___ PHYS 2054 University Physics I **OR** Clg Physics I
___ KIN 2073 Health & Safety
TOTAL OF 17 HOURS

Semester 4

___ MATH 3034 Calculus III
___ MATH 3063 Probability and Statistics
___ xxxx xxx3 Foreign Language II
___ PHYS 2064 University Physics II **OR** Clg Physics II
___ EDFN 2053 Child and Adolescent Development
TOTAL OF 17 HOURS

Semester 5

___ PHYS 3004 Intro. to Modern Physics
___ PHYS 3123 Electrical Circuits*
___ PHYS 3131 Electrical Circuits Lab*
___ COMM1003 Fund. of Public Speaking
___ EDFN 3083 Teaching Exceptional Learners
___ EDFN 4123 Learning Thrs & Asmt Prac.
TOTAL OF 17 HOURS

Semester 6 PRAXIS II - Required tests

___ MATH 3003 Foundations of Geometry
___ PHYS 3034 Electricity & Magnetism I
___ PHYS xxxx Physics Elective**
___ PSCI 2013 Am. Natl Govt or approved sub.
___ SCED 3043 Sec Methods/Clstrm Mgmt (Spring)
TOTAL OF 16 HOURS

Semester 7

___ PHYS 4023 Thermodynamics
___ MATH 4013 Methods in Secondary Math
___ MATH 4883 Math for Secondary Teachers
___ SCED 4523 Prac in Edu Gr 7-12 (Fall)
___ FINA 4011 Arts Engagement Series†
___ FINA 3xx3 Fine Arts Choice
TOTAL OF 16 HOURS

Semester 8

___ EDFN 4403 Student Teaching Seminar
___ EDFN 4406 Student Teaching
___ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 131

Quachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Physics/Mathematics (Grades 7-12) (Entering Fall of Even # Year with Pre-Calculus)

Student Name: _____ ID# _____

Semester 1

___ PHYS 1121 Intro. to Physics/Eng.*
___ MATH 1034 Pre-Calculus
___ CSCI 1044 Programming I
___ CORE 1113 Survey of the Bible
___ CORE 1002 OBU Connections
___ CORE 1043 Composition I
TOTAL OF 17 HOURS

Semester 2

___ MATH 2014 Calculus I
___ EDFN 2003 Foundations of Education
___ CORE 1123 Interpreting the Bible
___ CORE 1023 Contemporary World
___ CORE 2243 History of World Societies
TOTAL OF 16 HOURS

Semester 3

___ MATH 2024 Calculus II
___ CORE 2233 World Literature
___ xxxx xxx3 Foreign Language I
___ PHYS 2054 University Physics I **OR** Clg Physics I
___ KIN 2073 Health & Safety
TOTAL OF 17 HOURS

Semester 4

___ MATH 3034 Calculus III
___ MATH 3063 Probability and Statistics
___ xxxx xxx3 Foreign Language II
___ PHYS 2064 University Physics II **OR** Clg Physics II
___ EDFN 2053 Child and Adolescent Development
TOTAL OF 17 HOURS

Semester 5

___ PHYS 3004 Intro. to Modern Physics
___ PHYS 4023 Thermodynamics
___ MATH 4013 Methods in Secondary Math
___ MATH 4883 Math for Secondary Teachers
___ EDFN 4123 Learning Thrs & Assmt Prac.
TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required tests

___ COMM 1003 Fund. of Public Speaking
___ PHYS 4043 Intro. to Quantum Mechanics I
___ MATH 3003 Foundations of Geometry
___ PHYS xxxx Physics Elective**
___ PSCI 2013 Am Natl Govt or approved sub.
___ SCED 3043 Sec Methods/Clssrm Mgmt (Spring)
TOTAL OF 18 HOURS

Semester 7

___ PHYS 3123 Electrical Circuits*
___ PHYS 3131 Electrical Circuits Lab*
___ EDFN 3083 Teaching Exceptional Learners
___ SCED 4523 Prac in Edu Gra 7-12 (Fall)
___ FINA 4011 Arts Engagement Series
___ FINA 3xx3 Fine Arts Choice
TOTAL OF 14 HOURS

Semester 8

___ EDFN 4403 Student Teaching Seminar
___ EDFN 4406 Student Teaching I
___ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 130

Ouachita Baptist University 2023-2024

TEACHER Education

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SECONDARY EDUCATION

Revised 7/1/2023

Physics/Mathematics (Grades 7-12) (Entering Fall of Odd # Year)

Student Name: _____ ID# _____

Semester 1

- ___ PHYS 1121 Intro. to Physics/Eng.*
 - ___ COMM1003 Fund. of Public Speaking
 - ___ CSCI 1044 Programming I
 - ___ CORE 1113 Survey of the Bible
 - ___ CORE 1002 OBU Connections
 - ___ CORE 1043 Composition I
- TOTAL OF 16 HOURS**

Semester 2

- ___ MATH 2014 Calculus I
 - ___ EDFN 2003 Foundations of Education
 - ___ CORE 1123 Interpreting the Bible
 - ___ CORE 1023 Contemporary World
 - ___ CORE 2243 History of World Societies
- TOTAL OF 16 HOURS**

Semester 3

- ___ MATH 2024 Calculus II
 - ___ CORE 2233 World Literature
 - ___ xxxx xxx3 Foreign Language I
 - ___ PHYS 2054 University Physics I **OR** Clg Physics I
 - ___ KIN 2073 Health & Safety
- TOTAL OF 17 HOURS**

Semester 4

- ___ MATH 3034 Calculus III
 - ___ xxxx xxx3 Foreign Language II
 - ___ MATH 3063 Probability and Statistics
 - ___ PHYS 2064 University Physics II **OR** Clg Physics II
 - ___ EDFN 2053 Child and Adolescent Development
- TOTAL OF 17 HOURS**

Semester 5

- ___ PHYS 3004 Intro. to Modern Physics
 - ___ PHYS 3123 Electrical Circuits*
 - ___ PHYS 3131 Electrical Circuits Lab*
 - ___ EDFN 3083 Teaching Exceptional Learners
 - ___ EDFN 4123 Learning Thrs & Assmt Prac.
- TOTAL OF 16 HOURS**

Semester 6 PRAXIS II - Required tests

- ___ MATH 3003 Foundations of Geometry
 - ___ SCED 3043 Sec Methods/Clssrm Mgmt (Spring)
 - ___ PHYS 3034 Electricity & Magnetism I
 - ___ PHYS xxxx Physics Elective**
 - ___ PSCI 2013 Am Natl Govt or approved sub.
- TOTAL OF 16 HOURS**

Semester 7

- ___ PHYS 4023 Thermodynamics
 - ___ MATH 4013 Methods in Secondary Math
 - ___ MATH 4883 Math for Secondary Teachers
 - ___ SCED 4523 Prac in Edu Gra 7-12 (Fall)
 - ___ FINA 4011 Arts Engagement Series
 - ___ FINA 3xx3 Fine Arts Choice
- TOTAL OF 16 HOURS**

Semester 8

- ___ EDFN 4403 Student Teaching Seminar
 - ___ EDFN 4406 Student Teaching
 - ___ EDFN 4416 Student Teaching II
- TOTAL OF 15 HOURS**

Please see your advisor.

Total hours required for degree: 127

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Physics/Mathematics (Grades 7-12) (Entering Fall of Even # Year)

Student Name: _____ ID# _____

Semester 1

___ PHYS 1121 Intro. to Physics/Eng.*
___ COMM1003 Fund. of Public Speaking
___ CSCI 1044 Programming I
___ CORE 1113 Survey of the Bible
___ CORE 1002 OBU Connections
___ CORE 1043 Composition I
TOTAL OF 16 HOURS

Semester 2

___ MATH 2014 Calculus I
___ EDFN 2003 Foundations of Education
___ CORE 1123 Interpreting the Bible
___ CORE 1023 Contemporary World
___ CORE 2243 History of World Societies
TOTAL OF 16 HOURS

Semester 3

___ MATH 2024 Calculus II
___ CORE 2233 World Literature
___ xxxx xxx3 Foreign Language I
___ PHYS 2054 University Physics I **OR** Clg Physics I
___ KIN 2073 Health & Safety
TOTAL OF 17 HOURS

Semester 4

___ MATH 3034 Calculus III
___ MATH 3063 Probability and Statistics
___ xxxx xxx3 Foreign Language II
___ PHYS 2064 University Physics II **OR** Clg Physics II
___ EDFN 2053 Child and Adolescent Development
TOTAL OF 17 HOURS

Semester 5

___ PHYS 3004 Intro. to Modern Physics
___ PHYS 4023 Thermodynamics
___ MATH 4013 Methods in Secondary Math
___ MATH 4883 Math for Secondary Teachers
___ EDFN 4123 Learning Thrs & Assmt Prac.
TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required tests

___ PHYS 4043 Intro. to Quantum Mechanics I
___ MATH 3003 Foundations of Geometry
___ PHYS xxxx Physics Elective**
___ PSCI 2013 Am Natl Govt or approved sub
___ SCED 3043 Sec Methods/Clssrm Mgmt (Spring)
TOTAL OF 15 HOURS

Semester 7

___ PHYS 3123 Electrical Circuits*
___ PHYS 3131 Electrical Circuits Lab*
___ EDFN 3083 Teaching Exceptional Learners
___ SCED 4523 Prac in Edu Gr 7-12 (Fall)
___ FINA 4011 Arts Engagement Series
___ FINA 3xx3 Fine Arts Choice
TOTAL OF 14 HOURS

Semester 8

___ EDFN 4403 Student Teaching Seminar
___ EDFN 4406 Student Teaching
___ EDFN 4416 Student Teaching II
TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 126

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Revised 7/1/2023

Social Studies (Grades 7-12)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
__CORE 1043 Composition I
__CORE 1023 Contemporary World
__CORE 1113 Survey of the Bible
__COMM1003 Fundamentals of Public Speaking
__CORE2243 History of World Societies

TOTAL OF 17 HOURS

Semester 2

__EDFN 1002 Intro to Education
__MATH 1033 Math for Liberal Arts
__CORE 1123 Interpreting the Bible
__HIST xxxx History Elective
__HIST 2023 Introduction to Historical Studies*
__SOCI 1003 Introduction to Sociology

TOTAL OF 17 HOURS

Semester 3

__CORE 2334 Scientific Inquiry
__HIST 2003 U.S. History to 1877
__EDFN 2003 Foundations of Education
__xxxx xxx3 Foreign Language I
__PSCI 2033 Arkansas Govt./Politics
__EDFN 2012 Instructional Technology

TOTAL OF 18 HOURS

Semester 4

__HIST xxx3 History Course
__HIST 2013 U.S. History since 1877
__GEOG xxx3 Geography Course
__xxxx xxx3 Foreign Language II
__EDFN 2053 Child & Adolescent Development
__KIN 2073 Health and Safety

TOTAL OF 18 HOURS

Semester 5

__CORE 3023 Scientific Connections
__HIST 4603 Research Seminar
__HIST 3523 Arkansas History (Fall)
__HIST3/4xx3 Approved World History course (Jr/Sr hrs)
__EDFN 3083 Teaching Exceptional Learners
__ECON 1013 Survey of Economics

TOTAL OF 18 HOURS

Semester 6 PRAXIS II Required test

__EDFN 4123 Learning Theories & Assessment Prct
__HIST 47x3 Topical Seminar (4703-4793)
__SCED 3043 Secondary Methods & Classroom Mgmt (Spring)
__GEOG xxx3 Geography course
__CORE 3xx3 Fine Arts Choice

TOTAL OF 15 HOURS

Semester 7

__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__SSCI 4103 Special Methods in Social Studies
__SOCI xxx3 Sociology Elective
__PSCI 2013 American National Government
__CORE 2233 World Literature
__FINA 4011 Arts Engagement Series

TOTAL OF 16 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 134

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

SECONDARY EDUCATION

Revised 7/1/2023

Drama (Theatre Arts) (Grades 7-12) (Entering Even Year)

Student Name: _____ ID# _____

Semester 1

- __ MATH 1033 Math for Liberal Arts
- __ CORE 1043 Composition I
- __ CORE 1113 Survey of the Bible
- __ COMM 1003 Fund'ls of Pub. Speaking
- __ EDFN 1002 Intro to Education
- __ THEA 1003 Introduction to the Theatre

TOTAL OF 17 HOURS

Semester 3

- __ CORE 2233 World Literature
- __ KIN 2073 Health and Safety
- __ PSCI 2013 Am Natl Govt or approved sub.
- __ THEA 1011 Theatre Practicum
- __ THEA 2013 Fundamentals of Stagecraft
- __ THEA 4013 Theatre History I (**FALL ODD YEAR**)

TOTAL OF 16 HOURS

Semester 5

- __ ENGL 4223 Shakespeare (Fall even years) **
- __ THEA 1011 Theatre Practicum
- __ THEA 4103 Creative Drama for Clrm Tchr (On Demand)
- __ EDFN 3083 Teaching Exceptional Learners
- __ CORE 2334 Scientific Inquiry
- __ xxxx xxx3 Foreign Language I

TOTAL OF 17 HOURS

Semester 7

- __ CORE 2243 History of World Societies
- __ SCED 4523 Prac in Edu Gr 7-12 (**Fall**)
- __ EDFN 4123 Learning Theories/Assessment Prac
- __ THEA 4063 Play Directing
- __ THEA 4011 Senior Theatre Practicum
- __ FINA 4011 Arts Engagement Series

TOTAL OF 14 HOURS

Semester 2

- __ CORE 1002 OBU Connections
- __ CORE 1023 Contemporary World
- __ CORE 1123 Interpreting the Bible
- __ CORE 1053 Composition II
- __ THEA 1042 Acting I
- __ EDFN 2003 Foundations of Education

TOTAL OF 16 HOURS

Semester 4

- __ EDFN 2012 Instructional Technology
- __ EDFN 2053 Child/Adolescent Development
- __ THEA 2003 Acting II
- __ THEA 4023 Theatre History II *
- __ THEA 2023 Fund'ls of Design
- __ THEA 4033 Dramatic Theory & Play Dev

TOTAL OF 17 HOURS

Semester 6 PRAXIS II- Required test

- __ CORE 3023 Scientific Connections
- __ THEA 1011 Theatre Practicum
- __ THEA 3091 Teaching Theatre in K-12 Clsrn
- __ THEA xxx3 Theatre Elective (Perform;Hist;Design)
- __ SCED3043 Secondary Methods & Clrm Mgt. (**Spring**)
- __ xxxx xxx3 Foreign Language II

TOTAL OF 14 HOURS

Semester 8

- __ EDFN 4403 Student Teaching Seminar
- __ EDFN 4406 Student Teaching I
- __ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*Theatre Arts Courses (Theatre History 1, 2 are offered every other year. Adjusted depending on the semester entering)
** Or choose one ENGL 4303 Studies in Drama or THEA 4053 American Drama.

Please see your advisor.

Total hours required for degree: 126

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

SECONDARY EDUCATION

Revised 7/1/2023

Drama (Theatre Arts) (Grades 7-12) (Entering Odd Year)

Student Name: _____ ID# _____

Semester 1

__ MATH 1033 Math for Liberal Arts
__ CORE 1043 Composition I
__ CORE 1113 Survey of the Bible
__ COMM 1003 Fund'ls of Pub. Speaking
__ EDFN 1002 Intro to Education
__ THEA 1003 Introduction to the Theatre

TOTAL OF 17 HOURS

Semester 2

__ CORE 1002 OBU Connections
__ CORE 1023 Contemporary World
__ CORE 1123 Interpreting the Bible
__ CORE 1053 Composition II
__ EDFN 2003 Foundations of Education
__ THEA 1042 Acting I

TOTAL OF 16 HOURS

Semester 3

__ CORE 2233 World Literature
__ KIN 2073 Health and Safety
__ EDFN 2012 Instructional Technology
__ PSCI 2013 Am Natl Govt or approved sub.
__ THEA 2013 Fundamentals of Stagecraft
__ THEA 1011 Theatre Practicum

TOTAL OF 15 HOURS

Semester 4

__ CORE 2243 History of World Societies
__ CORE 2334 Scientific Inquiry
__ EDFN 2053 Child/Adolescent Development
__ THEA 1011 Theatre Practicum
__ THEA 2003 Acting II
__ THEA 2023 Fund'ls of Design

TOTAL OF 17 HOURS

Semester 5

__ THEA 4013 Theatre History I (**FALL ODD YEAR**) *
__ THEA 1011 Theatre Practicum
__ THEA 4103 Creative Drama for Clrm Tchr (On Demand)
__ EDFN 3083 Teaching Exceptional Learners
__ CORE 3023 Scientific Connections
__ xxxx xxx3 Foreign Language I

TOTAL OF 16 HOURS

Semester 6 PRAXIS II - Required test

__ THEA 4033 Dramatic Theory & Play Dev
__ THEA xxx3 Theatre Elective (Perform;Hist;Design)
__ THEA 4023 Theatre History II *
__ SCED 3043 Secondary Methods & Clrm Mgt. (Spring)
__ xxxx xxx3 Foreign Language II

TOTAL OF 15 HOURS

Semester 7

__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ EDFN 4123 Learning Theories/Assessment Prac
__ THEA 3091 Teaching Theatre in K-12 Clrm(course by conf)
__ THEA 3003 Play Directing
__ THEA 4011 Senior Theatre Practicum
__ ENGL 4223 Shakespeare (Fall even years) **
__ FINA 4011 Arts Engagement Series

TOTAL OF 15 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*Theatre Arts Courses (Theatre History 1, 2 are offered every other year. Adjusted depending on the semester entering)

** Or choose one ENGL 4303 Studies in Drama or THEA 4053 American Drama.

Please see your advisor.

Total hours required for degree: 126



K-12 Licensure Education Programs

K-12
Licensure
Programs

Art
Kinesiology
Music
Speech Drama

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree

EDUCATION K-12

Revised 7/1/2023

ART (Grades K-12) (Entering Fall Even Year)

Student Name: _____ ID# _____

Semester 1

__ CORE 1012 OBU Connections
__ CORE 1113 Survey of the Bible
__ EDFN 1002 Intro to Education
__ ART 1003 Design I
__ ART 1013 Drawing I
__ ART 1043 Intro Digital

TOTAL OF 16 HOURS

Semester 3

__ MATH 1033 Math for Liberal Arts
__ CORE 2243 History of World Societies
__ CORE 1023 Contemporary World
__ ART 2023 Ceramics I
__ ART 2033 Painting I

TOTAL OF 15 HOURS

Semester 5

__ ART 3xx3 Choose Level Emphasis
__ ART 3043 Intro to Art History I
__ EDFN 3083 Teaching Exceptional Learners
__ KIN 2073 Health & Safety
__ xxxx xxx3 Foreign Language I

TOTAL OF 15 HOURS

Semester 7

__ SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ ART 2043 Sculpture
__ ART 4041 Senior Exhibit
__ EDFN 4123 Learning Theories & Assessment Prac
__ CORE 2233 World Lit
__ CORE 3023 Scientific Connections
__ FINA 4011 Arts Engagement Series

TOTAL OF 17 HOURS

Semester 2

__ EDFN 2053 Child & Adolescent Development
__ CORE 1123 Interpreting the Bible
__ ART 2003 Drawing II
__ ART 2123 Design II
__ EDFN 2003 Foundations of Education
__ CORE 1043 Composition I

TOTAL OF 18 HOURS

Semester 4

__ COMM1003 Fundamentals of Public Speaking
__ CORE 2334 Scientific Inquiry
__ ART 3053 Art History II
__ ART 3132 Elem/Meth Art Education
__ ART 2871 Sophomore Portfolio Workshop
__ PSCI 2013 Am Natl Govt or approved sub.

TOTAL OF 17 HOURS

Semester 6 PRAXIS II Required test

__ ART 4xx3 Choose Level Emphasis
__ ART 3103 Sec Meth Art Education
__ ART 3473 History Contemp/Mod
__ ART 4062 Senior Portfolio
__ xxxx xxx3 Foreign Language II
__ SCED 3043 Secondary Methods & Clsrm Mgt (Spring)

TOTAL OF 17 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*Fine Art Choice is satisfied by major

*Instructional Tech is addressed in the Intro Digital, Portfolio Workshop, Senior Portfolio and Senior Exhibition

*Composition II is satisfied in major with ART 3053 Art History II.

Please see your advisor

Total hours required for degree: 130

TEACHER Education

Bachelor of Arts Degree
EDUCATION K-12

Revised 7/1/2023

ART (Grades K-12) (Entering Fall Odd Year)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
__CORE 1113 Survey of the Bible
__EDFN 1002 Intro to Education
__ART 1003 Design I
__ART 1013 Drawing I
__ART 1043 Intro Digital

TOTAL OF 16 HOURS

Semester 2

__ART 2003 Drawing 2
__ART 2123 Design 2
__EDFN 2003 Foundations of Education
__EDFN 2053 Child & Adolescent Development
__CORE 1123 Bible Interp
__CORE 1043 Composition I

TOTAL OF 18 HOURS

Semester 3

__ART 2023 Ceramics I
__ART 2033 Painting I
__CORE 1023 Contemporary World
__KIN 2073 Health and Safety
__MATH 1033 Math for Liberal Arts

TOTAL OF 15 HOURS

Semester 4

__SPCM 1003 Fundamentals of Public Speaking
__ART 2871 Sophomore Portfolio Workshop
__ART 3053 Art History II
__ART 3132 Elem/Meth Art Education
__ART 3473 History Contemp/Mod
__CORE 2334 Scientific Inquiry

TOTAL OF 17 HOURS

Semester 5

__ART 3xx3 Choose Level Emphasis
__ART 3043 Intro to Art History I
__PSCI 2013 Am Natl Govt or approved sub.
__xxxx xxx3 Foreign Language I
__CORE 2243 History of World Societies
__EDFN 3083 Teaching Exceptional Learners

TOTAL OF 18 HOURS

Semester 6 PRAXIS II Required test

__ART 4xx3 Choose Level Emphasis
__ART 3103 Sec Meth Art Education
__ART 4062 Senior Portfolio
__xxxx xxx3 Foreign Language II
__SCED 3043 Sec Meth/Classroom (Spring)
__CORE 3023 Scientific Connections

TOTAL OF 17 HOURS

Semester 7

__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__ART 2043 Sculpture
__ART 4041 Senior Exhibition
__EDFN 4123 Learning Theories & Assessment Prac
__CORE 2233 World Literature
__FINA 4011 Arts Engagement Series

TOTAL OF 14 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

*Fine Art Choice is satisfied by major

*Instructional Tech is addressed in the Intro Digital, Portfolio Workshop, Senior Portfolio and Senior Exhibition

*Composition II is satisfied in major with ART 3053 Art History II.

Please see your advisor

Total hours required for degree: 130

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
EDUCATION K-12

Revised 7/1/2023

Drama/Speech (Grades K-12) (Entering Fall Even Year)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
__CORE 1043 Composition I
__MATH 1033 Math for Liberal Arts
__CORE 1113 Survey of the Bible
__EDFN 1002 Intro to Education
__THEA 1003 Introduction to the Theatre

TOTAL OF 16 HOURS

Semester 2

__CORE 1023 Contemporary World
__CORE 1053 Composition II
__CORE 1123 Interpreting the Bible
__CORE 2334 Scientific Inquiry
__COMM1033 Intro to Mass Communication
__THEA 1042 Acting I

TOTAL OF 18 HOURS

Semester 3

__EDFN 2003 Foundations of Education
__EDFN 2012 Instructional Technology
__xxxx xxx3 Foreign Language I
__CORE 2233 World Literature
__COMM 2043 Small Group Communication
__THEA 2013 Fundamentals of Stagecraft

TOTAL OF 17 HOURS

Semester 4

__THEA 2003 Acting II
__EDFN 2053 Child/Adolescent Development
__COMM1003 Fundamentals of Public Speaking
__xxxx xxx3 Foreign Language II
__CORE 2243 History of World Societies

TOTAL OF 15 HOURS

Semester 5

__THEA 4013 Theatre History I
__THEA 1011 Theatre Practicum
__COMM3091 Tchg Speech in K-12 Clsrm (course by conf)
__PSCI 2013 Am Natl Govt or approved sub.
__EDFN 4123 Learning Theories/Assessment Prac
__EDFN 3083 Tchg Expl Learners

TOTAL OF 14 HOURS

Semester 6 PRAXIS II- Required tests

__CORE 3023 Scientific Connections
__COMM3073 Argumentation & Debate
__COMM3033 Interpersonal Communication
__SCED 3043 Secondary Methods & Clrm Mgt (Spring)
__THEA 4023 Theatre History II
__THEA 1011 Theatre Practicum

TOTAL OF 16 HOURS

Semester 7

__KIN 2073 Health & Safety
__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__THEA 3091 Teaching Theatre in K-12 Clsrm (course by conf)
__THEA 4063 Play Directing
__FINA 4011 Arts Engagement Series
__THEA 4103 Creative Drama for Clrm Tchr (course by conf)

TOTAL OF 15 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 125

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Arts Degree
EDUCATION K-12

Revised 7/1/2023

Drama/Speech (Grades K-12) (Entering Fall Odd Year)

Student Name: _____ ID# _____

Semester 1

__CORE 1012 OBU Connections
__CORE 1043 Composition I
__MATH 1033 Math for Liberal Arts
__CORE 1113 Survey of the Bible
__EDFN 1002 Intro to Education
__THEA 1003 Introduction to the Theatre

TOTAL OF 16 HOURS

Semester 3

__EDFN 2003 Foundations of Education
__CORE 2233 World Literature
__xxxx xxx3 Foreign Language I
__THEA 2013 Fundamentals of Stagecraft
__COMM2043 Small Group Communication

TOTAL OF 15 HOURS

Semester 5

__THEA 1011 Theatre Practicum
__THEA 4013 Theatre History I (**FALL ODD YEAR**)
__EDFN 4123 Learning Theories/Assessment Prac
__COMM3073 Argumentation & Debate
__CORE 2334 Scientific Inquiry
__EDFN 3083 Teaching Exceptional Learners

TOTAL OF 15 HOURS

Semester 7

__CORE 4031 Senior Seminar
__THEA 3091 Teaching Theatre in K-12 Clsm (course by conf)
__THEA 1011 Theatre Practicum
__THEA 4103 Creative Drama for Clrm Tchr (course by conf)
__THEA 4063 Play Directing
__SCED 4523 Prac in Edu Gr 7-12 (**Fall**)
__FINA 4011 Arts Engagement Series
__KIN 2073 Health & Safety

TOTAL OF 16 HOURS

Semester 2

__CORE 1023 Contemporary World
__COMM 1033 Intro to Mass Communication
__CORE 1123 Interpreting the Bible
__CORE 1053 Composition II
__THEA 1042 Acting I
__PSCI 2013 Am Natl Govt or approved sub.

TOTAL OF 17 HOURS

Semester 4

__CORE 2243 History of World Societies
__EDFN 2053 Child/Adolescent Development
__COMM1003 Fundamentals of Public Speaking
__xxxx xxx3 Foreign Language II
__THEA 2003 Acting II

TOTAL OF 15 HOURS

Semester 6 PRAXIS II - Required tests

__CORE 3023 Scientific Connections
__COMM3033 Interpersonal Communication
__COMM3091 Tchng Speech in K-12 Clsm (course by conf)
__SCED 3043 Secondary Methods & Clrm Mgt. (**Spring**)
__THEA 4023 Theatre History II
__EDFN 2012 Instructional Technology

TOTAL OF 16 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching I

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 125

TEACHER Education

Bachelor of Arts Degree

Department of Kinesiology

Physical Education, Health

Revised 7/1/2023

Kinesiology Teaching Emphasis (Grades K-12)

Student Name: _____ ID# _____

Semester 1

__CORE 1002 OBU Connections
__CORE 1043 Composition I
__MATH 1033 Math for Liberal Arts
__CORE 1113 Survey of the Bible
__KIN 1003 Foundations of Kinesiology & Leisure St.
__EDFN 1002 Intro in Education

TOTAL OF 16 HOURS

Semester 3

__COMM 1003 Fundamentals of Public Speaking
__PSCI 2013 Am Natl Govt or approved sub.
__EDFN 2003 Foundations of Education
__CORE 2233 World Literature
__DIET 2043 Sports Nutr or DIET3053 Nutrition
__KIN 2213 Methods of Indiv Act

TOTAL OF 18 HOURS

Semester 5

__FINA 3xx3 Fine Arts Choice
__xxxx xxx3 Foreign Language I
__EDFN 4123 Learning Theories & Assessment Prac_
__EDFN 3083 Teaching Exceptional Learners
__KIN 2182 Mths/Rhyth Gmes,Gymstcs&Plygrd Act*
__CORE 3023 Scientific Connections

TOTAL OF 17 HOURS

Semester 7

__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__KIN 4073 Meth/Eval of Physical Education
__KIN 4013 Org/Admin. Of KIN/LST Programs
__KIN 4043 Biomechanical Analysis
__FINA 4011 Arts Engagement Series
__KIN 2223 Methods of Team Act
__SOCI 3033 Sociology of Family

TOTAL OF 19 HOURS

Semester 2

__KIN 2073 Health & Safety
__CORE 1023 Contemporary World
__CORE 1123 Interpreting the Bible
__CORE 2053 Composition II
__KIN 1113 Fundamental Motor Development
__PSYC 1013 Gen. Psych or KIN 2063 Drug Education

TOTAL OF 18 HOURS

Semester 4

__CORE 2243 History of World Societies
__CORE 2334 Scientific Inquiry
__KIN 2093 Structural Basis of Human Movmt
__EDFN 2053 Child & Adolescent Development
__EDFN 2012 Instructional Technology
__KIN 3003 M & M In Health Education (On Demand)

TOTAL OF 18 HOURS

Semester PRAXIS II - Required test

__SCED 3043 Secondary Methods & Clrm Mgt (Spring)
__xxxx xxx3 Foreign Language II
__KIN 3013 Care & Prevention of Injuries
__KIN 3023 Physiology of Exercise
__KIN 3073 Adapted KIN/LST Mthds
__KIN 3002 Health & Fitness for Children*

TOTAL OF 17 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 138

Quachita Baptist University 2023-2024

TEACHER Education

Bachelor of Music Education

Revised 7/1/2023

Music Education – Vocal/Choral (Grades K-12)

Student Name: _____ ID# _____

Semester 1

__MUAP 1070 Performing Arts Class
__MUAP 1271 Vocal Diction I
__MUAP 1xx2 Principal Applied
__MUAP 1xx1 Secondary Applied
__MUEN 1xx0.5 Ensemble (.5-1)
__MUEN 1xx0.5 Ensemble (.5-1)
__CORE 1012 OBU Connections
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MATH xxx3 Math
__MUTH1000.5 Intro to Music Technology

TOTAL OF 16.5HOURS

Semester 2

__MUAP 1070 Performing Arts Class
__MUTH 1002 Aural Skills I
__MUTH 1022 Theory I
__MUAP 1371 Vocal Diction II
__MUAP 1xx2 Principal Applied
__MUAP 1xx1 Secondary Applied
__MUED 1021 Intro to Music Education
__CORE 1123 Interpreting the Bible
__CORE 1023 Contemporary World
__MUEN 1xx0.5 Ensemble
__MUED 1xx0.5 Ensemble
__MUAP 1080.5 Piano Seminar (Piano Principals)

TOTAL OF 16.5 HOURS

Semester 3

__MUAP 1070 Performing Arts Class
__MUTH 1012 Aural Skills II
__MUTH 1032 Theory II
__MUAP 2xx2 Principal Applied
__MUAP 2xx1 Secondary Applied
__MUSC 3223 Survey of Music History
__EDFN 2003 Foundations of Education
__CORE 2243 History of World Societies
__MUED 1xx0.5 Ensemble (.5-1)
__MUED 1xx0.5 Ensemble
__MUAP 1080.5 Piano Seminar (Piano Principals)

TOTAL OF 17.5 HOURS

Semester 4

__MUAP 1070 Performing Arts Class
__MUTH 2042 Aural Skills III
__MUTH 2062 Theory III
__MUAP 2xx2 Principal Applied
__MUAP 2xx1 Secondary Applied
__EDFN 2053 Child & Adol Dev
__MUHL 3233 History of Western Music I
__KIN 2073 Health & Safety
__MUEN 1xx0.5 Ensemble (.5-1)
__MUEN 1xx0.5 Ensemble
__MUAP 1080.5 Piano Seminar (Piano Principals)

TOTAL OF 17.5 HOURS

Semester 5 PRAXIS II - Required test

__MUAP 1070 Performing Arts Class
__MUTH 2052 Aural Skills IV
__MUED 3101 Choral Cond. I
__MUAP 3xx2 Principal Applied
__MUED 3092 Elem. Music Methods
__MUEN 2072 Theory IV
__xxxx xxx3 Foreign Language I
__MUSC 3243 History of Western Music II
__MUEN 1xx0.5 Ensemble (.5-1)
__MUAP 1080.5 Piano Seminar (Piano Principals)
__CORE 2233 World Literature
__MUEN 1xx0.5 Ensemble

TOTAL OF 19.5 HOURS

Semester 6

__MUAP 1070 Performing Arts Class
__MUED 3011 Instrumental Perspectives
__MUED 3201 Choral Cond. II
__MUED 3113 Secondary Choral Methods
__MUAP 3xx2 Principal Applied
__xxxx xxx3 Foreign Language II
__PSCI 2013 Am Natl Govt or approved sub.
__CORE 2334 Scientific Inquiry*
__MUEN 1xx0.5 Ensemble (.5-1)
__MUAP 1080.5 Piano Seminar (Piano Principals)

TOTAL OF 18 HOURS

(CONTINUED)

Semester 7

__ CORE 3023 Scientific Connections
__ MUAP 1070 Performing Arts Class
__ MUEN 1xx0.5 Ensemble (.5-1)
__ MUSC 4272 Choral Lit
__ EDFN 3083 Teaching Exceptional Learners
__ MUAP xxx2 Principal Applied
__ MUAP 1080.5 Piano Seminar (Piano Principals)
__ MUED 4132 Vocal Pedagogy
__ MUAP 4040 Senior Recital
__ FINA 4011 Arts Engagement Series
__ EDFN 4123 Learning Theories & Assessment Prac
__ SCED 4523 Practicum in Education 7-12

TOTAL OF 20 HOURS

Semester 8

__ EDFN 4403 Student Teaching Seminar
__ EDFN 4406 Student Teaching I
__ EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 139.5

Ouachita Baptist University 2023-2024

TEACHER Education

Bachelor of Music Education

Revised 7/1/2023

Music Education – Instrumental (Grades K-12)

Student Name: _____ ID# _____

Semester 1

__MUAP 1070 Performing Arts Class
__MATH xxx3 Math
__MUED 1xx0.5 Ensemble
__MUAP 1xx2 Principal Applied
__MUAP xxx1 Secondary Applied
__MUAP 20x0.5 Instrumental Seminar
__MUEN 1120.5 Marching Band
__CORE 1012 OBU Connections
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MUTH 1000.5 Intro to Music Technology

TOTAL OF 16 HOURS

Semester 2

__MUAP 1070 Performing Arts Class
__MUTH 1002 Aural Skills I
__MUTH 1022 Theory I
__MUAP 1xx2 Principal Applied
__MUAP xxx1 Secondary Applied
__MUAP 20x0.5 Instrumental Seminar
__MUEN 1xx0.5 Ensemble
__MUED 1xx0.5 Ensemble
__MUED 1021 Intro to Music Education
__CORE 1123 Interpreting the Bible
__CORE 1023 Contemporary World
__KIN 2073 Health & Safety

TOTAL OF 18.5 HOURS

Semester 3

__MUAP 1070 Performing Arts Class
__MUTH 1012 Aural Skills II
__MUTH 1032 Theory II
__MUAP 2xx2 Principal Applied
__MUAP 2xx1 Secondary Applied
__MUAP 20x0.5 Instrumental Seminar
__MUED 1xxx.5 Ensemble
__MUED 3031 Brass Methods
__MUEN 1120.5 Marching Band
__EDFN 2003 Foundations of Education
__MUSC 3223 Survey of Music History
__CORE 2233 World Literature

TOTAL OF 18.5 HOURS

Semester 4

__MUAP 1070 Performing Arts Class
__MUTH 2042 Aural Skills III
__MUTH 2062 Theory III
__MUAP 2xx2 Principal Applied
__MUAP 2xx1 Secondary Applied
__MUEN 1xx0.5 Ensemble
__MUED 3161 Percussion Methods
__MUAP 20x0.5 Instrumental Seminar
__MUSC 3233 History of Western Music I
__CORE 2243 History of World Societies
__CORE 2334 Scientific Inquiry
__MUEN 1xx0.5 Ensemble

TOTAL OF 19.5 HOURS

Semester 5 PRAXIS II - Required test

__MUAP 1070 Performing Arts Class
__MUAP 3xx2 Principal Applied
__MUAP 20x0.5 Instrumental Seminar
__MUEN 1120.5 Marching Band
__MUED 3021 Woodwind Meth 1
__MUED 3121 Inst. Cond. I
__MUED 3092 Elem Music Meth/Mat
__MUED 1xxx.5 Ensemble
__MUHL 3243 History of Western Music II
__xxxx xxx3 Foreign Language I
__MUTH 2052 Aural Skills IV
__MUTH 2072 Theory IV

TOTAL OF 17.5 HOURS

Semester 6

__MUAP 1070 Performing Arts Class
__MUAP 3xx2 Principal Applied
__MUAP 20x0.5 Instrumental Seminar
__MUEN 1xx0.5 Ensemble
__MUEN 1xx0.5 Ensemble
__MUED 3081 Woodwind Methods 2
__MUED 3221 Inst. Cond. II
__MUED 3001 Vocal Perspectives
__MUED 4153 Secondary Instrumental Methods
__xxxx xxx3 Foreign Language II
__EDFN 2053 Child & Adolescent Dev

TOTAL OF 15.5 HOURS

(CONTINUED)

Semester 7

__MUAP 1070 Performing Arts Class
__MUAP 4x2 Principal Applied
__MUAP 20x0.5 Instrumental Seminar
__MUEN 1120.5 Marching Band
__MUEN 1x0.5 Ensemble
__MUED 3041 String Methods
__CORE 3023 Scientific Connections
__EDFN 3083 Teaching Exceptional Learners
__PSCI 2013 Am Natl Govt or approved sub.
__FINA 4011 Arts Engagement Series
__EDFN 4123 Learning Theories/Assessment Prac
__MUAP 4040 Senior Recital
__SCED 4523 Practicum in Education 7-12

TOTAL OF 20.5 HOURS

Semester 8

__EDFN 4403 Student Teaching Seminar
__EDFN 4406 Student Teaching I
__EDFN 4416 Student Teaching II

TOTAL OF 15 HOURS

Please see your advisor.

Total hours required for degree: 138.5

Ouachita Baptist University
Teacher Education

Endorsements and Minors

Education majors do not need an endorsement or a minor to meet the hour requirements for graduation. However, some candidates desire to add to their degrees and areas of licensure.

The endorsements and minors available in the School of Education are below:

Elementary Education 3-4-year-old Endorsement

Requirements: Total of 12 hours

ECED 2103 Foundations of Early Childhood Education (Fall only)

ECED 3123 Techniques & Assessment for Early Childhood (Spring only)

ECED 4033 Curriculum Principles for Early Childhood Classrooms (Fall only)

ECED 4043 Practicum in Early Childhood Education and Classroom Management (Spring only)

English as a Second Language Endorsement

Note: 2043, 3043, 3053, 4043 should be taken in series if a student wishes to be qualified to teach English as a Second Language. 3053 is a prerequisite for 4043, both of which must be the final two courses in sequence.

~~2043. Teaching Students from Multilingual and Diverse Backgrounds.~~

~~—— Online Fall 1 term. Also listed as EDFN 2043 as a Face to Face course Spring term.~~

~~3043. Second Language Acquisition.~~

~~—— Online Fall 2 term. Also listed as EDFN 3043 and MSSN 3043.~~

~~3053. Methods of Teaching English as a Second Language.~~

~~—— Online Spring 1 term. Also listed as EDFN 3053 and MSSN 3053. Prerequisites: INTL 2043 and INTL~~

~~4043. Second Language Assessment.~~

~~—— Online Spring 2 term. Also listed as EDFN 4043. Prerequisites: INTL 2043 and INTL 3043.~~

Special Education Endorsement

SPED K-12, SPED Resource ELED K-6, SPED Resource 7-12

SPED 3083 Teaching Exceptional Learners

Fall; Prerequisite: Admission to Teacher Education or permission by the dean.

(cross-listed as EDFN 3083 Teaching Exceptional Learners)

SPED 3093 Classroom and Behavior Management

Fall; Prerequisite: Admission to Teacher Education or permission from the dean.

SPED 4003 Assessment and Differentiation of Diverse Learners

Spring; Prerequisite: Admission to Teacher Education; SPED 3083 and SPED 3093 or permission from the Dean.

SPED 4013 Instructional Programming for Diverse Learners

Spring. Prerequisite: Admission to Teacher Education; SPED 3083, SPED 3093 or permission from the Dean.

Coaching Endorsement

Option 1: Must hold a Secondary certification in Physical Education.

Option 2: Must hold a Secondary Education License (any teaching field), in addition, the following courses:

KIN 1003 Foundations of Kinesiology and Leisure Studies;

KIN 1113 Fundamental Motor Development;

KIN 2093 Structural Basis of Human Movement;

KIN 3013 Care and Prevention of Injuries;

KIN 3023 Physiology of Exercise;

KIN 4013 Organization and Administration of HPER Programs;

and choose one course from KIN 2213 or KIN 2223

Option 3: Hold a Current Teaching License (any teaching field) and be credentialed through the AAA-NFHS Coaches Education Program (www.ahsaa.org/docs/Teacher-CoachCredentialsForm.pdf)

Education Studies Minor

Ouachita's Education Studies Minor (19 hours, including 6 jr/sr. hours), which may be taken with any major, is designed to provide a greater understanding of the teaching field in general as well as specific information regarding such areas as teaching strategies, classroom management, and student diversity. A combination of the following classes that meets the hourly requirements is appropriate for an education studies minor.

Required:

EDFN 1002 Introduction to Education

EDFN 2012 Instructional Technology

EDFN 2003 Foundations of Education

EDFN 2043 Teaching Students from Multilingual and Diverse Backgrounds

EDFN 2053 Child and Adolescent Development

MSED/SCED 3043 Middle School/Secondary Methods and Classroom Management

EDFN 4083 Teaching Exceptional Learners

Additional/optional courses:

ELED/MSED 2033 Reading: Children's Literature

Or an Approved course by Dean or Director of Teacher Education

Minors in Department of Kinesiology

2016 Requirements for minor in COACHING: (21 hours)

KIN 1003 Foundations of Kinesiology and Leisure Studies
KIN 1113 Fundamental Motor Development
KIN 2093 Structural Basis of Human Movement
KIN 3013 Care and Prevention of Injuries
KIN 3023 Physiology of Exercise
KIN 4013 Organization and Administration of HPER Programs
And choose one course from KIN 2213 or KIN 2223

2018 Requirements for minor in RECREATION AND SPORTS MINISTRY: (21hours)

KIN 3013 Care and Prevention of Injuries
LST 3013 Program Design and Management
LST 3023 Outdoor Adventure
THEO 1003 Spiritual Formation
CHMN 1023 Introduction to Christian Ministry
CHMN 4323 Ministry Recreation
And choose one course from KIN 2213 or KIN 2223

2018 Requirements for a minor in RECREATION AND SPORTS ADMINISTRATION: (21 hours)

LST 3013 Program Design and Management
LST 3023 Outdoor Adventure
KIN 3013 Care and Prevention of Injuries
KIN 3073 Adapted Methods
KIN 4013 Organization and Administration of HPER Programs
And choose one course from KIN 2213 or KIN 2223.
KIN xxx3 Department choice

2018 Requirements for minor in EXERCISE SCIENCE: (21 hours)

KIN 1003 Foundations of Kinesiology & Leisure Studies
KIN 1113 Fundamental Motor Development
KIN 2093 Structural Basis of Human Movement
KIN 2903 Methods of Strength Training and Conditioning
KIN 3023 Physiology of Exercise
KIN 3073 Adapted Methods
KIN 4033 Exercise Prescription and Testing



GATE 1- Admission to Teacher Education

Gate 1

Admission
To
Teacher Education

and

Progress
Through the Program

GATE 1 ADMISSION TO TEACHER EDUCATION AND PROGRESS THROUGH THE PROGRAM

High standards for entering and completing the Teacher Education Program are maintained. The Director of Teacher Education and Office of the Dean of the Michael D. Huckabee School of Education begin and continue the development of the record of each applicant based on data collected throughout the participation of a candidate in the teacher education program.

The pre-service candidate must **successfully pass through four gates** in order to graduate and qualify for an initial teaching license. The data collected prior to each gate is presented to the Teacher Education Council. The Council approves, disapproves, or postpones admission of candidates to the appropriate gate.

A candidate who is denied admission to the next gate may apply again after completing and removing the deficiencies stated by the Teacher Education Council.

Candidates must be admitted to the Teacher Education Program and meet criteria at each gate to take additional professional courses and to remain in the program. The application for Admission to Teacher Education, Gate 1, and the recommendation form are on the next pages followed by the other three gates and the criteria for each to complete the program.



Gate 1
(Generally during the Sophomore Year)

Admission Requirements for Teacher Education

Candidates must have and maintain 2.7 cumulative GPA on a 4.0 scale for admission and must maintain no grade lower than a “C” in the professional education courses.

In addition, candidates must **earn a grade of C or better** in the following:

- Composition I
- Approved Math Course
- EDFN 2003 Foundations of Education
- Grade of “C” in all other professional courses attempted to date

- And begin to collect items for the Education Portfolio during the Foundations class
- *Receive a positive recommendation from Faculty Advisor.
- *Receive two additional positive recommendations from faculty. (Faculty may be from inside or outside of the unit) The forms that will be completed include items about professional dispositions.
- Complete a self-assessment (Dispositions) which covers the same items as the faculty recommendation form.
- Submit the Application and a copy of the “Why I Want to Be a Teacher” essay to the Licensure Officer McC311.
- Submit a copy of an unofficial transcript with the Application and essay on MOODLE.
- The Director of Teacher Education will check for clearance with the Dean of Students.

*Sent directly to the Licensure Officer McC311 or OBU Box 3789.

NOTE: When the application is complete, the Office of Student Services will be contacted for concerns from their office, and the Teacher Education Council has agreed to admit the candidate to the Teacher Education program, the candidate will receive a letter from the Director of Teacher Education.

**Ouachita Baptist University Teacher Education
Admission to the Teacher Education Program**

Self or Faculty Recommendation Form–

Please Send Email to poolr@obu.edu or ashcraftg@obu.edu

Name of Candidate _____ Date _____

Faculty Information

Name of faculty member reporting _____

In what capacity have you worked with this student? _____

Please rate the student listed above by placing an X in the appropriate box. Your rating is one of several criteria used to determine whether or not the student will be admitted to the Teacher Education Program.

| | Needs Improvement: minimal evidence of understanding and commitment to the disposition | Developing: some evidence of understanding and commitment to the disposition | Meets Expectations: considerable evidence of understanding and commitment to the disposition |
|--|---|---|---|
| 1. Demonstrates Effective Oral Communication Skills (Appropriate Language, Correct Grammar, Participates in Discussion) | | | |
| 2. Demonstrates Effective Written Communication Skills (Respectful, Positive, Spelling, Grammar) | | | |
| 3. Demonstrates professionalism (Responds promptly, Punctual, Attendance, Ethical, Work Well in Groups) | | | |
| 4. Demonstrates a positive and enthusiastic attitude (Seeks solutions, Suggests ideas, Find Ways to be Positive) | | | |
| 5. Demonstrates preparedness in teaching and learning (Accepts feedback, Adjust from experience, Prepared for class) | | | |
| 6. Exhibits an appreciation of and value for cultural and academic diversity (Embraces diversity, Inclusive, Zero Tolerance for bullying) | | | |
| 7. Collaborates effectively with stakeholders (Flexible, Respectful, Shares ideas with others) | | | |
| 8. Demonstrates self-regulated learner behaviors/takes initiative (Recognizes weaknesses, Seeks out help, researches solutions) | | | |
| 9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (Maturity, perseverance, resilient, empathy toward others) | | | |

NOTE: Please do not send the completed form to candidate. Please email to poolr@obu.edu or ashcraftg@obu.edu

Faculty Signature _____ Date _____

Field Experiences

An essential component of the Teacher Education Program is the application of knowledge, research, and theory in public school classrooms. The program provides three levels of field experiences with increasing complexity and participation.

Field Experience in schools begins in the EDFN 1002 Introduction to Education with approximately **5** hours observations during the semester. In EDFN 2003 Foundations of Education course, each candidate observes approximately **15** hours during the semester in classrooms in at least three developmental levels. Candidates write reflections about their observations as a means of processing what they are learning.

As you continue through the program you will have other field experiences: For example, in ECED 4043 Practicum in Elementary Education and Classroom Management, SCED 4523 Practicum in Education Grades 7-12 and MSED 4523 Practicum in Education Grades 4-8 each have **50** hours. Candidates in these courses are assigned to a teacher for approximately five hours each week. A variety of small and large group teaching opportunities are provided throughout the experience.

In addition to the opportunities described above, many courses have specific field experiences that are a part of the curriculum. These range from one-on-one and small-group instruction to team-teaching with whole groups of students. Some classes present Family Night activities in the local schools. Some assist with volunteer opportunities such as Special Olympics, as well as assist in community and church functions for children and youth.

Through the field experience opportunities, candidates begin to reflect on their own teaching and professional practices. Reflections at this level represent the ability of candidates to analyze the lesson, and to assess the degree to which students have mastered the content. Candidates learn to suggest improvements or modifications that would improve student learning.

The Professional Semester with the Student Teaching experience includes placements in the public schools and the Student Teaching Seminar course. During the semester, each candidate completes a minimum of two placements of approximately equal length covering the range of ages and grades they will be licensed to teach. Candidates adhere to the schedule of the cooperating teacher, attend faculty meetings, staff development workshops, parent-teacher conferences, and other professional assignments. At this level, reflections provide the framework for continuous growth and development. They address all aspects of instruction and professional responsibility. The ability of candidates to identify the needs for change in disposition, or the need for acquisition of knowledge or skill, is assessed during the student teaching semester.

Dress Code for All Field Experiences

While the university classroom environment allows pre-service teachers to dress with flexibility, **the public-school classroom environment demands that candidates dress professionally**. Presenting oneself as an authority figure in the classroom requires confidence, assertiveness, and clothing that can distinguish pre-service teachers/candidates from the students with whom they work. The following guidelines for appropriate appearance in the public school are **drawn from local school dress codes and expectations. The dress code is in effect and applicable to all field experiences.**

Ouachita Baptist University *Teacher Education*

PROFESSIONAL DRESS FOR OBU STUDENTS IN FIELD EXPERIENCES and STUDENT TEACHERS

Appropriate Professional Attire:

Clean, neat, and modest

(Clothing that is neither too tight nor too baggy)

Dress shirt and dress slacks, such as Khakis/Black pants

Dresses/skirts (at least to knee)

Sweaters or blouses

Comfortable Dress Shoes (not athletic)

Hair well groomed

Cosmetics – conservative

Conservative Jewelry

No visible tattoos

Please none of the following:

No Leggings

No shorts, sweats, wind suits, BLUE jeans, T-Shirts

No mini-skirts (You may be sitting on the floor)

No midriffs – (Shirts should cover all tummy & back skin while sitting, standing or reaching)

No bare shoulder tops

No low-cut shirts/blouses (Lean over in front of a mirror to check)

No sleeveless shirts/blouses

No slogans or suggestive graphics

No flip-flops

No caps

No tongue, nose, chin, navel, eyebrow, or lip piercings

No nose or eyebrow jewelry.

If there are tattoos, they must be covered.

Lesson Planning and Reflection Rubric

Lesson Planning
And
Reflection Rubric

Cuachita Baptist University
Teacher Education

Design for Instruction: Lesson Plan Rubric

Name _____

Date _____

Lesson _____

Score _____

| Criteria | Ineffective 1 | Progressing 2 | Effective 3 | Target Elements |
|--|---|---|---|---|
| Arkansas Curriculum Standards Appropriate Arkansas Frameworks/standards are included on the plan including appropriate code and description. 1a, 1e | Curriculum standards noted are inappropriate or omitted. | Curriculum standards noted are acceptable, but not representative of all objectives. | Curriculum standards noted are most appropriate and representative of all objectives. | |
| | 1 | 2 | 3 | |
| Objectives/ Observable learner objectives are included on the plan. *measurable*action verbs*evidence* 1a, 1c, 1e, 3a | Objective(s) unclear OR target elements not included. | Objective(s) clearly stated and 2-3 target elements included. | Objective(s) clearly stated using measurable action verbs that can be assessed /ALL target elements included. | __Audience __Behavior __Condition __Degree Use wording from the standard. |
| | 1 | 2 | 3 | |
| Arkansas Teaching Standards Identify which of the ten standards for teachers are addressed in the lesson 1a | Teaching standards noted are not appropriate or omitted. | Teaching standards noted are acceptable. | Teaching standards noted are most appropriate. | |
| | 1 | 2 | 3 | |
| Materials/Resources/Technology All necessary materials and resources for the lesson are included in the plan. 1a, 1d | Materials/resources/technology are inappropriate OR several necessary materials/resources are excluded from the list. | Materials/resources/technology are appropriate and include student materials OR professional resources. | Materials/resources/technology list is all-inclusive, appropriate, and includes both student materials and professional resources. | |
| | 1 | 2 | 3 | |
| Introduction Plan includes a clear introduction that builds on or establishes students' prior knowledge. 2a, 2b, 3a, 3c | Introduction does not include target elements. | Introduction includes 1-2 target elements. | Introduction includes all target elements: links to prior knowledge, captures students' attention, establishes purpose of the lesson. | __Links to prior Knowledge __Captures students' attention __Establishes purpose of lesson |

| Criteria | Ineffective 1 | Progressing 2 | Effective 3 | Target Elements |
|---|---|---|---|---|
| Procedures Plan includes procedures that the teacher will implement to ensure student learning. *multiple intelligences* 2c, 3a, 3b, 3c, 3d | Procedures include one teaching method that may be appropriate for some students. | Procedures include at least two teaching methods that seek to ensure learning for most students, but lacks variation in strategies. | Procedures include three or more varied teaching methods that seek to ensure learning for all students. | __direct instruction __questioning __discussion/debate __cooperative learning __simulation __concept formation |
| | 1 | 2 | 3 | |
| Culmination Plan explains the closure of the lesson. 1e, 3a, 3c, 3d | Culmination does not include target elements. | Culmination includes 1 target element. | Closure clearly and appropriately ties the lesson together using both target elements. | __Review objectives __Connected lesson to future learning |
| | 1 | 2 | 3 | |
| Assessment Plan includes assessment(s) that match objectives. 1f, 3b, 3d | Assessment and objectives are not aligned. Assessment samples are inappropriate or omitted. | Not all assessments and objectives are aligned. Assessment samples included are acceptable. | All assessments are aligned with objectives. All assessment samples are included and most appropriate. | __What exactly are assessing? __How will you score: Rubric? Key? Scoring Guide? Checklist? __What degree of accuracy? |
| | 1 | 2 | 3 | |
| Depth of Knowledge Questions (highlight and label questions as DOK 1, 2, 3) 1c, 2b, 3b, 3e | No DOK questions or only a Level 1 question included in the lesson | Plan includes at least one DOK Level 1 and Level 2 question. | Plan includes at least one question from each DOK Level. | __Level 1: Recall __Level 2: Skills & Concepts __Level 3: Strategic Thinking Label and highlight in design for instruction |
| | 1 | 2 | 3 | |
| Accommodations Plan considers necessary adjustments that need to be made for learners with special needs. 1b, 1d, 2e, 3e, 4b | Plan lacks appropriate accommodation strategies for learners with special needs. | Plan includes acceptable accommodation strategies for learners with special needs. | Plan includes most appropriate accommodation strategies for learners with special needs. | |

[Scores of 24 -30 are passing; below 24, students must redo the lesson plan. This is an 80% passing rate.]

Revised 1/23/2023

Cuachita Baptist University
Teacher Education

Lesson Reflection Scoring Guide

Name _____ Date _____ Score _____

**4 C Lesson Reflection
Scoring Guide**

A Competent Educator:

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| Domain 1: CREATES | | | | | | | | |
| Reflection is written in a scholarly fashion. It discusses aspects of the experience relevant to teaching and learning describing various techniques and strategies used to deliver instruction. Reflection shows a sense of responsibility for the successful and less successful components of the lesson and gives possible strategies for improvement. | | | | | | | | |
| 1 | * | 2 | * | 3 | * | 4 | * | 5 |
| Domain 2: CARES | | | | | | | | |
| Reflection incorporates evidence of how students were treated with respect and dignity and/or how the development of the relationship between the student(s) and teacher was enhanced. | | | | | | | | |
| 1 | * | 2 | * | 3 | * | 4 | * | 5 |
| Domain 3: COMMUNICATES | | | | | | | | |
| Reflection includes elements and/or strategies used to communicate expectations for learning, questioning and discussion strategies, and methods used to engage students in learning. Reflection also addresses the use and effectiveness of assessment in the lesson. | | | | | | | | |
| 1 | * | 2 | * | 3 | * | 4 | * | 5 |
| Domain 4: COLLABORATES | | | | | | | | |
| Reflection explains the role he/she played in the teaching and learning process in relation to the cooperating teacher, other group members and how various resources or tools facilitated the lesson. | | | | | | | | |
| 1 | * | 2 | * | 3 | * | 4 | * | 5 |

Comments:

GATE 2 – Admission to the Professional Semester

Gate 2

Admission
To the
Professional Semester
with
Student Teaching



GATE 2- Admission to Student Teaching

Admission Requirements to Professional Semester with Student Teaching

To move through the second gate one semester prior to the Professional semester, candidates must:

- Complete and submit the application for admission to the Professional Semester to the Director of Student Teaching.
- Maintain a **2.7** GPA overall
- Maintain a **2.7** GPA in the following areas and no less than 2.5 in the other:
 - Teaching Field (Licensure Area)
 - Professional Education Requirements
- Maintain no grade lower than a “C” in the Professional Education Requirements (no lower than 2.5)
- Complete and pass all required Praxis II Subject Area Assessments for the appropriate teaching field.

*Note: Praxis II examinations are currently only on selected dates. ***Scores must be submitted by August 1st for the Spring Student Teachers and February 15th for Fall Student Teachers.*** Please check the ets.org website. Remember that it can take four to six weeks to receive your scores. Tests change frequently, please check **ets.org** for the most updated test requirements.

- Successfully complete an **Initial Portfolio Presentation and Interview** evaluated by an education panel comprised of Department of Education faculty, Teacher Education faculty and public-school personnel. Candidates will address knowledge, skills and disposition for each portion of the conceptual framework i.e. the 4C’s: Creates, Cares, Communicates, and Collaborates and the appropriate content standards. (see pages 12-16) (Score of 75% or higher)
- Receive approval from the Teacher Education Council (TEC) for the professional semester.
- Receive a letter from the Director of Student Teaching and Director of Teacher Education stating the application is approved.

Important Dates for the Semester before Student Teaching or as scheduled by the Director of Student Teaching

Dates and times will be announced by emails and on the Digital Sign on McClellan 3rd floor

Praxis Scores should be submitted by August 1st for the Spring Student Teachers and February 15th for the Fall Student Teachers.

- 1) Initial Portfolio Workshop
 - a. Receive information about the initial portfolio
 - b. Receive Student Teaching Application Packet
- 2) Student Teaching Application Packet
- 3) Department of Education Faculty will offer Special Portfolio Workdays throughout the semester.
- 4) Initial Portfolio Notebook is Due by noon on the date specified – Fall Semester and Spring semester
- 5) Initial Portfolio Presentation and Interview on the date scheduled – Fall Semester and Spring Semester
- 6) Orientation Meeting for Student Teaching Semester
 - a. Receive information about Student Teaching Course
 - b. Receive information regarding notebook and expectations
 - c. Receive placement information

*Initial Portfolio Presentation and Interview for
Admission to the Professional Semester for Student Teaching*

**PRESENTATION OF THE PORTFOLIO
for ADMISSION to Professional Semester with Student Teaching**

Each candidate will present his/her portfolio to a committee of faculty from the Education Department, Teacher Education Council, and public-school personnel. The portfolio interview will include a presentation by the candidate and a question/answer session by the committee members.

Initial Portfolio Presentation and Interview Information and Sample Questions

Sample questions for Candidates Seeking Admission to the Professional Semester for Student Teaching

1. What is your philosophy of teaching?
2. How do you plan to blend or adapt that philosophy with that of the school/cooperating teacher?
3. What do you perceive to be your greatest teaching strength? Weakness?
4. What is your philosophy of classroom management? What if your cooperating teacher/school has a different philosophy?
5. What have you learned about modifying your lessons to meet the special needs of students? How do you plan to use that information during your student teaching?
6. What do you hope to gain from the student teaching experience?
7. How have you changed/grown in your philosophy of education since Foundations of Education?

There may be additional questions from the Interview Team for each licensure area.

Items to Include in School of Education Initial Portfolio

Items for the
Initial Portfolio

Presentation and Interview

Ouachita Teacher Education Initial Portfolio

In the initial portfolio, you are to have 16 separate items (do not use an item more than once) that exhibit your growth or strengths throughout your Education and/or Major courses

- 8 required items* (listed below)
- 2 items of your choice for Domain 1: Planning and Preparation
- 2 items of your choice for Domain 2: Classroom Environment
- 2 items of your choice for Domain 3: Instruction
- 2 items of your choice for Domain 4: Professional Responsibilities

Steps for Developing Initial Portfolio

1. **Divider #1: Required Items:**

- 1) EDFN 2003 Foundations of Education: Philosophy Paper
- 2) EDFN 4083 Teaching Exceptional Learners: Statement of Belief Regarding the Inclusion of Students with Special Needs
- 3) EDFN 4123 Learning Theories and Assessment Practices: Assessment Sample
- 4) EDFN 2012 Instructional Technology or Methods Course: Technology
- 5) EDFN/Methods Course: Field Experience Observation and Reflection(s)
- 6) Methods Course: Lesson Plan with Assessment
- 7) Methods Course: Unit Plan/Teacher Work Sample
- 8) Methods Course: Parent Involvement

2. **Divider #2: Domain 1: Planning and Preparation**

Gather 2 items that represent your knowledge, skills, and/or dispositions for Planning and Preparation.

3. **Divider #3: Domain 2: Classroom Environment**

Gather 2 items that represent your knowledge, skills, and/or dispositions for Classroom Environment.

4. **Divider #4: Domain 3: Instruction**

Gather 2 items that represent your knowledge, skills, and/or dispositions for Instruction.

5. **Divider #5: Domain 4: Professional Responsibility**

Gather 2 items that represent your knowledge, skills, and/or dispositions for Professional Responsibility.

6. After you have gathered your 16 evidences, begin to develop your Table of Contents

Label your items with the following components:

- Dept. #, Course #, Name of Class, Evidence Name

*You may have some additional requirements depending on content major.

PLEASE NOTE: If you are enrolled in a class that has required items that have not been completed yet, you are to find another assignment that will take its place. However, you will need to indicate on the table of contents that this item is replacing a required item.

Suggested Items for Initial Portfolio

This list will give you an idea of artifacts that can be included in your initial portfolio.
Remember use each item only once.

| | |
|---|---|
| <p>Domain 1: Planning and Preparation</p> <ol style="list-style-type: none"> 1) Lesson Plans 2) Unit Plans 3) Autobiographical Case Study 4) Statement of Belief Regarding the Multicultural Dimensions of Teaching 5) Case Study 6) Author Study 7) Rehearsal Plan 8) Marching Show 9) Choral Arrangement 10) Repertoire List 11) Sports Training Program 12) Content Specific: <ol style="list-style-type: none"> a. Projects b. Labs c. Presentations d. Papers e. Speeches | <p>Domain 2: Classroom Environment</p> <ol style="list-style-type: none"> 1) Student Questionnaire 2) Parent Survey 3) First Day Handout/Expectations 4) Class Profile Summary 5) Philosophy of Classroom Management 6) Classroom Management Plan 7) Philosophy of Music Education 8) Procedures 9) Classroom Design |
| <p>Domain 3: Instruction</p> <ol style="list-style-type: none"> 1) Lesson Plans 2) Unit Plans 3) Peer Teaching/Presentations 4) Rehearsal Plans 5) Marching Show 6) Acting Journal 7) Directing Notebook 8) Assessment Research 9) Assessments | <p>Domain 4: Professional Responsibilities</p> <ol style="list-style-type: none"> 1) Reflection on Field Experiences 2) Lesson Plan/Reflections 3) Teacher Evaluation/Self-Evaluation 4) Family Handbook 5) Family Night 6) Conferences/Reflection 7) Community Service Reflection 8) Third Thursday Reflection 9) Resume and Cover Letter 10) Administration Handbook 11) Senior Exhibit/Recital |

See specific suggestions for some Content areas on the following pages.



Additional Suggestions for Initial Portfolios

*Additional
Suggestions
For
K-12 and 7-12
Content Areas*

Items to Include in the Ouachita Teacher Education Initial Portfolio

Art Education – all Emphasis Areas

This list will give you an idea of the kinds of work samples that can be included in your purple portfolio. It is **not** required that you have each of these items. However, you are required to include sample lesson plans and items marked with an asterisk for your presentation.

Sophomore Portfolio Review:

Requirements: The following items will be presented in a PowerPoint slide presentation for your teaching portfolio.

1) Student will present a copy of their electronic portfolio including no less than 8 recent works, one or more artist's statements addressing the goals and intentions of the artist and a professional resume. This portfolio may contain artwork from all or some of the following courses. Design I, Drawing I, Design II, Drawing II, level 1 course in emphasis area, and any other course taken in the ART heading. At least one item in the sophomore portfolio should be made outside the classroom.

2) Students will make an oral presentation of the portfolio at the conclusion of the course. A copy of your evaluation will be included with the portfolio.

Art History: normally taken 2nd semester Soph. - 2nd semester Junior year

At least one paper from any of the following courses: 3043 Art History I, 3053 Art History II, 3473 History of Modern/ Contemporary Art

- 1) An annotated bibliography
- 2) Drafts
- 3) Final paper

Senior Exhibit: normally taken the semester before student teaching

A digital portfolio of all Senior Exhibit materials including but not limited to:

- Artist's Presentation
- Exhibit Publicity materials
- Artist's statement
- High quality pictures of the exhibit and reception
- Screen shots of website

Revised 10/2014

Kinesiology – Teaching

Physical Education and Health

KIN 2093 Structural Basis of Human Movement

*Upper or Lower Extremity Analysis

KIN 3073 Adapted Physical Education Methods

*Reflections from experiential Education

- Special Olympic Basketball
- Place Based Education to the De Soto Bluff
- Central Primary Recess activities
- Volunteering opportunities assisting with persons with disabilities

KIN4013 Organization and Administration of HPER Programs

*Administrative Handbook

*Group Assignment

*Power Point presentation (select one)

Fund raising

Individual presentation

Continued

KIN 4043 Biomechanical Analysis

*Research Project or Team Paper

KIN 4073 Meth/Eval of Physical Education

*Lesson Plan

*Unit Plan

*Peer-Teaching/Lesson Presentation

Revised 10/2014

Music Education Choral/Vocal or Instrumental

This list will give you an idea of the kinds of work samples that can be included in your purple portfolio. It is **not** required that you have each of these items. However, you are required to include sample lesson plans and items marked with an asterisk for your presentation.

Initial Portfolio Interview and Presentation

BME – CHORAL/VOCAL MAJORS

MUED 3092 Elem. Music Methods

*Lesson Plan, Parent Handbook OHC

Reflection

MUED 3101, 3201 Choral Conducting 1 & 2

Video or DVD of conducting lessons

MUED 3113 Secondary Choral Methods

*Rehearsal Plan/Lesson – Programs – Classroom design

MUHL 3153 and 3163 Music History

*Research Paper

MUHL 4272 Choral Literature and Arranging

*Choral Arrangement

MUAP 4040 – Recital

Recording

Program

BME- INSTRUMENTAL MAJORS

MUED 3121 and 3221 Instrumental Conducting 1 and 2

Video or DVE of Conducting Lessons

Score Study

MUED 2021, 2031, 2041, 3161, 3081 Methods Courses

*Lesson Plans

Repertoire Lists

MUHL 3153 and 3163 Music History

*Research Paper

MUED 4153 Band Org/Marching Techniques

Notebook

*Lesson Plans

Continued

*Philosophy of Music Education

Band Parents Handbook

Band Handbook

Marching Show

Resume

MUAP 4040 Recital

Recording

Program

Drama/Speech and Theatre Arts

This list will give you an idea of the kinds of work samples that can be included in your purple portfolio. It is **not** required that you have each of these items. However, you are required to include sample lesson plans and items marked with an asterisk for your presentation.

Initial Portfolio Interview and Presentation

COMM 1033 Introduction to Mass Communication

THEATRE ARTS AREA

THEA 1003 Introduction to the Theatre

What is Art? Paper

THEA 1011 Theatre Practicum

Production Journal

THEA 2003 Acting Workshop

Acting Journals

THEA 2013 Fundamentals of Stagecraft

*Final Design Project

THEA 3003 Play Directing

Directing Notebook

Promptbook for One Act

THEA 3091 Teaching Theatre in the Secondary School

Lesson plans for a yearly Classroom in Theatre

THEA 4013/4023 Theatre History 1 and 2

*Final History Research Paper/project

THEA 4103 Creative Drama for Classroom Teachers

Video of working with children/youth in classroom setting

SPEECH COMMUNICATION AREA

SPCM 1003 Fundamentals of Speech

Video of final speech

SPCN 2043 Small Group Communication

*Discussion Outlines

SPCN 3033 Interpersonal Communication

*Conversation Analysis Paper

SPCM 3073 Argumentation and Debate

Video of Debate

SPCM 3091 Teaching Speech in the Secondary Schools

Lesson plans for a year-long class in Speech Communication.

Yearly evaluations that are placed in student files (Copies)

Letters and Interview

Revised 10/2014

Secondary Education Biology or Chemistry

This list will give you an idea of the kinds of work samples that can be included in your purple portfolio. It is **not** required that you have each of these items. However, you are required to include sample lesson plans and items marked with an asterisk for your presentation.

Initial Portfolio Interview and Presentation

NSCI 3013 – Science Methods

- *Inquiry Lesson Plan
- *Science in the Community Project

BIOL/CHEM Chemistry/Biology

- *Selected formal labs
- *Projects
- *Research Presentations – Photos and short narrative of Poster Presentation

Revised 10/2014

Secondary Social Studies Education

Social Studies Content Courses

- *Projects at least 3

SSCI 4103 Secondary Social Studies Methods

- Lesson Plan
- *Unit plan

Revised 10/2014

Theatre Arts

THEA 1003 Introduction to the Theatre

What is Art? Paper

THEA 2003 Acting Workshop

Acting Journals

THEA 2013 Fundamentals of Stagecraft

- *Final Design Project

THEA 3003 Directing

Directing Notebook
Promptbook for One Act

THEA 3091 Teaching Theatre in the Secondary School

Lesson plans for a yearly Classroom in Theatre

THEA 4013/4023 Theatre History 1 and 2

- *Final History Research Paper/project

THEA 4103 Creative Theatre for Classroom Teachers

Video of working with children/youth in classroom setting

Yearly evaluations that are placed in student files...(Copies)

Letters and Interviews

Revised 10/2/2014



Portfolio Presentation Rubric

Revised November 17, 2020

Portfolio Presentation and Interview

Name: _____ Interviewer **INITIAL Portfolio Presentation & Interview**

Semester/Year: _____ Licensure Area: _____ **POST Portfolio Presentation & Interview**
Date: _____

The purpose of the portfolio presentation is to determine the mastery of the four TESS domains and to prepare candidates for a professional teaching interview. Candidates must score 75% on Initial-Portfolio for admission into Gate 3 – Professional Semester and must score 80% on Post-Portfolio for admission into Gate 4 – Program/Licensure Requirement

Candidates will be assessed using the rubric given below. Lesson plans must be included in your licensure area. The interview panel will be looking for pieces of evidence that support the candidate’s knowledge of early childhood, middle childhood and adolescent development, multiple interacting influences and aspects of development, creating appropriate environments, the context for development, evidence of content knowledge, incorporation of technology tools, an understanding of the goals, benefits, and uses of student assessment, the use of multiple forms of assessment, understanding of effective teaching practices, use of self-reflection, knowledge and use of ethical guidelines and professional standards, and an evidence of collaborative partnerships. Pieces of Evidence should be used only once.

| Portfolio Presentation | Ineffective | Progressing | Effective | Comments |
|--|---|---|---|--|
| Category | 1 | 2 | 3 | |
| Introduction w/ Required Items Initial (choose 2): <ul style="list-style-type: none"> • Philosophy of Education • Statement of Inclusion • Assessment sample • Technology • Field Experience Reflection • Lesson Plan with Assessment • Unit Plan • Parent Involvement Post: Teacher Work Sample Overview | Candidate evidence for teacher readiness does not demonstrate sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing two of the required items. | Candidate evidence for teacher readiness inconsistently demonstrates sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing two of the required items | Candidate evidence for teacher readiness demonstrates sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing two of the required items. | |
| | 1 | 2 | 3 | |
| Domain 1: Planning & Preparation | Candidate evidence for instructional planning does not demonstrate sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments. | Candidate evidence for instructional planning inconsistently demonstrates sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments. | Candidate evidence for instructional planning consistently demonstrates sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments. | 1.Component _____ 2.Component _____ |

| | 1 | 2 | 3 | |
|---|--|---|---|---|
| <p>Domain 2:</p> <p>Classroom Environment</p> | <p>Candidate evidence for the classroom environment does not demonstrate sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.</p> | <p>Candidate evidence for the classroom environment inconsistently demonstrates sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.</p> | <p>Candidate evidence for the classroom environment consistently demonstrates sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.</p> | <p>1.Component _____</p> <p>2.Component _____</p> |
| | 1 | 2 | 3 | |
| <p>Domain 3:</p> <p>Instruction</p> | <p>Candidate evidence for instruction does not demonstrate sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.</p> | <p>Candidate evidence for instruction inconsistently demonstrates sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.</p> | <p>Candidate evidence for instruction consistently demonstrates sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.</p> | <p>1.Component _____</p> <p>2.Component _____</p> |
| | 1 | 2 | 3 | |
| <p>Domain 4:</p> <p>Professional Responsibilities</p> | <p>Candidate evidence for professionalism does not demonstrate sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism</p> | <p>Candidate evidence for professionalism inconsistently demonstrates sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism</p> | <p>Candidate evidence for professionalism consistently demonstrates sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism</p> | <p>1.Component _____</p> <p>2.Component _____</p> |

Based on the evidence presented during this interview for this content area, please score the following:

| | Ineffective | Progressing | Effective | Evidence |
|---|--|---|---|-----------------|
| | 1 | 2 | 3 | |
| Interview Portion: Attire, greeting, and demeanor | Attire was unprofessional; did not greet or shake hands with interviewer(s); did not come across as friendly enough or engaging enough with interviewers | Attire was ok, but not business professional; greeted and shook hands with interviewer(s) not in a professional enough manner; some improvements could be made in smiling, being friendly, and engaging more with interviewers | Attire was business professional; greeted and shook hands with interviewer(s) in a professional manner; smiled, had friendly demeanor and was engaged | |
| | 1 | 2 | 3 | |
| Interview Portion: Qualifications and skills | Demonstrated a lack of knowledge about interview questions; Did not answer questions using examples that matched their preparation experiences; Answers lacked enough detail and were of inappropriate length | Demonstrated some knowledge about interview questions; Answered questions using ok examples that matched preparation experience; Some answers provided enough detail, others did not; time management | Demonstrated excellent knowledge about interview questions; Answered questions using good examples that matched preparation experience. Answers provided enough detail and were of appropriate length | |
| | 1 | 2 | 3 | |
| Interview Portion: Interviewing skills and techniques | Eye contact was not adequate; Spoke too quickly or slowly; Non-verbal body language was distracting, Communication style, grammar or language was inappropriate for the audience, Filler words (um, like, uh, right, okay) were used too frequently, Maintained poor posture | Eye contact was adequate, but inconsistent; Spoke at times too quickly or too slowly; Non-verbal body language was mostly complimented during the interview, but sometimes distracting; Communication style, grammar or language was often good, but sometimes inappropriate for the audience, Filler words were used moderately, Maintained ok posture | Eye contact excellent with each interviewer; Spoke at an appropriate pace; Non-verbal body language complimented the interview; Communication style, grammar and language was appropriate for the audience; Filler words were used minimally; Maintained good posture | |

Student Teaching Internship

Initial Portfolio Presentation and Interview Evaluation Summary Form

Date of Interview

Candidate

ID#

Semester

Phone #

Level: **Admission** to Student Teaching Internship

Major:

Strengths:

Suggestions for improvements:

Signatures of interviewers:

[Note: This form is to be attached to the Portfolio Rubric and submitted to the Director of Student Teacher at the conclusion of the Initial Portfolio Presentation and Interview.]

Information for the Professional Semester

Information

For the
Professional Semester
with
Student Teaching

*Upon Admission to the Professional Semester,
Candidates will be placed for their student teaching
in an area school district.*

THE PROFESSIONAL SEMESTER

Student Teaching

The Professional Semester includes two school placements for student teaching and one additional course, EDFN 4403 Student Teaching Seminar.

- EDFN 4403 Student Teaching Seminar (3 hours) – This is a course designed to integrate the Interdisciplinary Studies with the professional course of study. Candidates will be introduced to models of serving learning and action research. In addition, case study-based learning that examines problems in education as well as instruction in the policies and procedures related to student teaching. Legal issues for classroom teachers will be discussed. Candidates will research a legal issue and write a paper as part of the course.

Candidates complete two placements of approximately equal length covering the range of ages and grades/subjects they will be licensed to teach. **Candidates are not to be enrolled in any other courses during the Professional Semester other than the co-requisite listed above. They may not be working on uncompleted correspondence courses, nor may begin such courses during the semester. Student Teaching is considered a full-time commitment.**

Candidates must also submit to and clear a criminal background, FBI, and Child Maltreatment checks. Dawson Educational Cooperative will conduct the fingerprinting the semester *prior* to the student teaching semester.

Cuachita Baptist University
Teacher Education

Student Teaching Application Placement Procedures and Calendar Considerations

To: Student Teaching Applicants

From: Director of Student Teaching

Subject: Instructions for the Student Teaching Application Placement Procedures

Please complete the following steps in preparing your application for student teaching:

- Must have a 2.7 cumulative GPA, and 2.7 in at least one of the following areas and no less than a 2.5 in the other area: Teaching Field (Licensure area) and Profession Education Requirements.
- Read the placement procedures.
- Complete the application which should include the following:
 - a. Application for Admission to the Professional Semester for Student Teaching
 - b. Praxis II score/s
 - c. Student Teaching Placement Checklist of Criteria
 - d. Candidate for Student Teaching Information Form
 - e. The Teaching Field Requirement for the Area of Certification Form (beginning page 135)
 - f. Student Teaching Agreement
 - g. A current working copy of your transcript (NOT an official copy)
- Submit the completed application to the Director of Student Teaching or Dean's Secretary on the date requested.
- Complete an Initial Portfolio Presentation and Interview at a designated time to a team of educators. Time and date will be announced.
- Must receive passing Praxis II Content Test/s

Schedule of Events for the Semester of Student Teaching

- 1) Student Teaching Orientation/ EDFN 4403 – **First two days of OBU Classes**
- 2) Reception for Cooperating Teachers and Student Teachers – **Second day of OBU Classes (TBA)**
- 3) EDFN 4403 Class Meetings Middle of 1st Rotation – after school (**4:30-7 p.m.**)
- 4) EDFN 4403 Class Meetings – In Between the 2 Rotations (**1 or 2 All Day Meetings**)
- 5) EDFN 4403 Class Meetings – Middle of 2nd Rotation – after school (**4:30-7 p.m.**)
- 6) Post Portfolio Presentation and Interview – **Finals Week**
- 7) EDFN 4403 Class Meetings – **Two days of Finals Week**
- 8) End of the Student Teaching Reception – **Second Student Teaching Class day of Finals Week (TBA)**

STUDENT TEACHING

Placement Procedures

On the application for the Professional Semester with Student Teaching, candidates indicate their first, second, and third choices for placement. The Director of Student Teaching will compile these choices for all applicants. Placement letters will be sent to the first choice whenever possible. Using the criteria provided and the input from the university, the school district will place the candidates with the cooperating teacher. If a district is unable to place a student teacher, the process will be repeated with the next choice of districts. **Candidates are not to contact prospective cooperating teachers in an effort to secure their own placements.**

Placements are made with the following criteria in mind:

- Each candidate will be placed in the public school which offers the best learning environment according to these criteria:
 - Knowledge of the cooperating school, its philosophies and practices;
 - Proximity of the requested placement to other student teachers; (When possible, two or more candidates will be placed in the same school in order to facilitate the building of a supportive network of peers.)
 - Where you do ***not*** have a spouse or other family member(s) employed in the same building as your student teaching request;
 - Availability of a university supervisor to visit the requested site.
- Candidates will be placed in one of the three school systems requested on the application without further consultation, however if none of these are available, candidates will be consulted.
- Assignments within school systems will be requested by level, as opposed to specific grade or teacher. (i.e. elementary, middle school, or secondary subject area.)
- Assignment of candidates within the school system is made by the cooperating school administrator and the Director of Student Teaching using the established criteria.
- Assignments may be changed when unexpected hardships occur. Evidence of such hardships should be presented in writing to the Director of Teacher Education for consideration by the Teacher Education Council and Director of Student Teaching.

EXCEPTIONS TO PLACEMENT PROCEDURES

There may be times that candidates need to be placed in schools other than those named on the Professional Semester application. In those cases, the candidate may write a letter to the Director of Teacher Education and the Teacher Education Council to request an exception. The letter should detail the exception being requested, as well as any information that would be helpful to the Council in understanding the unusual circumstances that necessitate the variation from the policy. Candidates will be notified of the decision of the Council. Additional fees may be needed to help defray costs if the change is approved.

Cuachita Baptist University
Teacher Education

Application for Admission to Professional Semester with Student Teaching

Date received: _____ Dean's Secretary

Candidate: _____ I.D. _____

Student Teaching Semester: Fall: _____ Spring: _____ Year: _____

OBU Box: _____ Telephone _____ Email _____

Expected Date of Graduation: _____

Degree: B.A. _____ B.M.E. _____

Academic Advisor _____

Teaching Level: Elementary (K-6) _____ Middle School (4-8) _____

Education (K-12) _____ Secondary (7-12) Teaching Field(s): _____

Indicate your first, second and third preferences for your school placement from the list below where you do *NOT* have a family member(s) employed in the same building as your student teaching request:

- | | | | |
|--------------------------------------|--|-----------------------------------|---|
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Bauxite | <input type="checkbox"/> Benton | <input type="checkbox"/> Benton/Harmony Grove |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Bryant | <input type="checkbox"/> Gurdon | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Hot Springs | <input type="checkbox"/> Lake Hamilton | <input type="checkbox"/> Lakeside | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Malvern | <input type="checkbox"/> North Little Rock | <input type="checkbox"/> Prescott | <input type="checkbox"/> Pulaski County |
| <input type="checkbox"/> Sheridan | <input type="checkbox"/> Other _____ | | |

Explain any special circumstances that should be taken into consideration in making the placement.

I agree to accept placement in any one of the three schools marked above.

Signature of Candidate

Date

Cuachita Baptist University
Teacher Education

Student Teaching Placement Checklist of Criteria

Name of Candidate _____ ID _____

Admitted to Teacher Education Program Yes No

See **GPA Totals Page on Approved Degree Plan** for the following:

Total Completed hours (Minimum 89 Hours) _____

Total hours completed in teaching field (Major) _____

Overall GPA (Minimum 2.7) _____

2.7 GPA in one area and no less than 2.5 GPA in the other area:

Teaching field (Major) GPA _____

Professional Education Requirements GPA _____

Grade of C or higher in **all** Professional Education Courses Yes No

Grade of C or higher in the following courses: (indicate Grade in each)

CORE 1013 Composition I _____

APPROVED MATH _____

EDFN 2003 Foundations of Education _____

Passing score on Praxis II*

Subject Area Assessment(s) scores: _____

If you have NOT taken your Praxis II test/s, ATTACH A COPY OF THE CONFIRMATION TICKET/s

If you are an Elementary Education Major, please note when you plan to take the State required *Foundations of Reading Test* _____

If you are adding an Endorsement to your license (coaching, ESL, SPED, ECED 3-4), please note when you plan to take the required Praxis test/s. _____

Arts Engagement Series *Events* Completed _____

Chapel Credits _____

To best of my knowledge the information given in this application is complete and accurate.

Signature of Candidate/Date

***NOTE:** You will not be placed in a school until *all required scores* are received in the Office of the Dean and Licensure Office McC311.

Cuachita Baptist University
Teacher Education

Candidate Information Form

Name: _____

Address: _____

Phone: _____

Nearest Relative: _____

Relationship to Candidate: _____

Address of Relative: _____

Phone of Relative: _____



Teaching Field(s):

List your experience working with children and/or youth.

List your activities, memberships, and leadership positions.

List your talents or skills that may be assets in teaching.

(continued)

Ouachita Baptist University
Teacher Education

What are your hobbies?

List your work experience.

Employer

Type of Work

What are your plans upon graduation?

Why do you want to be a teacher?

Describe your preparedness for teaching in a diverse classroom.

In what ways will you incorporate technology into your classroom?

Cuachita Baptist University
Teacher Education

Student Teaching Agreement

I, _____, understand and agree to the following conditions for the Professional semester with Student Teaching:

1. Placements made in one of the three schools listed on the application will be final. No changes will be made once cooperating teachers have been notified. If placements are not available in one of the three districts indicated on the application, the candidate will be consulted before an alternate placement will be made.
2. Candidates will follow the schedule of the cooperating school and meet university requirements. Holidays will be taken with the school, not with the University.
3. Candidates will assume the schedule and responsibilities of the cooperating teacher including assigned duties, supervision and professional development.
4. Candidates will report ALL absences to their University Supervisor and the Director of Student Teaching. Candidates missing more than the allowed days will return to the assigned school where the shortage occurred. Candidates missing more than the allowed days will be required to consult with the Director of Student Teaching to discuss the make-up days.
5. Candidates will follow the dress code and exhibit professional dispositions as discussed throughout the OBU teacher education program.

Signature of the Candidate
for Student Teaching

Date

Cuachita Baptist University
Teacher Education

Class Profile Summary

Name of Candidate: _____

Grade Taught: _____

Subject Taught: _____

1. How many students will be observed?

- _____ Male students
- _____ Female students
- _____ Total number of students

2. What is the age range of the students being taught? _____

3. How many have the following exceptionalities?

- _____ Blind or visually impaired
- _____ Deaf or hearing impaired
- _____ Developmentally challenged
- _____ Emotionally or behaviorally challenged
- _____ Gifted
- _____ Learning challenged
- _____ Physically challenged
- _____ Other (please specify) _____

What modifications are required on their I.E.P.'s? Please list students using a code name and their modifications on an additional sheet of paper and attach to this form.

4. With respect to the following, how would you describe your students?

- _____ African American or Black, non-Hispanic
- _____ Asian, Asian American, or Pacific Islander
- _____ Mexican American or Chicano
- _____ Native American, Inuit, or Aleut
- _____ Puerto Rican
- _____ Other Hispanic
- _____ White, non-Hispanic
- _____ Other (please specify) _____

(Continued)

Cuachita Baptist University
Teacher Education

Student Teaching Absence Form

Name of Candidate: _____

School: _____

Name of Cooperating Teacher: _____

Name of University Supervisor: _____

Date of Absence: _____

- Full day absence**
- Partial day absence (from ___:___ to ___:___)**
- Other (please specify)** _____

Reason for absence:

Signature

Date



Teaching Field Requirements by Content Area

Teaching Field Requirements
By
Content Area

Elementary Education (K-6) Teaching Field Requirements

| DEPT | COURSE # | COURSE NAME | HOURS | GRADE | Q.P. |
|------|----------|---|-------|-------|----------------|
| ELED | 2033 | Reading: Children's Lit | 3 | | |
| ELED | 2223 | Art, Drama, Movement & Music Intergraded /Elem Clsm | 3 | | |
| ELED | 3023 | Teaching of Social Studies | 3 | | |
| ELED | 3093 | Reading: Foundations | 3 | | |
| ELED | 3453 | Elementary Curriculum | 3 | | |
| ELED | 4023 | Reading and Writing | 3 | | |
| ELED | 4043 | Practicum in Early Childhood Education | 3 | | |
| ELED | 4243 | Reading: Diagnostics | 3 | | |
| | | | | | |
| | | | | | |
| | | ADDITIONAL CONTENT REQ. | | | |
| | | | | | |
| PSYC | 1013 | General Psychology | 3 | | |
| MATH | 2123 | Number Sense & Operations | 3 | | |
| MATH | 3123 | Geometry & Algebra | 3 | | |
| MATH | 3133 | Probability, Data Analysis & Computing | 3 | | |
| NSCI | 3003 | Natural Science for Early Childhood Teachers | 3 | | |
| HIST | 2003 | U. S. History to 1877 | 3 | | |
| HIST | 3523 | Arkansas History | 3 | | |
| | | | | | |
| | | | | | Revised 8/2019 |

Three and Four-year Old Endorsement

| | | | | | |
|------|------|---|---|--|--|
| ECED | 2103 | Foundations of Early Childhood Education | 3 | | |
| ECED | 3123 | Techniques and Assessment of EC Education | 3 | | |
| ECED | 4033 | Curriculum Principles for EC Classrooms | 3 | | |
| ECED | 4043 | Practicum in EC Educ. and Classroom Mgmt. | 3 | | |

ESL Endorsement

| | | | | | |
|------|------|---|---|--|--|
| EDFN | 2043 | Teaching Student from Multilingual & Div Bckgrds | 3 | | |
| EDFN | 3043 | Second Language Acquisition | 3 | | |
| EDFN | 3053 | Methods of Teaching English as a Second Language. | 3 | | |
| EDFN | 4043 | Second Language Assessment | 3 | | |

Special Education Endorsement

| | | SPED K-12, Resource ELED K-6, Resource 7-12 | | | |
|------|------|---|---|--|--|
| SPED | 3083 | Teaching Exceptional Learners | 3 | | |
| SPED | 3093 | Classroom and Behavior Management | 3 | | |
| SPED | 4004 | Assessment & Differentiation of Diverse Learners. | 4 | | |
| SPED | 4014 | Instructional Programming for Diverse Learners | 4 | | |

Middle School Education (Grades 4-8) Teaching Field Requirements: Choose 2 Areas
AREA OF CONCENTRATION IN MIDDLE SCHOOL EDUCATION – GRADES 4-8

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|-------|----------|---|-----------|-------|------|
| ENGL | 2013 | English Studies | 3 | | |
| ENGL | 2023 | Advanced Grammar | 3 | | |
| ENGL | 3003 | Advanced Composition | 3 | | |
| ENGL | 3783 | Mythology | 3 | | |
| ENGL | 4223 | Shakespeare | 3 | | |
| | | Choose one (3 hours) | 3 | | |
| *ENGL | 3303 | Children's & Young Adult Literature | | | |
| *ENGL | 3633 | English Lit. I | | | |
| *ENGL | 3643 | English Lit. II | | | |
| *ENGL | 3653 | English Lit. III | | | |
| *ENGL | 3103 | American Lit I | | | |
| *ENGL | 3113 | American Lit II | | | |
| *ENGL | 4023 | History of the English Language/Linguistics | | | |
| | | ENGLISH | 18 | | |
| MATH | 1003 | College Algebra | 3 | | |
| MATH | 1033 | Math for Liberal Arts | 3 | | |
| MATH | 1103 | Introduction to Cryptology | 3 | | |
| MATH | 2223 | Number Sense & Operations for MS Tchrs | 3 | | |
| MATH | 3143 | Geometry & Algebra for MS Tchrs | 3 | | |
| MATH | 3153 | Probability, Data, Analysis, & Computing/MS Tchrs | 3 | | |
| | | MATH | 18 | | |
| BIOL | 1014 | General Biology I (Zoology) | 4 | | |
| BIOL | 1024 | General Biology II (Botany) | 4 | | |
| CHEM | 1024 | Fundamentals of Chemistry | 4 | | |
| PHYS | 2024 | College Physics I | 4 | | |
| NSCI | 3003 | Natural Science for Elem/MS Teachers | 3 | | |
| | | SCIENCE | 19 | | |
| CORE | 2243 | History of World Societies | 3 | | |
| HIST | 3/4xx3 | Upper Level World History Course | 3 | | |
| HIST | 2003 | US History to 1877 | 3 | | |
| HIST | 2013 | US History Since 1877 | 3 | | |
| HIST | 4163 | Arkansas History | 3 | | |
| | | Choose one (3 hours) | 3 | | |
| GEOG | 1003 | Introduction to Human Geography | | | |
| GEOG | 2003 | Natural Resources Environments/Survival | | | |
| | | HISTORY | 18 | | |
| MSED | 3023 | Teaching Social Studies(History only) | 3 | | |
| MSED | 3043 | Middle School Methods & Classroom Mgt | 3 | | |
| MSED | 4023 | Reading & Writing (English only) | 3 | | |
| MSED | 4523 | Practicum in Education Gr. 4-8 | 3 | | |
| | | MIDDLE SCHOOL REQUIREMENTS | 12 | | |

| Art Education Teaching Field Requirements | | | | | |
|--|---------------------|--|------------|--------------|----------------|
| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
| ART | 1003 | Design I | 3 | | |
| ART | 1013 | Drawing I | 3 | | |
| ART | 1043 | Introduction to Digital Media | 3 | | |
| ART | 2003 | Drawing II | 3 | | |
| ART | 2023 | Ceramics I | 3 | | |
| ART | 2033 | Painting I | 3 | | |
| ART | 2043 | Sculpture | 3 | | |
| ART | 2123 | Design II | 3 | | |
| ART | 2871 | Sophomore Portfolio Workshop | 1 | | |
| ART | 3043 | Intro to Art History I | 3 | | |
| ART | 3053 | Intro to Art History II | 3 | | |
| ART | 3103 | Secondary Methods of Arts Education | 3 | | |
| ART | 3132 | Elementary Methods of Art Education | 2 | | |
| ART | 4041 | Senior Exhibit | 1 | | |
| ART | 4062 | Senior Portfolio | 2 | | |
| | | SPECIALIZATION Choose one area | | | |
| CERAMICS | | | | | |
| ART | 3233 | Ceramics II | 3 | | |
| ART | 4263 | Ceramics III | 3 | | |
| PAINTING | | | | | |
| ART | 3003 | Painting II | 3 | | |
| | 4243 | Painting III | 3 | | |
| DRAWING | | | | | |
| ART | 3083 | Drawing III | 3 | | |
| ART | 3000-4000 OR | Ceramics, painting or another Elective | 3 | | |
| ART | 4013 | Studio IV | | | |
| | | | | | Revised 8/2019 |

Secondary Biology (7-12) Teaching Field Requirements

| DEPT | COURSE# | COURSE NAME | HRS | GRADE | Q.P. |
|---|----------------|-------------------------------|-----|-------|------|
| BIOL | 1014 | Zoology | 4 | | |
| BIOL | 1024 | Botany | 4 | | |
| BIOL | 2014 | Human Anatomy & Physiology I | 4 | | |
| BIOL | 2024 | Human Anatomy & Physiology II | 4 | | |
| BIOL | 3034 | Ecology | 4 | | |
| BIOL | 3223 | Environmental Science | 3 | | |
| *BIOL | 3014 | Microbiology | 4 | | |
| *BIOL | 4054** | Genetics | 4 | | |
| *BIOL | 4064*** | Cell and Molecular Biology | 4 | | |
| NSCI | 3013 | Meth. In NS for Mid. & Sec. | 3 | | |
| NSCI | 3961 | Laboratory Practicum | 1 | | |
| CHEM | 1004 | General Chemistry I | 4 | | |
| CHEM | 1014 | General Chem. II | 4 | | |
| PHYS | 2024 | College Physics I | 4 | | |
| PHYS | 2034 | College Physics II | 4 | | |
| MATH | 1003 OR | College Algebra | 3 | | |
| MATH | 1034 | Pre-calculus Math | 4 | | |
| **MATH | 2063 | Elementary Statistics | 3 | | |
| *2 courses from any of the selected courses | | | | | |
| ** MATH 2063 as a prerequisite. Eight hours of Biology and eight hours of Chemistry. | | | | | |
| ***BIOL 1014, 2014, or 2024, eight hours of Chemistry prerequisite. Recommend: CHEM 3004 and 3104 | | | | | |
| Revised 8/2019 | | | | | |

Secondary Chemistry (7-12) Teaching Field Requirements

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|----------|----------|-----------------------------|-----|-------|------|
| BIOL | 1014 | Zoology | 4 | | |
| BIOL | 1024 | Botany | 4 | | |
| CHEM | 1004 | General Chemistry I | 4 | | |
| CHEM | 1014 | General Chemistry II | 4 | | |
| CHEM | 2004 | Quantitative Analysis | 4 | | |
| CHEM | 3004 | Organic Chemistry I | 4 | | |
| CHEM | 3104 | Organic Chemistry II | 4 | | |
| CHEM | 3053 | Physical Chemistry | 3 | | |
| CHEM | 3272 | Exp. Techniques Chem.1 | 2 | | |
| CHEM | 4023 | Biochemistry | 3 | | |
| *CHEM | 4511 | Directed Chemistry Research | 1 | | |
| CHEM | 4621 | Senior Capstone Experience | 1 | | |
| {PHYS | 2024 | College Physics I | 4 | | |
| {PHYS or | 2034 | College Physics II | 4 | | |
| (PHYS | 2054 | University Physics I | 4 | | |
| (PHYS | 2064 | University Physics II | 4 | | |
| NSCI | 3013 | Meth. in NS for MS & Sec | 3 | | |
| NSCI | 3961 | Laboratory Practicum | 1 | | |
| MATH | 2014 | Calculus I | 4 | | |
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* Research (4511) is waived upon completion of lab-based Senior Thesis for those participating in the Honors Program.

Revised 8/2019

Secondary English (7-12) Teaching Field Requirements

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|---|----------------|-------------------------------|-----|----------------|------|
| CORE | 2233* | World Literature | 3 | | |
| ENGL | 2013 | English Studies | 3 | | |
| ENGL | 2023 | Advanced Grammar | 3 | | |
| ENGL | 3003 | Advanced Composition | 3 | | |
| ENGL | 3011 | Writing Center Practicum I | 1 | | |
| ENGL | 3021 | Writing Center Practicum II | 1 | | |
| ENGL | 3103 | American Literature I | 3 | | |
| ENGL | 3113 | American Literature II | 3 | | |
| ENGL | 3303 | Children's & Young Adult Lit. | 3 | | |
| ENGL | 3633 | English Literature I | 3 | | |
| ENGL | 3643 | English Literature II | 3 | | |
| ENGL | 3653 | English Literature III | 3 | | |
| ENGL | 4013 | Special Methods in English | 3 | | |
| ENGL | 3073 OR | Linguistics | 3 | | |
| ENGL | 4023 | History of English Language | | | |
| | | Choose 1 course (3 hours) | 3 | | |
| **ENGL | 4223 | Shakespeare | | | |
| **ENGL | 4233 | Chaucer | | | |
| **ENGL | 4243 | Milton | | | |
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| *Three hours from CORE 2233, ENGL 3704-3793 Masterpieces of World Literature or an approved literature course in a foreign language | | | | | |
| **3 hours from any of the selected classes | | | | | |
| | | | | Revised 8/2019 | |

Kinesiology (K-12) Teaching Emphasis Field Requirements

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|---|----------|---|-----|-------|------|
| KIN | 1003 | Foundations of Kinesiology | 3 | | |
| KIN | 1113 | Fundamental Motor Development | 3 | | |
| KIN | 2073 | Health & Safety | 3 | | |
| KIN | 2093 | Structure Basis of Human Movement | 3 | | |
| KIN | 2182* | Mtds/Rhythmic Games,Gymnastics & Plygrd Act | 2 | | |
| KIN | 2213 | Methods/Teaching & Coaching Individual Act | 3 | | |
| KIN | 2223 | Methods/Teaching & Coaching Team Act | 3 | | |
| KIN | 3002* | Health & Fitness for Children | 2 | | |
| KIN | 3013 | Care & Prevention of Injuries | 3 | | |
| KIN | 3023 | Physiology of Exercise | 3 | | |
| KIN | 3073 | Adaptive PE Methods | 3 | | |
| KIN | 4013 | Org/Administration of Health & PE | 3 | | |
| KIN | 4043 | Biomechanical Analysis | 3 | | |
| KIN | 4073 | Methods & Materials in PE,Wellness&Leisure | 3 | | |
| *These courses offered at Henderson State University, also. | | | | | |
| CORE | 2053 | Composition II | 3 | | |
| Health Education Certification Requirements | | | | | |
| KIN | 3003 | Methods and Materials in Health Education | 3 | | |
| KIN | 2063 OR | Drug Education | 3 | | |
| PSYC | 1013 | General Psychology | | | |
| SOCI | 3033 | Sociology of the Family | 3 | | |
| DIET | 2043 OR | Sports Nutrition | 3 | | |
| DIET | 3053 | Nutrition | | | |
| Revised 8/2019 | | | | | |

Secondary Social Studies Teaching Field Requirements

| Plan One: History | | | | | | |
|--------------------------|---|--|------------|--------------|----------------|--|
| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. | |
| CORE | 2243 | History of World Societies | 3 | | | |
| HIST | 3/4xx3 | Upper Level World History | 3 | | | |
| HIST | 3/4xx3 | Upper Level History | 3 | | | |
| HIST | 2003 | US History to 1877 | 3 | | | |
| HIST | 2013 | US History since 1877 | 3 | | | |
| HIST | 2023 | Introduction to Historical Studies | 3 | | | |
| HIST | 3523 | Arkansas History | 3 | | | |
| HIST | 4603 | Research Seminar | 3 | | | |
| HIST | 4703-4793 | Topical Seminar | 3 | | | |
| HIST | Electives** | Electives | 6 | | | |
| SSCI | 4103 | Special Meth. In Social Studies | 3 | | | |
| PSCI | 2013 | American National Govt. | 3 | | | |
| PSCI | 2033 | Ark. Govt. & Politics | 3 | | | |
| ECON | 2023 | Principles of Microeconomics | 3 | | | |
| GEOG | xxx3 | Geography Course | 3 | | | |
| GEOG | xxx3 | Geography Course | 3 | | | |
| SOCI | xxx3 | Sociology Course | 3 | | | |
| SOCI | xxx3 | Sociology Course | 3 | | | |
| | | | | | | |
| | | | | | | |
| | | *History courses must total at least 30 hours; | | | | |
| | **3 - Jr/Sr hours must be taken in an approved World History Course | | | | Revised 8/2021 | |

Drama (Speech) (K-12) Teaching Field Requirements

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|------|----------|---|-----|----------------|------|
| COMM | 1003 | Fundamentals of Public Speaking | 3 | | |
| COMM | 1033 | Introduction to Mass Communications | 3 | | |
| COMM | 2043 | Small Group Communication | 3 | | |
| COMM | 3033 | Interpersonal Communication | 3 | | |
| COMM | 3273 | Argumentation and Debate | 3 | | |
| COMM | 3091 | Teaching Speech in the K-12 Classroom | 1 | | |
| THEA | 1003 | Introduction to Theatre | 3 | | |
| THEA | 1011 | Theatre Practicum | 2 | | |
| THEA | 1042 | Acting I | 2 | | |
| THEA | 2003 | Acting Workshop | 3 | | |
| THEA | 2013 | Fundamentals of Design | 3 | | |
| THEA | 3091 | Teaching Theatre in the Secondary Schools | 1 | | |
| THEA | 4013 | Theatre History I | 3 | | |
| THEA | 4023 | Theatre History II | 3 | | |
| THEA | 4063 | Play Directing | 3 | | |
| THEA | 4103 | Creative Drama for Classroom Teachers | 3 | | |
| | | | | Revised 8/2019 | |

Secondary Drama (Theatre Arts) (7-12) Teaching Field Requirements

| DEPT | COURSE # | COURSE NAME | HRS | GRADE | Q.P. |
|---|----------|---|-----|-------|------|
| THEA | 1003 | Introduction to Theatre | 3 | | |
| THEA | 1011 | Theatre Practicum | 3 | | |
| THEA | 1042 | Voice and Movement | 2 | | |
| THEA | 2003 | Acting Workshop | 3 | | |
| THEA | 2013 | Fundamentals of Stagecraft | 3 | | |
| THEA | 2023 | Fundamentals of Design | 3 | | |
| THEA | 3091 | Teaching Theatre in the Secondary Schools | 1 | | |
| THEA | 4011 | Senior Theatre Practicum | 1 | | |
| THEA | 4013 | Theatre History I | 3 | | |
| THEA | 4023 | Theatre History II | 3 | | |
| THEA | 4033 | Dramatic Theory & Play Development | 3 | | |
| THEA | 4103 | Creative Drama for Classroom Teachers | 3 | | |
| THEA | | Three additional Junior/Senior hours* | 3 | | |
| ENGL | 4223** | Shakespeare | 3 | | |
| ENGL | 4303** | Studies in Drama | | | |
| THEA | 4053** | American Drama | | | |
| * Theatre Arts selected from an area of specialty – Performance, History, Design ** Choose one revised 8/2019 | | | | | |

Cooperating Teacher Criteria

CRITERIA FOR SELECTING COOPERATING TEACHERS

The following criteria are to be met in selecting Cooperating Teachers:

- Teacher is certified in the field in which he/she is teaching;
- Teacher has three years of teaching experience (strongly preferred);
- Teacher has participated in and demonstrates the competencies presented in TESS training;
- Teacher demonstrates current best practices in the classroom;
- Teacher is willing to observe the Student Teacher and provide feedback that will assist in growth and improvement.

While there are no perfect classrooms, Cooperating Teachers do serve as models for pre-service teachers in instruction, classroom management, and other areas of professional life. As candidates observe these aspects of teaching, they are also encouraged to develop their own style with the support and advice of the Cooperating Teacher and University Supervisor. Ultimately, however, candidates are asked to respect the authority and responsibility of the teacher and other school personnel in determining what best meets the learning needs of the students. In very few situations, student teachers will be changed to a different placement in order to provide the appropriate environment for student teaching. Such a decision will be made in consultation with the public school.

GUIDELINES CONCERNING THE STUDENT TEACHING ONCE PLACEMENTS ARE SECURED.

Student Teachers are required to complete the required days of student teaching. Candidates should be absent only for emergencies. The candidate is responsible for reporting absences to (1) the University Supervisor, (2) the cooperating teacher, and (3) the Office of the Principal. Absenteeism beyond the number of days allowed will require the candidate to (1) receive an “I” (incomplete) in student teaching and (2) to complete make-up days. Absences will be recorded on the Student Teaching Absence Documentation form provided and submitted to the Director of Student Teaching.

SCHEDULE FOR STUDENT TEACHERS

Student Teachers are expected to follow the schedule of the cooperating school to which they are assigned. This includes Professional Development, Thanksgiving Holiday, Spring Break, etc.

SCHOOL DAY HOURS AND OTHER RESPONSIBILITIES

Generally, the school day starts at 7:55 a.m. and ends at 3:30 p.m. The daily schedules may vary from school to school. Candidates are expected to follow the schedule of the cooperating teacher. This includes after-school meetings. The University Supervisor must approve any change in the daily schedule.

CLASSROOM RESPONSIBILITIES – GRADUALLY INCREASE

Candidates are expected to begin the Student Teacher experience with a few days of observation so they may learn the schedule and procedures used in the assigned classroom. During this time, candidates may call roll, distribute papers, review assignments and perform other basic classroom tasks. The candidates should focus on learning names of students and appropriate disciplinary procedures.

Beginning in Week Two, the candidate should be given one subject or class to prepare, instruct and evaluate. In Week Three, another class or subject should be added. Additional classes or subjects should be added until the candidate has gradually taken the full responsibility for the classroom preparation, instruction and assessment. It is recommended that the cooperating teacher provide the candidate with a calendar showing when the various absences will be added to the schedule. Most candidates will have at least one week of “solo” teaching per rotation.

CLASSROOM OBSERVATION

Student Teachers are to request permission to observe in several different classrooms during the professional semester experience. The cooperating teacher and/or principal may develop a classroom visitation schedule. Student Teachers are expected to take advantage of opportunities to learn through observation.

STAFF DEVELOPMENT

Student Teachers are expected to participate in all staff development programs, parent-teacher conferences, and other professional activities of the school.

SUBSTITUTE TEACHING

Student Teachers are not to substitute teach due to liability concerns.

DRESS CODE – AS DURING FIELD EXPERIENCES

Reminder: Candidates are expected to dress professionally during the Student Teaching Semester. Wind suits, sweats, shorts and jeans are generally not acceptable. Many schools have spirit days or casual days when jeans or other casual attire are acceptable. Remember that clothing is one way to communicate the role of the individual to students. If there are piercings, note that tongue, nose, eyebrow, and navel rings are to be removed before going to school or school events. If there are Tattoos, they are to be covered. See “Field Experience Dress Code” page 74.

PROFESSIONAL BEHAVIOR

Candidates are expected to demonstrate professionalism in their conversations regarding their classroom experiences. When people ask about the student teaching semester, be sure that no inappropriate comments are made about a cooperating teacher, students or parents. If a candidate needs to discuss problems with the student teaching experience, an appointment with the University Supervisor, the Director of Student Teaching, academic advisor, or Director of Teacher Education should be scheduled. Candidates are asked to analyze and reflect on experiences. This activity is not to be a “gripe” session.

Candidates are to sit and stand where, and in a manner, that communicates professionalism.

As candidates develop relationships with students, remember to keep an appropriate “professional distance.” It is strongly recommended that candidates not give home phone numbers and e-mail addresses to students, nor share *social media* with students. All communication with students/minors must be of the highest professional caliber. Do not use e-mail or the phone to discuss other pupils or teachers with a student.

In many of the recent cases of sexual relations between students and teachers, inappropriate phone calls and e-mails were the beginnings of the relationships. Often this contact begins innocently enough and then becomes out of control. Know the limits and stick to them. Inappropriate communication will result in removal from the internship experience.

Note: Facebook, Twitter, Instagram and any other websites or blogs in which you participate should be reviewed for any unprofessional content. Be especially aware of content that represents a violation of University policy or the policy of the school district to which you are assigned. Candidates who post unprofessional information or information in violation of University or school policy will be removed from the student teaching experience.

Remember: You are also a mandated reporter for abuse and/or neglect. Refer to the mandated Child Maltreatment Training Video.

SUPERVISION AND EVALUATION

The Director of Student Teaching will assign a University Supervisor to each candidate. The Supervisor will make a minimum of four official observation visits. During each of these visits, the Supervisor will watch the lesson. A post observation conference will be conducted in which the candidate will reflect on the lesson. The conference will also serve as the opportunity for the candidate and supervisor to assess the progress of the candidate. While the conference will often include the cooperating teacher, the supervisor may choose to talk with the teacher in a separate meeting. At least one of the observations might be recorded (video camera). One or more visits will be made by a university faculty member in the content area.

NOTE: The cooperating teachers complete two official observations for each rotation.

**Candidates must also submit to and clear a criminal background check. This includes a state police check, FBI check and Child Maltreatment Central Registry check. The sheriff and deputies will conduct the fingerprinting at the Dawson Coop in Arkadelphia.



Teacher Work Sample Rubric

Name _____ Date _____
Major _____ Semester _____

The purpose of this assignment is for candidates to demonstrate their ability to positively impact K-12 learning and development through designing a Teacher Work Sample during their solo week of student teaching. Candidates must score 75% on the TWS for admission into Gate 4 – Program/Licensure Requirements.

Candidates are to choose and plan a mini-unit that is appropriate for the developmental level of their students during their student teaching placements and that demonstrates content knowledge. They complete a pre-assessment, teach the lessons for the unit as planned, and administer a post-assessment to measure the learning of the students. The candidates reflect on the effectiveness of their lesson plans and their teaching. Then candidates design further instruction based on data from assessments and reflections. They compile the lesson plans, student samples used for assessment, reflection, and redesigned lesson plans into a folder and submit the Teacher Work Sample (TWS) packet to the course instructor for EDFN 4403 who will evaluate the teacher work sample using the rubric given below. Candidates are to include the TWS in their Post Student Teaching Portfolio Presentation and Interview.

Circle the number of the evaluation for each category.

| Requirement | Ineffective 1 | Progressing 2 | Effective 3 | Optional State Standards |
|---|--|--|---|--------------------------------|
| <p>Contextual Factors The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</p> | <p>Candidate displays a lack of, or minimal understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides few or no implications for instruction and assessment based on student's individual differences.</p> | <p>Candidate displays a general understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides general implications for instruction and assessment based on student's individual differences.</p> | <p>Candidate displays a comprehensive understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides specific implications for instruction and assessment based on student's individual differences.</p> | |

| | Ineffective | Progressing | Effective | Optional |
|---|---|---|---|------------------------|
| | 1 | 2 | 3 | State Standards |
| <p>Learning Goals The candidate sets significant, challenging, varied, and appropriate learning goals.</p> | <p>Learning goals are stated as activities rather than learning outcomes and reflect only one type of learning. Learning goals are developmentally inappropriate and lack alignment to student’s prior knowledge and to state standards.</p> | <p>Learning goals are generally stated as learning outcomes (objectives), but fail to reflect a variety of learning styles and/or exclude higher order thinking skills. Learning goals are less than appropriate and fail to align with assessment of student’s prior knowledge and/or to state standards.</p> | <p>Learning goals are specifically stated as learning outcomes (objectives), reflect several types of learning and address higher order thinking skills. Learning goals are developmentally appropriate and aligned with assessment of student’s prior knowledge and to state standards.</p> | |
| | 1 | 2 | 3 | |
| <p>Assessment Plan The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.</p> | <p>Pre-assessment and post assessment are unclear or alignment to each other and learning goals is lacking. Method of assessment is unclear and lacks alignment to learning goals. One form of assessment is planned throughout the instructional sequence.</p> | <p>Pre-assessment and post assessment are evident and somewhat aligned to each other and to learning goals. Some learning goals are assessed; assessment criteria are unclear and are not aligned with learning goals in content and complexity. Multiple forms of assessment are planned but none are performance based.</p> | <p>Pre-assessment and post assessment are evident and fully aligned to each other and to learning goals. Each learning goal is assessed; assessment criteria are clear and are aligned with learning goals in content and complexity. Multiple forms of valid assessment are planned throughout the instructional sequence.</p> | |

| | 1 | 2 | 3 | |
|---|---|--|---|--|
| <p>Design for Instruction The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</p> | <p>Few or no lessons, activities, assignments, and resources are linked to learning goals. Content appears to be inaccurate and is disorganized within the unit of instruction. Little variety of instructional procedures exists with no attention given to student's assessed prior knowledge. Technology is not used or is used inappropriately.</p> | <p>Some lessons, activities, assignments, and resources are linked to learning goals. Content appears to be accurate but lacks organization within the unit of instruction. A few instructional procedures, including an ineffective use of technology, are used with attention to student's assessed prior knowledge.</p> | <p>All lessons, activities, assignments, and resources are explicitly linked to learning goals. Content appears to be accurate and logically organized within the unit of instruction. A variety of instructional procedures, including effective use of technology, are used with attention to student's assessed prior knowledge.</p> | |
| | 1 | 2 | 3 | |
| <p>Instructional Decision-Making The candidate uses regular and systematic evaluations of student learning to make instructional decisions.</p> | <p>Instructional decisions are inappropriate with little attention given to individualization based on student's needs and instructional learning goals. Candidate makes no modifications to instructional practice or assessments.</p> | <p>Some instructional decisions are pedagogically sound with attention to individualization based on student's needs and instructional learning goals. A vague explanation is included regarding why/how noted modifications would improve student progress.</p> | <p>Most instructional decisions are pedagogically sound with attention to individualization based on student's needs and instructional learning goals. An explanation is included regarding why/how noted modifications would improve student progress.</p> | |
| | 1 | 2 | 3 | |
| <p>Analysis of Student Learning The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.</p> | <p>Presentation of assessment data for pre and post assessment is unclear and difficult to understand. Analysis is not aligned with learning goals and fails to provide a profile of student learning for class and/or individuals. Conclusions are missing or are unsupported by the data.</p> | <p>Presentation of assessment data for pre and post assessment is somewhat clear and is understandable. Analysis is aligned with learning goals and provides a profile of student learning for class and for individuals. Appropriate conclusions are drawn from, but are not fully supported by the data.</p> | <p>Presentation of assessment data for formal or informal pre and post assessment is clear and easy to understand. Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for class and for individuals. Appropriate conclusions are drawn from the data.</p> | |

| | 1 | 2 | 3 | |
|---|---|--|---|--|
| <p>Reflection and Self-Evaluation</p> <p>The candidate reflects on his or her instruction and student learning in order to reinforce positive teaching practices and to improve teaching practice.</p> | <p>Cannot explain how strategies used were appropriate and did not have a positive effect on aspects of student learning. No hypothesis is formed regarding why learning goals were met or unmet; reflection fails to show a sense of responsibility for the successes and failures of the lesson. No connection is made between learning goals, instruction, and assessment results; a plan for redesigning the lesson is excluded. The reflection excludes what the candidate has learned and how this information influences future planning and teaching.</p> | <p>Can somewhat explain how strategies used were appropriate and had a positive effect on aspects of student learning and explores a single hypothesis for why learning goals were met or unmet; reflection shows a partial sense of responsibility for the successes and failures of the lesson, but lacks strategies for improvement. A connection is made between learning goals, instruction, and/or assessment results; a plan for redesigning the lesson is provided excluding an explanation of why/how the plan would improve student learning. The reflection includes what the candidate has learned, but fails to address how this information influences future planning and teaching.</p> | <p>Can accurately explain how strategies used were appropriate and had a positive effect on aspects of student learning and explores multiple hypotheses for why learning goals were met or unmet; reflection shows a sense of responsibility for the successes and failures of the lesson and gives possible strategies for improvement. A logical connection is made between learning goals, instruction, and assessment results; a plan for redesigning the lesson is provided including an explanation of why/how the plan would improve student learning. The reflection includes what the candidate has learned and how this information influences future planning and teaching.</p> | |

Arkansas TESS – Evaluation System

Your university Supervisor will go over the evaluation forms with you.

Student Teaching Evaluation Form

Based on TESS
Revised 10/12/2021

Candidate Name

Semester

Quachita Baptist University *Student Teaching Evaluation Form*



Cooperating Teacher
 University Supervisor

Rotation 1
 Rotation 2

Initial Evaluation
 Final Evaluation

Student Teacher Evaluation Form

Candidate: _____ Cooperating Teacher: _____ Date: _____

The purpose of the Student Teaching Evaluation Form is to become familiar with the criteria used to evaluate effective teaching practices in Arkansas.
A candidate is expected to achieve a **minimum** rating of **EFFECTIVE** in each Domain by the completion of student teaching.

| Domain 1: Planning and Preparation | | | | | |
|--|-----------------|---|---|--|---|
| Criteria | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 1a: Demonstrating Knowledge of Content and Pedagogy | | In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of Prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| 1b: Demonstrating Knowledge of Students | | Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. Teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. |
| 1c: Setting Instructional Outcomes | | Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. | All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. |

| Domain 1: Planning and Preparation (continued) | | | | | |
|---|-----------------|--|---|--|---|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 1d: Demonstrating Knowledge of Resources | | Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district | Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet. | Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations, universities, and Internet. |
| 1e: Designing Coherent Instruction | | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety. | Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups | Plans represent the coordination of in-depth content knowledge, understanding of diverse needs of students and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for specific learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear / allows for different pathways for diverse student needs. |
| 1f: Designing Student Assessments | | Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. | Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies adapted for individual students, as needed. Approach to using formative assessment is well designed; includes student and teacher use of assessment information. Teacher intends to use assessment results to plan future instruction of individual students. |
| OVERALL DOMAIN 1 RATING | | Ineffective | Progressing | Effective | Highly Effective |
| Comments: | | | | | |

| Domain 2: Classroom Environment | | | | | |
|---|-----------------|--|---|---|---|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 2a: Creating an environment of respect and rapport | | Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals. |
| 2b: Establishing a culture for learning | | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. | The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers. |
| 2c: Managing classroom procedures | | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, the handling of materials and supplies effectively, and students know or follow established routines. | Some instructional time is lost due to only partially effective classroom routines and/or procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruptions. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |

| Domain 2: Classroom Environment (continued) | | | | | |
|--|-----------------|---|--|---|--|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 2d: Managing Student Behavior | | There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects student' |
| 2e: Organizing physical space | | The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. |
| OVERALL DOMAIN 2 RATING | | Ineffective | Progressing | Effective | Highly Effective |
| Comments: | | | | | |

| Domain 3: Instruction | | | | | |
|---|-----------------|--|---|---|--|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 3a: Communicating with students | | The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; others difficult to follow. Teacher's explanation consists of a monologue, no invitation to students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. |
| 3b: Using questioning / prompts and discussion | | Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. | Teacher's questions lead through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in discussion and encourages responses to one another, with uneven results. | While the teacher may use some low-level questions, he /she poses questions to students designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
| 3c: Engaging students in learning | | The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. | The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning tasks/activities are aligned with the instructional outcomes and are designed to challenge thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry or contributions to the exploration of important content. Pacing of the lesson provides students time needed to intellectually engage with/reflect upon their learning, and to consolidate their understanding. Students have some choice in how they complete tasks and may serve as resources for one another. |

| Domain 3: Instruction (continued) | | | | | |
|---|-----------------|--|---|---|---|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 3d: Using Assessment in Instruction | | There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work, but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning. | Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students. |
| 3e: Demonstrating flexibility and responsiveness | | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. |
| OVERALL DOMAIN 3 RATING | | Ineffective | Progressing | Effective | Highly Effective |
| Comments: | | | | | |

| Domain 4: Professional Responsibilities | | | | | |
|--|-----------------|---|---|--|--|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 4a: Reflecting on Teaching | | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| 4b: Maintaining Accurate Records | | Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's system for maintaining information on student completion of assignments and progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records. |
| 4c: Communicating with Families | | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher makes sporadic attempts to communicate with families about the instructional program and progress of students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner. | Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. |
| 4d: Participating in a Professional Community | | Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school/district. |

| Domain 4: Professional Responsibilities (continued) | | | | | |
|--|-----------------|---|---|--|--|
| Criteria/Rating | Evidence | Ineffective (1) | Progressing (2) | Effective (3) | Highly Effective (4) |
| 4e: Growing and Developing Professionally | | Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. |
| 4f: Showing Professionalism | | Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations | Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| OVERALL DOMAIN 4 RATING | | Ineffective | Progressing | Effective | Highly Effective |
| Comments: | | | | | |

DOMAIN SUMMARY

DOMAIN 1 RATING: _____ **INEFFECTIVE** _____ **PROGRESSING** _____ **EFFECTIVE** _____ **HIGHLY EFFECTIVE**
DOMAIN 2 RATING: _____ **INEFFECTIVE** _____ **PROGRESSING** _____ **EFFECTIVE** _____ **HIGHLY EFFECTIVE**
DOMAIN 3 RATING: _____ **INEFFECTIVE** _____ **PROGRESSING** _____ **EFFECTIVE** _____ **HIGHLY EFFECTIVE**
DOMAIN 4 RATING: _____ **INEFFECTIVE** _____ **PROGRESSING** _____ **EFFECTIVE** _____ **HIGHLY EFFECTIVE**

OVERALL SUMMATIVE RATING

_____ **INEFFECTIVE** _____ **PROGRESSING** _____ **EFFECTIVE** _____ **HIGHLY EFFECTIVE**

**Summary of
Commendations**

**Recommended
Area(s) of Growth**

Expectations

Student Teacher /Date

Ouachita Baptist University Supervisor/Date

Cooperating Teacher/Date



Student Teaching Digital Portfolio Information and Rubric

Throughout your student teaching experience, you will be expected to complete many tasks. Each time you complete one of these tasks, you should record evidence in your notebook. This portfolio should include a complete record of your activities as a student teacher. Entries should be made daily.

The Title Page should include:

- Title page, including your name
- Subject and grade level taught
- School name and address
- Name of school principal
- Name of cooperating teachers
- Name of university supervisor

Following the Title Page, as listed above, your Student Teaching Intern Digital Portfolio should include the following items:

- Resume'
- Copies of Student Teacher observation forms from your supervisor's visits. (The original is submitted to the Director of Student Teaching.
- A written lesson plan for each lesson you teach (dated). The lesson plan format provided in instructional skills is to be used.
- Case Study
- A Teacher Work Sample
- Weekly reflective journal entries:
- A seating chart or roster for each class you teach.
- A completed Class Profile Summary form for each class you teach.
- Legal Issues Paper
- An Appendix (Optional).

The digital portfolio- scan code or link should be available to the University Supervisor each time he or she visits. All materials in the portfolio are to be labeled, placed in the proper section, and neatly organized. The Director of Student Teaching will check the final notebook.

Digital Portfolios are to be turned into the Director of Student Teaching by the designated date. Materials from the digital portfolio will be used as evidence for the Post Student Teacher Portfolio Presentations.

Cuachita Baptist University
Teacher Education
STUDENT TEACHING NOTEBOOK/PORTFOLIO Rubric

| ITEM | Unacceptable* 1 | Acceptable 2 | Target 3 |
|--|--------------------|-----------------|-------------|
| Title page | | | |
| Resume' | | | |
| Student Teacher Evaluation Form <i>copies</i> from University Supervisor and Cooperating Teacher (8) | | | |
| Lesson Plans (1 for each lesson observed) | | | |
| Case Study | | | |
| A Teacher Work Sample | | | |
| Weekly Reflective Journal Entries (Dated) | | | |
| Legal Issues Paper | | | |
| Class Rosters and/or Seating Charts | | | |
| Class Profile Summary Form(s) | | | |
| Appendix (Optional) | | | |

***An unacceptable rating on any item will require that item to be re-submitted.**

Name _____ Date _____ Major _____ Semester _____



GATE 3 – Completion of the Professional Semester

Gate 3

Completion

Of the

Professional Semester



GATE 3 – Post Student Teaching

Completion of the Professional Semester with Student Teaching (Senior)

Upon completion of the Professional Semester with Student Teaching, candidates must:

- Earn a positive evaluation from the University Supervisor for any and all student teaching Assignments and receive a score of Effective (2.51-3.50) on TESS Evaluation.
- Earn a positive evaluation from Cooperating Teacher(s) in the student teaching assignment and receive a score of Effective (2.51-3.50) on TESS Evaluation.
- Complete a self-evaluation of the Student Teaching Semester
- Complete a Post Professional Portfolio Presentation and Interview demonstrating competence as outlined in the conceptual framework evaluated as successful by an education panel comprised of education faculty, Teacher Education Faculty, and P-12 public school faculty/administrators. (score of 80% or higher)

The presentation will include the Teacher Work Sample and two pieces of evidence from TESS Domains 1, 2, 3, and 4. Use each piece of evidence only once. (score of 75% or higher)

- Complete a form/survey or free write anonymous feedback on the Teacher Education Program at the conclusion of the EDFN 4403 Student Teaching Seminar
- Receive a Certificate of Completion of the Student Teaching with signatures from the Director of Student Teaching, the Director of Teacher Education and Dean of the Michael D. Huckabee School of Education.

**Professional Student Teaching Internship
Completion of Student Teaching**

Post Portfolio Presentation and Sample Interview Questions

Questions for Candidates Completing the Professional Semester Student Teaching

1. How have you grown/changed as a result of your experience in the Teacher Education Program?
2. How has your philosophy changed from Foundations of Education to Student Teaching?
3. What is your philosophy of classroom management?
4. What is your strongest asset as a teacher? What is your greatest weakness?
5. What do you do to modify your lessons to teach all students?
6. Describe the different methods of teaching you have used.
7. How have you been able to work with parents? What ideas do you have for doing this in your own classroom?
8. What have you learned about incorporating technology in the classroom?
9. What have you learned about the connections of your grade level/subject to other ones (earlier/later)?
10. How have you benefited from keeping the notebook/portfolio?

There may be additional questions from the interview Team.

Please see Portfolio Rubrics on pages 104-112.

**Professional Student Teaching Internship
Completion of Student Teaching**

Post Portfolio Presentation and Interview Evaluation Summary Form

Date of Interview

ID#

Candidate

Phone #

Semester

Level: **Completion** of Student Teaching

Major:

Strengths:

Suggestions for improvements:

Signatures of interviewers:

[Note: Attach this form to the Portfolio Rubric and submitted to the Director of Student Teachers at the conclusion of the Post Student Teacher Portfolio Presentation and Interview. The Portfolio Rubric and Summary Form will then be forwarded to the Director of Teacher Education.]



GATE 4 – Completion of the Program and Licensure Requirements

Gate 4

*Completion
of the
Program
And
Licensure Requirements*

GATE 4 – Completion of Program & Licensure

Completion of Program and Licensure Requirements (Senior)

Candidates, who have successfully completed the Professional Semester, Post Portfolio Presentation and Interview as well as items for Gate 3, must complete Gate 4 by providing:

- Completion of licensure forms submitted to the OBU Licensing Officer
- Completion of all coursework for graduation
- Final check with the appropriate subject area School Dean and the Director of Teacher Education
- Final Graduation check in the Office of the Registrar

COMPLETION OF THE TEACHER EDUCATION PROGRAM

To successfully complete the Teacher Education Program, each candidate must pass the PRAXIS II test/s in their content area, and must demonstrate competence on the TESS evaluation. In addition, Elementary Education candidates must pass the State required Foundations of Reading Test.

An additional requirement for program completion is the presentation of the post student teaching professional portfolio to a committee of educators, Gate 3. This professional portfolio should demonstrate the achievement of the candidate in the Four Cs of the Conceptual Framework at the level of a beginning teacher. It should also demonstrate content competence. The professional portfolio should be suitable for presentation to a prospective employer.

OBTAINING LICENSE TO TEACH

All candidates completing a BA (teaching emphasis) or B.M.E. (Music) degree at Ouachita Baptist University qualify for a teaching license in the State of Arkansas in his or her teaching field. A standard license is for five years.

Candidates desiring to teach in another state must receive their Arkansas license and then apply for a license through the education agency of that state. Many states have a reciprocal agreement with Arkansas so will merely require an application in order to issue a license. Other states require applicants to meet the initial licensing requirements, including exams and/or specific course work. In these cases, the other state usually issues a temporary license (1 year) until the criteria has been met.

SEE: <http://www.ets.org/praxis/ar> - to be sure you are taking the most recently required test.

Appendix

Appendix

FORMAL COMPLAINT POLICY

Although program personnel make every effort to resolve conflict collaboratively, occasionally a candidate needs a mechanism for having a complaint or concern addressed formally. Candidates who have exhausted all means of resolving a problem with the party (ies) involved may file a formal complaint, in writing, with the Director of Teacher Education. The Director of Teacher Education will present the complaint to the Teacher Education Council for consideration. The Council will inform the student of its decision. If the issue is still not resolved, the student may submit the complaint to the Vice President for Academic Affairs. The VPAA's action will be reported to the student and the Teacher Education Council. The final appeal shall be to the President of the University.

Ouachita Baptist University *Teacher Education*

Formal Complaint Form

Name: _____

Date: _____

Student ID #: _____

Phone : _____

OBU Box # _____

E-mail _____

In the space provided below, please explain, in detail, the nature of the problem, the party(ies) involved, and the attempts to resolve the problem. Please attach other sheets as needed, including any documentation that might be helpful in consideration of the complaint.

Common Questions and Answers for Post-Graduation

1. What is expected of Arkansas Educators?

Website: <http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

Standard 1

An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2

An educator maintains competence regarding his or her professional practice, inclusive of professional and ethical behavior, skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4

An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5

An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6

An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8

An educator, while on school premises or at school-sponsored activities involving students, refrains from:

- a) using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or
- b) possessing or using tobacco or tobacco-related products, e-cigarettes,

e-liquid, or vapor products, or c) abusing/misusing prescription medications or other authorized substances as evidenced by impairment.

Who has to abide by the Code of Ethics?

Arkansas law mandates that every person with a valid Arkansas teaching license, pre-service teachers, and all educators teaching under an Act 1240 waiver are required to abide by the Code of Ethics for Arkansas Educators.

Who can file a complaint?

Any person can fill out an **allegation form** and file it with the Division of Elementary and Secondary Education, school district superintendent, or a public school district, but it must be signed under penalty of perjury.

Where can I find more resources?

Social Networking is prevalent in all aspects of our society and the Professional Licensure Standards Board created recommendations and guidelines for educators and public schools to encourage the utilization of technology for the benefits of education, while avoiding unprofessional social networking between educators and students. The PLSB has also sponsored **two courses on ArkansasIDEAS: Social Media Guidelines and Digital Citizenship Curricula K-12.**

2. What is my responsibility as a teacher for suspected abuse?

Act 703 was passed in the Arkansas Legislature making teachers responsible for reporting abuse. See below:

ACT 703

The Arkansas State Legislature recently passed ACT 703, which makes teachers responsible for reporting child abuse even more directly than in the past.

The following are the portions of the ACT that affect teacher education. All teachers need to be aware of their responsibility to protect children and youth.

SECTION 3. Arkansas Code Title 6, Chapter 61, Subtitle 1 is amended to add an additional section to read as follows: 6-21-131. Training for mandatory reporters.

For each degree program at an institution of higher learning in this state that is a prerequisite for licensure or certification in a profession in which the professional is a child maltreatment mandated reporter under the Child Maltreatment Act, § 12-1-2-501 et seq., the Department of Higher Education shall coordinate with all the higher education institutions to ensure that before receiving a degree each graduate receives, including without limitation, training in:

- (1) Recognizing the signs and symptoms of child abuse and neglect;
- (2) The legal requirements of the Child Maltreatment Act, §12-1-2-501 et seq., and the duties of mandated reporters under the act; and
- (3) Methods for managing disclosures regarding child victims.

SECTION 9. Arkansas Code § 12-12-507(b), concerning reports of 36 suspected abuse or neglect, is amended to read as follows:

(1) When any individual listed in subdivision (b) (4) of this section has reasonable cause to suspect that a child has been subjected to child maltreatment or has died as a result of child maltreatment or observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, he or she shall immediately notify the child abuse hotline by telephone call, facsimile transmission, or online reporting.

(2) The Child Abuse Hotline shall review the information received under subdivision of this section to determine if the information rises to the minimum standards for investigation under this subchapter.

(3)(A) Facsimile transmission and online reporting may be used in non-emergency situations by an identified reporter who provides the following contact information:

- (i) Name and phone number; and
- (ii) In the case of online reporting, the email address of the identified reporter.

(B) The hotline shall provide confirmation of the receipt of a facsimile transmission via a return facsimile transmission or via online receipt.

(C) A mandated reporter who wishes to remain anonymous shall make the report through the child abuse hot line toll-free telephone system.

(4) The following individuals are mandated reporters under this subsection:

- (1) Any childcare worker or foster care worker;
- (2) A coroner;

- (3) A day care center worker;
- (4) A dentist;
- (5) A dental hygienist;
- (6) A domestic abuse advocate;
- (7) A domestic violence shelter employee;
- (8) A domestic violence shelter volunteer;
- (9) An employee of the Department of Health and Human Services;
- (10) An employee working under contract for the Division of Youth Services of the Department of Health and Human Services;
- (11) Any foster parent;
- (12) A judge;
- (13) A law enforcement official;
- (14) A licensed nurse;
- (15) Any medical personnel who may be engaged in the admission, examination, care, or treatment of persons;
- (16) A mental health professional;
- (17) An osteopath;
- (18) A peace officer;
- (19) A physician;
- (20) A prosecuting attorney;
- (21) A resident intern;
- (22) A school counselor;
- (23) A school official;
- (24) A social worker;
- (25) A surgeon;
- (26) A teacher;

SECTION 10. Arkansas Code § 12-12-507(c), concerning prohibitions on interference with reports of child abuse, is amended to read as follows:

- (1) No privilege or contract shall prevent anyone from reporting child maltreatment when he or she is a mandated reporter as required by this section.
- (2) No school, Head Start program, or day care facility shall prohibit an employee or volunteer from directly reporting child maltreatment to the child abuse hotline.
- (3) No school, Head Start program, or day care facility shall require an employee or volunteer to obtain permission or notify any person, including an employee or supervisor, before reporting child maltreatment to the child abuse hotline.

SECTION 13. Arkansas Code Title 16, Chapter 10, Subchapter 1 is amended to add an additional section to read as follows:

16-10-138. Mandatory reporter training.

(a) The Administrative Office of the Courts shall develop a web-based curriculum concerning mandatory reporter training that will include without limitation:

- (1) The signs and symptoms of abuse;
- (2) Training on the specifics that are required to be reported under law and rules; and
- (3) The managing of disclosures.

(b) The Department of Health and Human Services shall serve as the host for the web-based curriculum developed by the Administrative Office of the Courts.

3. How do I apply for Graduate School?

Beyond an Undergraduate Degree

The degree that follows a Bachelor's degree is a Master's Degree. To earn a Master's Degree requires admission to graduate school. It generally takes a minimum of two years full-time or 45-60 semester hours beyond the undergraduate degree. There are many things to consider when beginning a graduate program. First, you need to determine your areas of interest, as well as both personal and professional goals for your study. Then, you need to determine where you want to study and how to finance your graduate work. Be especially careful if you consider an on-line program. Check to be certain it is fully accredited.

Philosophy and Specialization

It is beneficial to check the philosophy and emphasis of various graduate programs. Some programs are stronger in a particular area, such as reading or language arts. Read as much as possible about the program. Make an appointment to visit the campus and talk with someone in Graduate Admissions as well as someone from the program you are considering.

Application and Admission to Graduate Study

Admission requirements vary from university to university. Most graduate school programs require an entrance examination such as the Graduate Record Exam (GRE). Information about this examination can be found at ets.org and the Graduate Record Exam link. There are testing centers throughout the USA. It can be beneficial to prepare for the GRE by purchasing a text to help you study for the examination. Some places offer classes to prepare for the GRE, as well.

In addition to particular scores on the GRE, graduate programs do look at the undergraduate GPA of candidates seeking acceptance. You will need official transcripts from your undergraduate university. Transcripts must be requested and sent directly from your undergraduate university to the graduate program of the university to which you are applying. Information is online for graduate programs. It is good to read it carefully before contacting the graduate program personnel. This will help you prepare appropriate questions to ask and save time for you and for the university representatives.

It is good to be aware that admission into some graduate programs is very competitive. It is not always guaranteed that you will be admitted to the program, particularly on the first application. Be sure to do your homework before applying to determine the best responses to application questions, requested materials, etc. It is also important that your application packet is complete in every way before submitting it. It is wise to make copies of all that you send with dates, etc. Remember that if references are needed, please ask those who can best represent your ability to be a successful graduate student if they are willing to provide a recommendation for you. Give them all needed materials, included addressed and stamped envelopes, with plenty of time to complete and mail in before your deadline.

Financing Your Graduate School Education

Many people work/teach while completing a graduate program. Some individuals decide to attend graduate school full-time. Many universities have assistantships that help defray the cost of graduate school. In exchange for tuition costs or partial costs, and sometimes a small stipend, the graduate-assistant is employed by the graduate program or other programs in the university while they take nine hours of course work per semester. Be sure to check on the availability of assistantships and what would be expected. A few school corporations will help pay for graduate work.

Additional Graduate School

After you earn a Master's degree, there are Education Specialist degrees, and doctoral degree programs, or "terminal degrees" such as PhD (Doctor of Philosophy); Ed.D. (Doctor of Education); DA (Doctor of Arts); DMA (Doctor of Musical Arts). The Masters of Fine Arts is considered a terminal degree, as well.