

Ouachita Baptist University



Teacher Education Candidate Handbook *2019-2020*

Updated November 2019

Any updates will be published on the OBU P-drive
and the Huckabee School of Education Website

Table of Contents (to return to contents contr+home)

Notes/Dates	4
Welcome!	5
Introduction.....	6
The Teacher Education Program	7
Vision.....	8
Mission.....	8
Statement of Belief	8
Teacher Education Advisory Board.....	9
Teacher Education Council.....	10
Conceptual Framework	11
The Conceptual Framework.....	12
Licensure Programs	17
General Information for All Candidates	18
Elementary Education (K-6).....	19
Middle School Education (4-8).....	20
Secondary Education (7-12)	23
Semester Planning Forms by Major/Checklists	25
Elementary Education (Grades K-6).....	26
Elementary Education (Grades K-6 with 3 & 4 year old Endorsement)	27
Middle School Education- English and Social Studies.....	28
Middle School Education- Math and English.....	29
Middle School Education- Math and Science.....	30
Middle School Education - Math and Social Studies (Grades 4-8).....	31
Middle School Education- Science and English.....	32
Middle School Education- Science and Social Studies	33
Secondary	35
Biology (Grades 7-12)	36
Chemistry (Grades 7-12).....	37
English (Grades 7-12).....	38
Mathematics (Grades 7-12) (Entering Fall of Odd # Year).....	39
Mathematics (Grades 7-12) (Entering Fall of Even # Year).....	40
Mathematics (Grades 7-12) (Entering Fall of Odd # Year Pre-calculus Ready).....	41
Mathematics (Grades 7-12) (Entering Fall of Even # Year Pre-calculus Ready).....	42
Physics/Mathematics (Grades 7-12) (Entering Fall of Odd # Year with Pre-Calculus).....	43
Physics/Mathematics (Grades 7-12) (Entering Fall of Even # Year with Pre-Calculus)	44
Physics/Mathematics (Grades 7-12) (Entering Fall of Odd # Year).....	45
Physics/Mathematics (Grades 7-12) (Entering Fall of Even # Year)	46
Social Studies (Grades 7-12)	47
Drama (Theatre Arts) (Grades K-12) (Entering Even Year)	48
Drama (Theatre Arts) (Grades K-12) (Entering Odd Year).....	49
K-12 Licensure Education Programs	51
ART (Grades K-12) (Entering Fall Even Year).....	52
ART (Grades K-12) (Entering Fall Odd Year)	53
Drama/Speech (Grades K-12) (Entering Fall Even Year)	54
Drama/Speech (Grades K-12) (Entering Fall Odd Year)	55
Kinesiology and Leisure Studies (Grades K-12)	56
Music Education – Vocal Music (Grades K-12).....	57
Music Education – Instrumental (Grades K-12).....	59
Endorsements and Minors	61

Coaching Endorsement	62
Minor in Education and Public Policy	63
Minors in Department of Kinesiology and Leisure Studies.....	65
GATE 1- Admission to Teacher Education	67
Admission Requirements for Teacher Education	69
Application for Admission to Teacher Education Program.....	70
Faculty Recommendation and Self-Evaluation Form	72
Field Experiences	73
Dress Code for All Field Experiences	74
Lesson Plans	75
Lesson Plan Rubric	76
Lesson Reflection Rating Scale	78
GATE 2 – Admission to the Professional Semester	79
Admission Requirements to Professional Semester with Student Teaching	81
Important Dates for the Semester before Student Teaching or as scheduled by the Director of Student Teaching.....	81
Initial Portfolio Presentation and Interview Information and Sample Questions	82
Items to Include in School of Education Initial Portfolio	83
Art Education – all Emphasis Areas	88
Kinesiology/Leisure Studies – Teaching	88
Music Education Choral/Vocal or Instrumental	89
Drama/Speech and Theatre Arts	90
Secondary Education Biology or Chemistry.....	91
Secondary Social Studies Education.....	91
Initial Portfolio Presentation and Interview Evaluation Summary Form	95
Information for the Professional Semester	96
Student Teaching	97
Student Teaching Application Placement Procedures and Calendar Considerations	98
Schedule of Events for the Semester of Student Teaching	98
Placement Procedures	99
Application for Admission to Professional Semester with Student Teaching	100
Student Teaching Placement Checklist of Criteria	101
Candidate Information Form.....	102
Student Teaching Agreement.....	104
Class Profile Summary	105
Student Teaching Absence Form	107
Teaching Field Requirements by Content Area	109
Elementary Education (K-6) Teaching Field Requirements.....	110
Middle School Education (Grades 4-8) Teaching Field Requirements: Choose 2 Areas.....	111
Choral Music Education (K-12) Teaching Field Requirements	113
Instrumental Music Education (K-12) Teaching Field Requirements	113
Secondary Biology (7-12) Teaching Field Requirements	114
Secondary Chemistry (7-12) Teaching Field Requirements.....	115
Secondary English (7-12) Teaching Field Requirements	116
Secondary Mathematics (7-12) Teaching Field Requirements.....	118
Secondary Physics/Mathematics (7-12) Teaching Field Requirements	118
Secondary Social Studies Teaching Field Requirements.....	119
Drama (Speech & Theatre Arts) (K-12) Teaching Field Requirements	120
Secondary Drama (Theatre Arts) (7-12) Teaching Field Requirements.....	120
Cooperating Teacher Criteria	121

GUIDELINES CONCERNING THE STUDENT TEACHING ONCE PLACEMENTS ARE SECURED	121
SCHEDULE FOR STUDENT TEACHERS	121
SCHOOL DAY HOURS AND OTHER RESPONSIBILITIES	121
SUPERVISION AND EVALUATION	123
Teacher Work Sample Rubric.....	125
Arkansas TESS – New Evaluation System	128
Student Teaching Evaluation Form	129
Student Teaching Notebook/Portfolio Information and Rubric.....	140
GATE 3 – Completion of the Professional Semester	143
Post Portfolio Presentation and Sample Interview Questions.....	146
Post Portfolio Presentation and Interview Evaluation Summary Form	147
GATE 4 – Completion of the Program and Licensure Requirements	149
Appendix	151
Formal Complaint Form	152
Common Questions and Answers for Post-Graduation	153

Acknowledgements for 2019-2020

Special appreciation is given to: Dr. Kevin Cornelius, Dr. Scott Holsclaw, Dr. Gary Gerber, Dr. Kevin Motl, Dr. Rachel Pool, Dr. Mike Reynolds, Mrs. Sue Shults, Dr. Doug Sonheim, and Dr. Jeff Sykes, for their assistance in providing the content for this Education Handbook. Special appreciation to Mrs. Genie Ashcraft for compiling and word processing the information.
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

No later date than by 3rd Semester (1st Semester Sophomore)

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

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 PLT test _____ (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) English, Math, Physics-Math, Life Science-Biology, Physical Science-Chemistry, Social Studies, Drama/Speech Theatre Arts, Drama/Theatre Arts, 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. Sue Shults	Director of Student Teaching Professional Licensure Officer 870-245-5163; shultss@obu.edu
Dr. Terry DeWitt	Chair of the Department of Kinesiology and Leisure Studies: 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 and Leisure Studies. 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. Sue Shults, Instructor

Other Department of Kinesiology and Leisure Studies Faculty

Dr. Mike Reynolds, Professor Kin/Lst/Coor Ourdr Rec
Mrs. Amber Chelette, Asst. Professor Kin/Lst
Ms. Amanda Perry, Visiting Instructor Kin/Lst

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 Chair of the TEC and has the responsibility of communicating information from the Arkansas Department of Education, policies, and procedures for CAEP accreditation.

The Arkansas Department of Education

The role of the Arkansas Department of 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 insure 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: www.arkansased.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
2019-2020

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 and those willing to meet during the year to assess concerns in education, our partnership, and make suggestions to the OBU 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 Perritt Primary Arkadelphia, Arkansas
Nikki Thomas, Principal Arkadelphia High School Arkadelphia, Arkansas
Shannon Prince, Principal Central Elementary Arkadelphia, Arkansas
Mary Snowden, Principal Peake Elementary Arkadelphia, Arkansas
Jeanette Turner, Director of Curriculum & Instruction Arkadelphia, Arkansas
Candiss Bennett, Principal Middle School Magnet Cove, Arkansas

Ruthie Lenards, Senior Elementary Education
Caroline Sweet, Senior OBU Presidential Scholar 2016-2017 (Secondary English)
Bailey Brown, Senior Music Education/Choral-Vocal
Melody Stotts, Junior Middle School Education/English-Social Studies
Sydney Mendel, Junior Secondary Education/Biology
Zack Kelley, Senior Secondary Education/History-Social Studies

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

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 (Internship), assists with Portfolio Interviews and is an integral part of decision-making for the Teacher Education Program.

Members of the Teacher Education Council for 2019-2020

Art – Carey Roberson

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

English – Dr. Doug Sonheim

Kinesiology – Dr. Terry DeWitt

Math – Mr. Darin “Spud” Buscher

Music Education – Dr. Gary Gerber

Science – Dr. Kevin Cornelius

Social Science – Dr. Kevin Motl

Speech/Theatre – Mr. Joe Hernandez

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 underscore the expectations for candidates, faculty and public school partners. All candidates should learn the basic elements of the documents and should be able to communicate them to those who ask about the Teacher Education Program at Ouachita Baptist University. The competent, Christ-centered candidate creates content-rich, creative learning environments for all students, cares, communicates, collaborates using a variety of methods to engage students, families and colleagues which are aligned 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 student, 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
Conceptual Framework
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

*Ouachita Baptist University
Conceptual Framework
Teacher Education Program*

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

Ouachita Baptist University
Conceptual Framework
Teacher Education Program

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
Conceptual Framework
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)**
- ✓ **Art Education (K-12)**
- ✓ **Drama/Speech (K-12)**
- ✓ **Kinesiology –Physical Education, Wellness and Leisure (K-12)**
- ✓ **Music Education – Choral (K-12)**
- ✓ **Music Education – Instrumental (K-12)**
- ✓ **Secondary Education (7-12)**
 - **Biology**
 - **Chemistry**
 - **English**
 - **Mathematics**
 - **Physics/Mathematics**
 - **Social Studies**
 - **Drama/Theatre**

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

3 & 4 year old Endorsement
English as a Second Language (ESL)
Special Education Endorsement (pending approval)
Education Studies Minor
Education and Public Policy Minor
Coaching Minor
Exercise Science Minor
Recreation and Sports Administration Minor
Recreation and Sports Ministry Minor

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. These requirements are published 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.

TEST:

Praxis I/Core – Reading, Writing, Math
Praxis II – Content Test

PLT – Professional Licensure Test
(Principles of Learning and
Teaching)

How to register for the test:

Online: www.ets.org/praxis/register

OR

Contact:

Henderson State University
Airway Building (No exams Sunday or Monday)
(870) 230-5470 or (870) 230-5153
Arkadelphia, AR 71923

When to take the tests:

First or Second Semester Freshman (No later 1st Semester Sophomore)
Second Semester Junior Year (**Due by Aug.1st for Spring Student Teachers and Feb 15th for Fall Student Teachers**)
First Semester Senior Year or not later than the Beginning of the Professional Semester of Student Teaching

**OR Piloting- Remove ACT Composite Score of 24
MUST have 21 Math**

21 Reading

6 (Sn 2016) English/Writing

for exemption from Praxis/Core Tests.

**Have a SAT Composite Score
with 50% Math**

50% Reading

50% Writing or score of 5

See the Director of Teacher Education,
if you have questions

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 on pages 47-49 in the OBU 2019-2020 Catalog</i>	
COMM 1003 Fundamentals of Public Speaking	
KIN 1002 Wellness	
B. Area of Concentration Requirements:	
PSYC 1013 General Psychology	3
MATH 2223 Nbr Sense & Operations/EL	3
MATH 3013 Geom & 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 2033 Professional Writing in Education replace w/Comp II	3
EDFN 2043 Teaching Students from Multilingual and Diverse backgrounds.....	3
EDFN 2053 Child and Adolescent Development.....	3
EDFN 4083 Teaching Exceptional Learners.....	3
EDFN 4123 Learning Theories and Assessment Practices.....	3
EDFN 4402 Student Teaching Seminar	2
EDFN 4405 and 4415 Student Teaching ¹	10
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 published in the Teacher Education Handbook online version and will supersede catalog information.

Ouachita Baptist University
Teacher Education Approved Programs -
Beginning Fall, 2014

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 on pages 47-49 in the OBU 2019-2020 Catalog*

B. Area of Concentration Requirements:

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

Candidates will receive licensure in two of the four areas.

	Hours
<u>English/Language Arts – 18 hours</u>	
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	
<u>Mathematics – 18 hours</u>	
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
<u>Science – 22 hours</u> (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 2003 Earth Science	3
NSCI 3003 Natural Science for Elementary/Middle School Teachers	3
<u>Social Studies – 18 hours</u>	
CORE 2243 History of World Societies	3
HIST xxxx Approved 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:

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 2033 Professional Writing in Education (or Comp II equivalent)
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 4402 Student Teaching Seminar (Taken concurrently with, EDFN 4405 and 4415)
EDFN 4405 and 4415 Student Teaching I & II (Taken concurrently with, EDFN 4402 Stu Tchg 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
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, Kinesiology/Leisure Studies, Music Education 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 on pages 47-49 in the OBU 2019-2020 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

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 2033 Professional Writing in Education or Composition II equivalent
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 (Waived for Music Education Majors)
EDFN 4402 Student Teaching Seminar (Taken concurrently with, EDFN 4405 and 4415)
EDFN 4405 and 4415 Student Teaching I & II (Taken concurrently with, EDFN 4402 Stu Tchg 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.

Quachita 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 on pages 47-49 in the OBU 2019-2020 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

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 2033 Professional Writing in Education or Composition II equivalent

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 (Waived for Music Education Majors)

EDFN 4402 Student Teaching Seminar (Taken concurrently with, EDFN 4405 and 4415)

EDFN 4405 and 4415 Student Teaching I & II (Taken concurrently with, EDFN 4402 Stu Tchg 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

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

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 Praxis I

__CORE 1123 Interpreting the Bible
 __COMM1003 Fundamentals of Pub Speaking
 __EDFN 1002 Intro to Educ (if/n taken semester 1)
 __EDFN 2003 Foundations of Education
 __EDFN 2033 Prof'l Wrtg in Educ **replace with Comp II**
 __EDFN 2012 Instructional Technology

TOTAL OF 14/16 HOURS

Semester 3

__PSYC 1013 General Psychology
 __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

__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 PLT

__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)
 __HIST 2003 U.S. History to 1877

TOTAL OF 16 HOURS

Semester 8

__EDFN 4402 Student Teaching Seminar
 __EDFN 4405 Student Teaching I
 __EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Math 2123 Number Sense & Operations satisfies Analytic & Quantitative Reasoning Math

Endorsements Available:

3-4 year Endorsement Requirements: ECED 3123 Techniques & Assessment for Early Childhood; ECED 4033 Curriculum Principles for Early Childhood Classrooms; ECED 4043 Practicum in Early Childhood Education and Classroom Management; and EDFN 4103 Education and Public Policy Field Experience total of 12 additional hours.

ESL – English as a Second Language K-12 Endorsement – EDFN 2043 Teaching Students from Multilingual & Diverse Backgrounds; EDFN 3043 Second Language Acquisition; EDFN 3053 Methods of Teaching English as a Second Language; EDFN 4043 Second Language Assessment.

Please see your advisor.

Total hours required for degree: 121 (133)

Total hours earned

semester 1 _____ semester 2 _____ semester 3 _____ semester 4 _____ semester 5 _____ semester 6 _____ semester 7 _____ semester 8 _____

Revised 8/2019

Ouachita Baptist University **2019-2020**
TEACHER Education
 Bachelor of Arts Degree

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 Praxis I

- __ CORE 1123 Interpreting the Bible
- __ COMM1003 Fundamentals of Pub Spkg
- __ HIST 2003 U.S. History to 1877
- __ EDFN 2003 Foundations of Education
- __ EDFN 2033 Prof'l Wrtg in Educ **Replace w/Comp 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
- __ CORE 2243 History of World Societies
- __ 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 Tch'g Stu/Multilingual & Div Bckgrs
- __ 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 3123 Techniques & Assessment for EC
- TOTAL OF 18 HOURS**

Semester 6 Praxis II

- __ 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 4033 Curriculum Prin for EC Clsrms
- __ ECED 4043 Practicum in EC Ed & Clsrms Mgmt
- TOTAL OF 18 HOURS**

Semester 7 PLT

- __ EDFN 4103 Ed & Public Policy
- __ 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

- __ EDFN 4402 Student Teaching Seminar
- __ EDFN 4405 Student Teaching I
- __ EDFN 4415 Student Teaching II
- TOTAL OF 12 HOURS**

*Math 2123 Number Sense & Operations satisfies Analytic & Quantitative Reasoning Math

Note: ECED Classes woven in to the program. Some Early Childhood courses may be taught in the Winter, May or Summer terms.

ESL – English as a Second Language K-12 Endorsement – EDFN 2043 Teaching Students from Multilingual & Diverse Backgrounds; EDFN 3043 Second Language Acquisition; EDFN 3053 Methods of Teaching English as a Second Language; EDFN 4043 Second Language Assessment.

Please see your advisor.

Total Hours required for degree: 133

Total hours earned

semester 1__ semester 2__ semester 3__ semester 4__ semester 5__ semester 6__ semester 7__ semester 8__

***Ouachita Baptist University* 2019-2020**
TEACHER Education
 Bachelor of Arts Degree

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 PRAXIS I

- __ 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 Advanced Grammar (Fall)
- __ EDFN 2053 Child & Adolescent Development
- __ CORE 2243 History of World Societies

TOTAL OF 16 HOURS

Semester 4

- __ EDFN 2043 Tchg Stu/Multilingual & Div Bckgrd
- __ ENGL 3303 Childrn's & Yng Adlt Literature*
- __ ENGL 3003 Advanced Comp
- __ EDFN 2012 Instructional Technology
- __ CORE 3023 Scientific Connections
- __ HIST xxxx An approved Upper level World History Course

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 test

- __ 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 PLT

- __ 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 4402 Seminar in Education
- __ EDFN 4405 Student Teaching I
- __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

***Only if 23^ on ACT in math or 19-22 Must take College Algebra first, 18 or below Intermediate Algebra.**

*English Studies will substitute for Professional Writing * Children's & Young Adult Literature will substitute for MSED 2033 Reading: Children's Literature

Please see your advisor.

Total hours required for degree: 127

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019

Ouachita Baptist University 2019-2020
TEACHER Education
 Bachelor of Arts Degree

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

PRAXIS I

TOTAL OF 18 HOURS

Semester 3

- ___ CORE 2243 History of World Societies
- ___ CORE 3023 Scientific Connections
- ___ COMM 1003 Fund'ls of Public Speaking
- ___ ENGL 2023 Advanced 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 Advanced Comp
- ___ 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 2223 Number Sense & Operations/MS
- ___ ENGL 4223 Shakespeare (**Fall even**)
- ___ PSYC 1013 General Psychology

TOTAL OF 15 HOURS

Semester 6 PRAXIS II required test

- ___ MSED 3043 MS Methods & Clsrm Mgt
- ___ xxxx xxx3 Foreign Language II
- ___ ENGL 3783 Mythology
- ___ MATH 3143 Geometry & Algebra
- ___ MSED 4023 Reading & Writing (**Spring**)

TOTAL OF 15 HOURS

Semester 7

PLT

- ___ EDFN 4123 Learning Theo & Assessment Prac.
- ___ EDFN 4083 Teaching Exceptional Learners
- ___ MSED 4523 Prac in Educ Gr 4-8
- ___ MATH 3153 Probability,DataAnalysis,&Computing
- ___ FINA 4011 Arts Engagement Series

TOTAL OF 13 HOURS

Semester 8

- ___ EDFN 4402 Seminar in Education
- ___ EDFN 4405 Student Teaching I
- ___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

***Only if 23^ on ACT in math or 19-22 Must take College Algebra first, 18 or below Intermediate Algebra.**

*English Studies will substitute for Professional Writing * Children's and Young Adult Literature will substitute for MSED Reading: Children's Lit.

Please see your advisor.

Total hours required for degree: 124

Total hours earned

Semester 1 ___ Semester 2 ___ Semester 3 ___ Semester 4 ___ Semester 5 ___ Semester 6 ___ Semester 7 ___ Semester 8 ___

Ouachita Baptist University 2019-2020
TEACHER Education
 Bachelor of Arts Degree

Middle School Education- Math and Science

Student Name: _____ ID#: _____

Semester 1

__CORE 1012 OBU Connections
 __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 **PRAXIS I (CORE)**

__KIN 1002 Wellness
 __CORE 1123 Interpreting the Bible
 __BIOL 1014 Gen Biology(Zoology)
 __PHYS 2024 College Physics I
 __MATH 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 2012 Instructional Technology
 __MATH 1103 Intro to Cryptology

TOTAL OF 17 HOURS

Semester 4

__CORE 2243 History of World Societies
 __BIOL 1024 Gen Biology (Botany)
 __EDFN 2033 Prof'l Wrtg in Educ Replace w/ Comp II
 __EDFN 2053 Child & Adolescent Developmen
 __EDFN 2043 Tchg Stu/Multilingual & Div Bckgrds

TOTAL OF 16 HOURS

Semester 5

__COMM 1003 Fund'ls of Public Speaking
 __xxxx xxx3 Foreign Language I
 __FINA 3xx3 Fine Arts: Choice
 __PSCI 2013 American Natl Govt or approved sub
 __MATH 2223 Number Sense & Operations for MS Tchrs

TOTAL OF 15 HOURS

Semester 6 **PRAXIS II** **required test**

__MSED 3043 MS Methods & Clsrm Mgt (Spring)
 __xxxx xxx3 Foreign Language II
 __NSCI 2003 Earth Science (Spr even)
 __NSCI 3003 Natural Science for Teachers (Spring)
 __MATH 3143 Geometry & Algebra for MS Tchrs

TOTAL OF 15 HOURS

Semester 7 **PLT**

__EDFN 4123 Learning Theo & Assessment Prac.
 __MSED 4523 Prac in Ed Gr 4-8 (Fall)
 __MATH 3153 Probability,DataAnanlysis&Computing for MS
 __FINA 4011 Arts Engagement Series
 __PSYC 1013 General Psychology
 __EDFN 4083 Teaching Exceptional Learners

TOTAL OF 16 HOURS

Semester 8

__EDFN 4402 Seminar in Education
 __EDFN 4405 Student Teaching I
 __EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

***Only if 23^ on ACT in math or 19-22 Must take College Algebra first, 18 or below Intermediate Algebra.**

Please see your advisor.

Total hours required for degree: 124

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019

Ouachita Baptist University 2019-2020
TEACHER Education
 Bachelor of Arts Degree

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 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**
(GEOG2003) Natural Resources: Env/Surv

TOTAL OF 15 HOURS

Semester 5

- __MATH 2223 Number Sense & Operations for MS Tchrs
- __HIST 3523 Arkansas History (**Fall**)
- __HIST 2013 US History to 1877 (**Fall**)
- __MSED 3023 Teaching Social Studies
- __EDFN 4083 Teaching Exceptional Learners

TOTAL OF 15 HOURS

Semester 7 **PLT**

- __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
- __MATH 3153 Probability, Data Analysis & Computing
- __FINA 4011 Arts Engagement Series

TOTAL OF 16 HOURS

Semester 2 **Praxis I**

- __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
- __EDFN 2033 Prof'l Wrtg in Educ **Replace w/Comp II**

TOTAL OF 18 HOURS

Semester 4

- __PSYC 1013 General Psychology
- __KIN 1002 Wellness
- __EDFN 2043 Tchg Stu/Multilingual/Div Bckgrd
- __HIST xxxx Approved Upper Level World History course
- __CORE 2334 Scientific Inquiry

TOTAL OF 15 HOURS

Semester 6 **PRAXIS II required test**

- __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 3143 Geometry & Algebra for MS Tchrs

TOTAL OF 17 HOURS

Semester 8

- __EDFN 4062 Seminar in Education
- __EDFN 4405 Student Teaching I
- __EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

***Only if 23^ on ACT in math or 19-22 Must take College Algebra first, 18 or below Intermediate Algebra.**

Please see your advisor.

Total hours required for degree: 124

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

Middle School Education- Science and English

Student Name: _____ ID#: _____

Semester 1

__ CORE 1012 OBU Connections
__ 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 3

__ CORE 2233 World Literature
__ BIOL 1014 Gen Biology (Zoology)
__ EDFN 2003 Foundations of Education
__ ENGL 2023 Advanced Grammar
__ EDFN 2053 Child & Adolescent Development
__ KIN 1002 Wellness

TOTAL OF 18 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

TOTAL OF 15 HOURS

Semester 7

PLT

__ 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

TOTAL OF 13 HOURS

Semester 2

PRAXIS I (CORE)

__ 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 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 Advanced Comp

TOTAL OF 16 HOURS

Semester 6 PRAXIS II required test

__ MSED 3043 MS Methods & Clsrm Mgt (Spring)
__ MSED 4023 Reading & Writing (Spr)
__ xxxx xxx3 Foreign Language II
__ ENGL 3303 Chldn's & Young Adlt Literature*
__ NSCI 3003 Natl Science for Teachers (Spring)
__ NSCI 2003 Earth Science (Spring even)

TOTAL OF 18 HOURS

Semester 8

__ EDFN 4402 Seminar in Education
__ EDFN 4405 Student Teaching I
__ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

* Choose one course from the following: ENGL 3633; ENGL3643; ENGL3653; ENGL3103; ENGL3113; ENG4023; ENGL3303

* English Studies will substitute for Professional Writing * Children's & Young Adult Literature will substitute for MSED Reading: Children's Lit.

Please see your advisor.

. Total hours required for degree: 127

Total hours earned

Semester 1 ___ Semester 2 ___ Semester 3 ___ Semester 4 ___ Semester 5 ___ Semester 6 ___ Semester 7 ___ Semester 8 ___

Revised 8/2019

***Ouachita Baptist University* 2019-2020**
TEACHER Education
 Bachelor of Arts Degree

Middle School Education- Science 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 1033 Math for Liberal Arts
 __ EDFN 1002 Intro to Education

TOTAL OF 16 HOURS

Semester 2 PRAXIS I

__ CORE 1022 Concepts of Wellness
 __ CORE 1123 Interpreting the Bible
 __ BIOL 1014 Gen Biology(Zoology)
 __ EDFN 2003 Foundations of Education
 __ EDFN 2033 Prol Wrt in Educ **Replace wi/Comp II**
 __ COMM 1003 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**
 __ GEOG 2003) Natural Resources: Env/Surv

TOTAL OF 16 HOURS

Semester 4

__ BIOL 1024 Gen Biology (Botany)
 __ EDFN 2053 Child & Adolescent Development
 __ NSCI 2003 Earth Science (Spr even)
 __ HIST xxxx An approved Upper Level World History
 __ 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
 __ CORE 2233 World Literature
 __ FINA 3143 Fine Arts: Choice

TOTAL OF 18 HOURS

Semester 6 PRAXIS II required test

__ 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 PLT

__ 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 4062 Seminar in Education
 __ EDFN 4405 Student Teaching I
 __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

***Only if 23^ on ACT in math or 19-22 Must take College Algebra first, 18 or below Intermediate Algebra.**

Please see your advisor.

Total hours required for degree: 127

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019



Secondary

*Secondary
Education*

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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 Praxis I

- __ BIOL 1024 Biology II
- __ CORE 1023 Contemporary World Health & Safety
- __ 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
- __ NSCI 2003 Earth Science

TOTAL OF 17 HOURS

Semester 5

- __ CORE 2243 History of World Societies
- __ PSCI 2013 Amer. Nat'l Gov't or approved sub
- __ BIOL 3034 Ecology
- __ PHYS 2024 College Physics I
- __ FINA 3xx3 Artist Engagement Course
- __ NSCI 3961 Lab Practicum

TOTAL OF 18 HOURS

Semester 6 PRAXIS II required tests

- __ 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 Mtgs & Clsrm Mg (Spring)

TOTAL OF 17 HOURS

Semester 7 SCI EXIT EXAM, PLT

- __ 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 4402 Student Teaching Seminar
- __ EDFN 4405 Student Teaching I
- __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

* BIOL 4054 Genetics requires a course in statistics (Biology, Psychology, Business, Math, or Calculus) as a prerequisite.
If taking Micro Biology and Genetics, will need to move World Lit to 7th semester.

**Please see your advisor.
Total hours required for degree: 129**

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 10/2019

Quachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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 PRAXIS I

__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
__MATH 3202 Advanced Chemical Calculations (Recommended)

TOTAL OF 18 HOURS

Semester 5

__PSCI 2013 Am Natl Govt or approved sub.
__xxxx xxx3 Foreign Language I
__CHEM 4023 Biochemistry I
__CHEM 3053 Physical Chemistry I
__EDFN 4123 Learning Theories & Assessment Prac
__FINA 3xx3 Artistic Engagement Choice
__CHEM 4341 Lab Peer Instructor

TOTAL OF 19 HOURS

Semester 6 PRAXIS II required tests

__NSCI 2003 Earth Science
__xxxx xxx3 Foreign Lang II
__CORE 2233 World Literature
__CHEM 3272 Experimental Tech. of Chem. I
__CHEM 4511 Directed Chemistry Research
__SCED 3043 Sec Methods & Clsrn Mgt (Spring)
__CORE 1123 Interpreting the Bible

TOTAL OF 18 HOURS

Semester 7 PLT

__CORE 2243 History of World Societies
__EDFN 3083 Teaching Exceptl Lrnrs
__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 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Must complete research CHEM 4511 Directed Chemistry Research prior to taking this course.
Research (4511) WAIVED upon completion of lab-based Senior Thesis for those participating in the HONORS Program.

**Please see your advisor.
Total hours required for degree: 138(140)**

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 10/2019

Cuachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

PRAXIS I

- ___ 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 Advanced Grammar (Fall only)
- ___ 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 Advanced Comp (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 tests

- ___ 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 Chldns & Yng Adult Lit (Spring odd yr)
- ___ SCED 3043 Secondary Methods and Clrm Mgt (Spring)

TOTAL OF 16 HOURS

Semester 7 PLT

- ___ 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 Pract.
- ___ FINA 4011 Arts Engagement Series

TOTAL OF 16 HOURS

Semester 8

- ___ EDFN 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching I
- ___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Composition II is addressed in English Studies

Please see your advisor.

Total hours required for degree: 122

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

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 PRAXIS I

- __ 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
- __ EDFN 2012 Instructional Technology
- __ COMM 1003 Fund of Public Speaking
- __ KIN 2073 Health & Safety

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.

TOTAL OF 15 HOURS

Semester 5

- __ MATH 3053 Abstract Algebra I
- __ MATH 4463 Mathematical Scholarship
- __ EDFN 3083 Teaching Exceptional Learners
- __ CORE 2233 World Literature
- __ PHYS 2054 Univ. Physics I* **OR** CHEM1004 Gen Chm I

TOTAL OF 16 HOURS

Semester 6 PRAXIS II required tests

- __ MATH 3063 Probability and Statistics
- __ MATH 3034 Calculus III
- __ EDFN 4123 Learning Thrs & Assmt Prac.
- __ SCED 3043 Sec Methods/Classroom Mgmt (Spring)
- __ FINA 3xx3 Fine Arts Choice

TOTAL OF 16 HOURS

Semester 7 PLT

- __ MATH 3093 Linear Algebra
- __ 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
- __ CORE 3023 Scientific Connections

TOTAL OF 16 HOURS

Semester 8

- __ EDFN 4402 Student Teaching Seminar
- __ EDFN 4405 Student Teaching
- __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

* Replaces CORE 1033 Applied Math.

* Replaces CORE 2334 Scientific Inquiry

NOTE: Composition II is addressed in MATH 2343 Fundamentals of Math Proof

Please see your advisor.

Total hours required for degree: 123

Total hours earned

Semester 1 ___ Semester 2 ___ Semester 3 ___ Semester 4 ___ Semester 5 ___ Semester 6 ___ Semester 7 ___ Semester 8 ___
Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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 **PRAXIS I**

___ 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
___ COMM 1003 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 Chem I
___ EDFN 4123 Learning Theories & Assessment Prac.
___ MATH 4883 Math for Secondary Teachers

TOTAL OF 16 HOURS

Semester 6 **PRAXIS II** **required tests**

___ 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 **PLT**

___ 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 4402 Student Teaching Seminar
___ EDFN 4405 Student Teaching I
___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Replaces CORE 1033 Applied Math

*Replaces CORE 2334 Scientific Inquiry

NOTE: Composition II is addressed in MATH 2343 Fundamentals of Math Proof

Please see your advisor.

Total hours required for degree: 123

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

Student Name: _____ ID#: _____

Semester 1

- __ MATH 1034 Precalculus
- __ 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 PRAXIS I

- __ 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
- __ COMM 1003 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 Chem I

TOTAL OF 16 HOURS

Semester 6 PRAXIS II required tests

- __ 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 PLT

- __ MATH 3093 Linear Algebra
- __ 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
- __ CORE 3023 Scientific Connections

TOTAL OF 16 HOURS

Semester 8

- __ EDFN 4402 Student Teaching Seminar
- __ EDFN 4405 Student Teaching
- __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

* Replaces CORE 1033 Applied Math.

* Replaces CORE 2334 Scientific Inquiry

NOTE: Composition II is addressed in MATH 2343 Fundamentals of Math Proof

Please see your advisor.

Total hours required for degree: 127

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

Student Name: _____ ID#: _____

Semester 1

___ MATH 1034 Pecalculus
___ 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 PRAXIS I

___ 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 Chm I
___ EDFN 4123 Learning Theories & Assessment Prac.
___ MATH 4883 Math for Secondary Teachers

TOTAL OF 16 HOURS

Semester 6 PRAXIS II required tests

___ 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 PLT

___ 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 4402 Student Teaching Seminar
___ EDFN 4405 Student Teaching I
___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Replaces CORE 1033 Applied Math

*Replaces CORE 2334 Scientific Inquiry

NOTE: Composition II is addressed in MATH 2343 Fundamentals of Math Proof

Please see your advisor.

Total hours required for degree: 127

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Quachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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 PRAXIS I

- ___ 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 & Assmt 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/Clssrm Mgmt (Spring)
- TOTAL OF 16 HOURS**

Semester 7 PLT

- ___ 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 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching
- ___ EDFN 4415 Student Teaching II
- TOTAL OF 12 HOURS**

* Strongly Recommended

** This Can be ANY Physics Course

NOTE: Composition II is satisfied in major

† Taking this course will not incur an overcharge

Please see your advisor.

Total hours required for degree: 128

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Ouachita Baptist University 2019-2020
TEACHER Education
 Bachelor of Arts Degree
 SECONDARY EDUCATION

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 PRAXIS I

- ___ 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 PLT

- ___ 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 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching I
- ___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

* Strongly Recommended

** This Can be ANY Physics Course

NOTE: Composition II is satisfied in major

Please see your advisor.

Total hours required for degree: 127

Total hours earned

Semester 1 ___ Semester 2 ___ Semester 3 ___ Semester 4 ___ Semester 5 ___ Semester 6 ___ Semester 7 ___ Semester 8 ___
 Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

PRAXIS I

- ___ 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 PLT

- ___ 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 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching
- ___ EDFN 4415 Student Teaching II
- TOTAL OF 12 HOURS**

* Strongly Recommended

** This Can be ANY Physics Course

NOTE: Composition II is satisfied in major

Please see your advisor.

Total hours required for degree: 124

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___
Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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

Student Name: _____ ID#: _____

Semester 1

- ___ PHYS 1121 Intro. to Physics/Eng.*
- ___ COMM 1003 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 PRAXIS I

- ___ 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 PLT

- ___ 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 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching
- ___ EDFN 4415 Student Teaching II
- TOTAL OF 12 HOURS**

* Strongly Recommended

** This Can be ANY Physics Course

NOTE: Composition II is satisfied in major

Please see your advisor.

Total hours required for degree: 123

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

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
__CORE 2243 History of World Societies

TOTAL OF 17 HOURS

Semester 2 PRAXIS I

__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 xxxx 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)
__HIST 3/4xx3 World History course (Jr/Sr hours)
__EDFN 3083 Teaching Exceptional Learners
__ECON 2023 Principles of Microeconomics

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
__HIST 3/4xx3 Jr/Sr Level History elective

TOTAL OF 15 HOURS

Semester 7 PLT

__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 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Satisfies institutional Composition II requirement

Please see your advisor.

Total hours required for degree: 131

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 11/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
SECONDARY EDUCATION

Drama (Theatre Arts) (Grades K-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 2 PRAXIS I

__ 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 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 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 5

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

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 Clrm
__ THEA xxx3 Theatre Elective (Perform;Hist.;Design)
__ SCED 3043 Secondary Methods & Clrm Mgt. (**Spring**)
__ xxxx xxx3 Foreign Language II

TOTAL OF 14 HOURS

Semester 7 PLT

__ 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 8

__ EDFN 4402 Student Teaching Seminar
__ EDFN 4405 Student Teaching I
__ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Theatre Arts Courses (Theatre History 1, 2 is offered every other year. This is 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: 123

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 8/2019

Quachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

SECONDARY EDUCATION

Drama (Theatre Arts) (Grades K-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 PRAXIS I

- ___ 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(crse by conf)
- ___ 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 PLT

- ___ 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 4402 Student Teaching Seminar
- ___ EDFN 4405 Student Teaching I
- ___ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Theatre Arts Courses (Theatre History 1, 2 is offered every other year. This will be 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: 123

Total hours earned

Semester 1 ___ Semester 2 ___ Semester 3 ___ Semester 4 ___ Semester 5 ___ Semester 6 ___ Semester 7 ___ Semester 8 ___

Revised 8/2019



K-12 Licensure Education Programs

K-12
Licensure
Programs

Art
Kinesiology and Leisure Studies
Music
Speech Drama

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree
EDUCATION

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 Digital Tools & Concepts

TOTAL OF 16 HOURS

Semester 2 PRAXIS I

__ 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 3

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

TOTAL OF 15 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 5

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

TOTAL OF 15 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 7 PLT

__ 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 8

__ EDFN 4402 Student Teaching Seminar
__ EDFN 4405 Student Teaching I
__ EDFN 4415 Student Teaching II

TOTAL OF 12 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

**Please see your advisor
Total hours required for degree: 127**

Total hours earned

Semester 1___ Semester 2___ Semester 3___ Semester 4___ Semester 5___ Semester 6___ Semester 7___ Semester 8___

Revised 11/2019

TEACHER Education

Bachelor of Arts Degree
EDUCATION

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 Digital Tools & Concepts

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 Lib 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 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 PLT

__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 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching II

TOTAL OF 12 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

Please see your advisor

Total hours required for degree: 127

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 11/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

EDUCATION

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 Communications
__THEA 1042 Acting I

PRAXIS 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
__COMM 1003 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
__COMM 3091 Tchg Speech in K-12 Clrm (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
__COMM3273 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 PLT

__KIN 2073 Health & Safety
__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__THEA 3091 Teaching Theatre in K-12 Clrm (course by cont)
__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 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

Please see your advisor.

Total hours required for degree: 122

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 11/2019

Quachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

EDUCATION

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
__COMM 2043 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
__COMM3273 Argumentation & Debate
__CORE 2334 Scientific Inquiry
__EDFN 3083 Teaching Exceptional Learners

TOTAL OF 15 HOURS

Semester 7 PLT

__CORE 4031 Senior Seminar
__THEA 3091 Teaching Theatre in K-12 Clsrm (**course by conf**)
__THEA 1011 Theatre Practicum
__THEA 4103 Creative Drama for Clrm Tchr (**crse 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 PRAXIS I

__CORE 1023 Contemporary World
__COMM 1033 Intro to Communications
__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
__COMM 1003 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
__COMM 3033 Interpersonal Communication
__COMM 3091 Tchg Speech in K-12 Clsrm (**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 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching I

TOTAL OF 12 HOURS

Please see your advisor.

Total hours required for degree: 122

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 11/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Arts Degree

**Department of Kinesiology and Leisure Studies
Physical Education, Wellness, and Leisure EDUCATION**

Kinesiology and Leisure Studies (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 2 PRAXIS/Core

__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 3

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

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 5

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

TOTAL OF 17 HOURS

Semester 6 PRAXIS II required tests

__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 7 PLT

__SCED 4523 Prac in Edu Gr 7-12 (Fall)
__KIN 4073 Meth/Matls 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 8

__EDFN 4402 Student Teaching Seminar
__EDFN 4405 Student Teaching I
__EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*Course offered at HSU HPE 2732 Methods of Rhythm, Games, Act and Gym for Children and HPE 3502 Health & Fitness for Children. These are offered at OBU.

Please see your advisor.

Total hours required for degree: 135

Total hours earned

Semester 1__ Semester 2__ Semester 3__ Semester 4__ Semester 5__ Semester 6__ Semester 7__ Semester 8__

Revised 8/2019

Quachita Baptist University 2019-2020

TEACHER Education

Bachelor of Music Education

Music Education – Vocal Music (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)
__MUAP 1080.5 Piano Seminar (Piano Principals)
__CORE 1012 OBU Connections
__CORE 1043 Composition I
__CORE 1113 Survey of the Bible
__MUEN 1xx0.5 Ensemble (.5-1)
__MUTH 1000.5 Intro to Music Technology
__MATH xxx3 Math

TOTAL OF 17 HOURS

Semester 2 **PRAXIS I**

__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 Music History I
__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 3223 Music History II
__KIN 2073 Health & Safety
__MUEN 1xx0.5 Ensemble (.5-1)
__MUEN 1xx0.5 Ensemble
__MUAP1080.5 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 3233 Music History III
__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 PLT

- __ CORE 3023 Scientific Connections*
- __ MUAP 1070 Performing Arts Class
- __ MUEN 1xx0.5 Ensemble (.5-1)
- __ MUSC 4272 Choral Lit and Arranging
- __ 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

TOTAL OF 17 HOURS

Semester 8

- __ EDFN 4402 Student Teaching Seminar
- __ EDFN 4405 Student Teaching I
- __ EDFN 4415 Student Teaching II

TOTAL OF 12 HOURS

*COMM 1003 Fundamentals of Public Speaking/Oral Communication is integrated into the program.

Please see your advisor.

Total hours required for degree: 133.5/136 w/ Keyboard Principals

<i>Total hours earned</i>							
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Revised 8/2019

Ouachita Baptist University 2019-2020

TEACHER Education

Bachelor of Music Education

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 PRAXIS I

__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 Music History I
__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 3223 Music History II
__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 3163 Music History III
__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 PLT

- MUAP 1070 Performing Arts Class
- MUAP 4x2 Principal Applied
- MUAP 20x0.5 Instrumental Seminar
- MUEN 1120.5 Marching Band
- MUEN 1xx0.5 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

Semester 8 _____

- EDFN 4402 Student Teaching Seminar
- EDFN 4405 Student Teaching I
- EDFN 4415 Student Teaching II

TOTAL OF 17.5 HOURS

TOTAL OF 12 HOURS

*COMM 1003 Fundamentals of Public Speaking/Oral Communication is integrated into the program

Please see your advisor.

Total hours required for degree: 132.5

<i>Total hours earned</i>							
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Revised 8/2019

Endorsements and Minors

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

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

Elementary Education 3-4 year-old Endorsement

Requirements:

ECED 3123 Techniques & Assessment for Early Childhood;

ECED 4033 Curriculum Principles for Early Childhood Classrooms;

ECED 4043 Practicum in Early Childhood Education and Classroom Management;

EDFN 4103 Education and Public Policy Field Experience

Total of 12 additional hours.

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.

An introductory course highlighting the important role that culture plays in English language teaching.

Teachers apply knowledge of world cultures and how the cultures of different English language learners affect instruction. **Online Fall 1 term.** Also listed as EDFN 2043 as a Face to Face course Spring term.

3043. Second Language Acquisition.

A study of linguistic foundations and functional skills for assisting non-English speakers toward English competency; of particular interest to students who anticipate working in international settings and students seeking licensure for teaching. Also listed as EDFN 3043 and MSSN 3043. **Online Fall 2 term.**

3053. Methods of Teaching English as a Second Language.

This course examines current and previous methods of language teaching so that teachers will be able to incorporate activities, tasks, and strategies to develop meaningful and authentic use of language in the classroom. Available technology will be employed to integrate listening, speaking, reading and writing for a variety of social and academic purposes. Also listed as EDFN 3053 and MSSN 3053. Prerequisites: INTL 2043 and INTL 3043. **Online Spring 1 term.**

4043. Second Language Assessment.

This course acquaints the language teacher with purposes and types of assessments, including self- and peer-assessments, criterion-based assessments and rubrics, and various performance-based assessment tools. Also listed as EDFN 4043. Prerequisites: INTL 2043 and INTL 3043. **Online Spring 2 term.**

Special Education Endorsement

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

(Pending ADE approval, see advisor)

SPED 3xx3 Teaching Exceptional Learners

This course is a "Special Education 101 Academy", which emphasizes the importance of the least restrictive environment for all students while reviewing the law and responsibilities of all stakeholders involved in the student's learning. Fall; Prerequisite: Admission to Teacher Education or permission by the dean. (cross-listed as EDFN 3xx3 Teaching Exceptional Learners)

SPED 3xx3 Classroom and Behavior Management

This course will focus on strategies to ensure students are provided with the appropriate accommodations and interventions to ensure student success. Fall; Prerequisite: Admission to Teacher Education or permission from the dean.

SPED 4xx4 Assessment and Differentiation of Diverse Learners

This course will focus on the evaluation process for students with exceptionalities as well interpreting the data to differentiate based off the students' needs. Spring; Prerequisite: Admission to Teacher Education; SPED 3xx3 and SPED 3xx3 or permission from the Dean.

SPED 4xx4 Instructional Programming for Diverse Learners

This course will focus on the needs of each student to determine individualization of instruction. Spring. Prerequisite: Admission to Teacher Education; SPED 3xx3, SPED 3xx3 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 classes:

EDFN 2033 Professional Writing in Education
ELED/MSED 2033 Reading: Children's Literature

Minor in Education and Public Policy

(Minor not available for Education Majors)

This minor in education and public policy has a focus on preparing students to serve in local, state, or national policy-making positions. It is a total of 21 hours.

Policy-making positions exist in every local community, as well as at the state and national levels. Individuals who fill these positions, whether elected or appointed, make decisions that influence the quality of life for the citizens of that community, the state, or the nation. It is important for policymakers to understand the far-reaching effects of the policies they create. Policy-makers need to know how to analyze the broad impact of their policies and how to access the best information available to make those decisions.

As OBU prepares students for service in a variety of areas, these students could, also, be prepared for public service in full time public policy positions or through volunteer opportunities. A minor in education and public policy provides students majoring in a variety of academic areas the opportunity to learn how to use their talents and creative abilities to serve in the public policy arena. The minor in education and public policy is designed to help students who are preparing for careers in diverse fields learn how to knowledgeably participate in the policy-making process.

Minor Requirements and Concentration Area Electives

Students must complete 6 credit hours in education courses (specified below), 6 credit hours in political science courses (specified below), 6 hours in a concentration area (options specified below), and 3 hours in a field experience/seminar course (EDFN 4103 Education and Public Policy Field Experience) for a total of 21 credit hours.

Required Courses for the Minor in Education and Public Policy – 15 hours

Education – 6 hours

- EDFN 2003 Foundations in Education (fall, spring)
- EDFN 2053 Child and Adolescent Development (fall, spring)

Political Science – 6 hours

(Alternate courses in this section can be chosen to meet the concentration requirements.)

- PSCI 2013 American National Government (fall, spring) **or** PSCI 2033 Arkansas Government and Politics (spring odd numbered years)
- PSCI 4033 Public Policy (fall even numbered years) **or** PSCI 4043 Public Administration (fall odd numbered years)

Education and Public Policy Field Experience – 3 hours

- EDFN 4103 Education and Public Policy Field Experience (as needed)

Concentration Area Courses for the Minor in Education and Public Policy – 6 hours

Choose one of the following concentration areas and complete six hours in that area:

Business, Education, Political Science, Mass Communications, Speech Communication, or Sociology. If one of these areas is a student's major field of study, the student must select a different concentration area for the Minor in Education and Public Policy.

Business Administration

- ACCT 2013 Principles of Accounting I (fall, spring)
- ECON 2013 Principles of Macroeconomics (on demand) **or**
ECON 2023 Principles of Microeconomics (on demand)

Mass Communications or Speech Communication – (Choose two courses; one must be upper level.)

- COMM or SPCM 1003 Fundamentals of Public Speaking (fall, spring) **or**
SPCM 3003 Advanced Public Speaking (fall)
- COMM 1033 Introduction to Mass Communications
- COMM or SPCM 2043 Small Group Communications (spring)
- COMM 3073 Public Relations Principles and Problems (spring)
- SPCM 3783 Great Speeches (fall) - Pending approval
- SPCM 4313 Intercultural Communication (spring of odd-numbered years) - Pending approval

Education – (Choose two courses.)

- SCED 4953 Contemporary Problems in American Education (on demand)
- LST 3013 Program Design and Management (fall) (prerequisites may be waived or permission granted by the department chair)
- ECED 4893 Special Studies in Education (on demand)

Political Science – (Choose two courses.)

- PSCI 1013 Introduction to Politics (on demand)
- PSCI 2003 State and Local Government and Politics (on demand)
- PSCI 2023 Philosophy and Methods of Political Science (fall)
- PSCI 3033 Constitutional Law (spring odd numbered years)
- PSCI 4013 American Political Thought (on demand)

Sociology – (SOCI 2023 is required; choose one additional course.)

- SOCI 2023 Introduction to Social Services (fall)
or SOCI 3013 Social Psychology (also listed as PSYC 3013) (fall)
or SOCI 3023 Crime and Deviance (fall)
or SOCI 3043 Sociology of the Community (spring)

Minors in Department of Kinesiology and Leisure Studies

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 at least one additional semester 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 **OR** ACT with a 21 in Math **OR** SAT in the 50th percentile Math
- EDFN 2003 Foundations of Education
- Begin to collect items for the Education Portfolio during the Foundations class
- Grade of “C” in all other professional courses attempted to date

-
-
- *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. The Director of Teacher Education will check for clearance with the Dean of Students.
 - Complete a self-assessment (Dispositions Form) which covers the same items as the faculty recommendation form.
 - Copy of ACT scores for Math 21, Reading 21, English /Writing 21/6. **OR**
SAT 50th percentile in Math, Reading, Writing 5 **OR**
 - Pass required sections of the Praxis I/CORE Exams. (HSU Testing Airway Building: 870-230-5470.
No exams Sunday or Monday or
www.ets.org for Test at a Glance.)

- 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.

*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 that office, and the Teacher Education Council has agreed to admit the candidate to the Teacher Education program, the Director of Teacher Education will send a letter stating that the candidate has earned acceptance into the Teacher Education program.

Ouachita Baptist University
Teacher Education

Application for Admission to Teacher Education Program

ID #: _____

Date: _____

Name: _____

OBU Box# _____

Transfer: Yes _____ No _____ If yes, list college(s) _____

1. My present plans for teaching level and/or areas are (check one):

- Elementary Education (Kindergarten through Grade 6) _____
- Elementary Education (K-6 w/3&4 year old Endorsement) _____
- Middle school: (Grades 4 – 8) Two Content Areas _____
- Education (Grades K-12): _____
- Secondary (Grades 7 – 12): Please specify teaching field: _____
- Education Minor

2. I plan to qualify for the following degree: (Circle at least one). BA BME (Music)

3. List experience working with children and youth. (Church, camps, community programs, etc.) Please give dates.

4. List any two of your university instructors at OBU who know your academic ability and potential to be a good teacher well enough to write a recommendation for you in addition to your advisor. A Faculty Recommendation Form should be given to each faculty listed to complete. The faculty person will send the completed form to the education dean's office Mcc311 Box 3789.

1. _____ 2. _____ 3. _____
(Alternate)

Faculty Advisor: _____

- 5. Attach to this form a 200-word essay (word processed) describing why you want to be a teacher. * Submit the application, self- evaluation, transcript and essay to the Licensure Officer McC311.
- 6. If applicable, a copy of ACT Composite Score and individual Reading, Writing and English, and Math scores.



DO NOT WRITE BELOW THIS LINE

Action of the Teacher Ed Council: _____ Date: _____

ADMISSION REQUIREMENTS FOR TEACHER EDUCATION PROGRAM

NAME ID

MAJOR	<input type="text"/>		Date <input type="text"/>	
	ACT	Reading 21	Writing 21/6	Math 21
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	SAT	Reading 50 th	Writing 5	Math 50 th
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	AR req scores	Praxis/CORE	Reading C156	Writing C162
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Cuml. GPA:

GRADES of "C" in following courses and all other Prof courses attempted to date

Enter Grades below:

CORE 1043 COMP I

APPROVED MATHEMATICS _____ OR
ACT Score _____

EDFN 2003 FOUNDATIONS OF EDUCATION

<input type="text"/>
<input type="text"/>
<input type="text"/>

List other Prof Course attempted

Course Title	<input type="text"/>
Course Title	<input type="text"/>
Course Title	<input type="text"/>

<input type="text"/>
<input type="text"/>
<input type="text"/>

APPLICATION TO TEACHER EDUCATION PROGRAM

<input type="text"/>

200 WORD "Why I want to be a Teacher" ESSAY (attached)

<input type="text"/>

RECOMMENDATIONS with DISPOSITION CHECKLIST:

SELF Evaluation

<input type="text"/>

ADVISOR NAME

<input type="text"/>

FACULTY NAME

<input type="text"/>

FACULTY NAME

Office Use Only

DEAN OF STUDENTS Approval

ACTION OF TEACHER EDUCATION
COUNCIL:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	Date

_____ Date Director of Teacher Education _____

Ouachita Baptist University
Teacher Education
Admission to the Teacher Education Program
 (A change in form is pending)

Faculty Recommendation and Self-Evaluation Form

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. Your rating is one of several criteria used to determine whether or not the student will be admitted to the Teacher Education Program.

Self-Evaluation – Please rate yourself as you consider your readiness and dispositions for admission to teacher education.

	Above Average	Average	Below Average	Unknown
Demonstrated academic ability				
Soundness of judgment				
Dependability				
Spoken communication skills				
Written communication skills				
Resourcefulness & Initiative				
Human relations skills				

Signature: _____ Date _____

Thank you very much!

Please return to the Education Office Mcc311 3rd floor of McClellan Hall or OBU Box 3789.

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 MSSED 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.

During the above field experiences, 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 learned. 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 college classroom environment allows pre-service teachers to dress with movement 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

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 or Jeans

No shorts, sweats, wind suits, jeans

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

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

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 Plans

Lesson Planning
And
Reflection Rubric

Quachita Baptist University
Teacher Education

Lesson Plan Rubric

Name _____

Date _____

Lesson _____

Semester _____

Criteria	Ineffective 1	Progressing 2	Effective 3	Target Elements
Frameworks/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
	1	2	3	
Arkansas Teaching Standards Identify the standard(s) addressed in the lesson for the subject area. 1a	Standards noted are inappropriate or omitted.	Standards noted are acceptable.	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
	1	2	3	
Criteria	Ineffective 1	Progressing 2	Effective 3	Target Elements
Procedures Plan includes procedures that	Procedures include one teaching strategy that	Procedures include at least two teaching	Procedures include three or more varied teaching	

the teacher will implement to ensure student learning. *multiple intelligences* 2c, 3a, 3b, 3c, 3d	may be appropriate for some students.	strategies that seek to ensure learning for most students, but lacks variation in strategies.	strategies that seek to ensure learning for all students.	
	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.	__Reviewed 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.	
	1	2	3	
Extensions Plan includes interdisciplinary connections that extend student thinking. *Bloom's Taxonomy* 1c, 2b, 3b, 3e	Plan lacks linkage to additional content areas and uses verbs associated with the understanding or remembering levels of Bloom's Taxonomy. Not an independent assignment and/or does not require the student to create a product.	Plan includes links to one or two additional content areas and uses verbs associated with the analyzing and applying levels of Bloom's Taxonomy. Is an independent assignment, but does not require the student to create a product.	Plan includes links to more than two additional content areas and uses verbs associated with the evaluating or creating levels of Bloom's Taxonomy. Is an independent assignment and requires the student to create a product.	Bloom's Levels __Creating __Evaluating __Analyzing __Applying __Understanding __Remembering
	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.]

Quachita Baptist University
Teacher Education

Lesson Reflection Rating Scale

Name _____ Date _____ Score _____

4 C Lesson Reflection
Rating Scale

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 an application for admission to the Professional Semester to the Director of Teacher Education who will forward it to the Director of Student Teaching.
- Maintain a **2.7** GPA overall
- Maintain a **2.7** GPA in the following areas or 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. HSU Testing Center has this information. 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 completes 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.
- 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 Unit, 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
(Admission to the Professional Semester with Student Teaching)**

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

Huckabee School of Education Initial Portfolio

In the initial portfolio, you are to have 16 items 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 Samples
- 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 the kinds of work samples that can be included in your initial portfolio.

<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 School of 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/Leisure Studies – Teaching **Physical Education, Wellness, and Leisure**

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

Continued

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

Initial and Post Portfolio Presentation and Interview Rubric

Name: _____ Interviewer _____ INITIAL Portfolio Presentation & Interview

Semester/Year: _____ Licensure Area: _____ POST Internship Presentation & Interview

Date: _____

Date: _____

Candidates will be assessed using the rubric given below. Lesson plans must be included in your licensure area. Suggested artifacts from which evidence could be collected include and are not limited to: **For Initial Portfolio Presentation and Interview** - child study project, units of instruction in the designated content area, reflections, professional readings, philosophy of education paper, statement of belief regarding the inclusion of students with disabilities, statement of the multicultural dimension of teaching, and field experience artifacts or notes. **[For the Post Internship Presentation and Interview** – Student Teaching Notebook with Lesson Plans, Teacher Work Sample, evaluations of teaching, etc.]

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.

	Unacceptable	Acceptable	Target	Evidence
Category	1	2	3	
Required Items	The teacher plans basic instruction based upon human growth and development, learning theory, or the needs of students, and/or can effectively develop classroom management and parental involvement plans.	The teacher plans satisfactory instruction based upon human growth and development, learning theory, and the needs of students, and/or can effectively develop classroom management and parental involvement plans.	The teacher plans effective, meaningful instruction based upon human growth and development, learning theory, and the needs of students, and/or can effectively develop classroom management and parental involvement plans.	1. 2.
	1	2	3	
Domain 1: Creates Planning & Preparation	The teacher lacks understanding of the central concepts, tools of inquiry, and structures of the discipline he/she teaches, creates learning experiences that lack meaning for students, and can link the disciplines to one other subject.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline he/she teaches, can create learning experiences that make these aspects of subject matter meaningful to students, and can link the disciplines to other subjects.	The teacher thoroughly understands the central concepts, tools of inquiry, and structures of the discipline he/she teaches, can create rich learning experiences that make these aspects of subject matter meaningful to students, and can link the disciplines to multiple subjects.	1.Component _____ 2.Component _____

	1	2	3	
Domain 2: Cares Classroom Environment	The teacher lacks human relations skills that support the development of the human potential and the development of a positive classroom environment.	The teacher exhibits human relations skills that support the development of the human potential and the development of a positive classroom environment.	The teacher exhibits exemplary human relations skills that support the development of the human potential and the development of a positive classroom environment.	1.Component _____ 2.Component _____
	1	2	3	
Domain 3: Communicates Instruction	The teacher plans curriculum that lacks appropriateness to the students, to the content, or to the course objectives.	The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.	The teacher plans and effectively communicates meaningful curriculum developmentally appropriate to the students, to the content, and to the course objectives.	1.Component _____ 2.Component _____
	1	2	3	
Domain 4: Collaborates Professional Responsibilities	The teacher works occasionally to collaborate with school colleagues, parents/guardians, or the community to support students' learning and well-being.	The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being.	The teacher works in positive, meaningful collaboration with school colleagues, parents/guardians, and the community to support students' learning and well-being.	1.Component _____ 2.Component _____

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

	Unacceptable	Acceptable	Target	Evidence
	1	2	3	
Speech, Grammar, Clarity	Oral communication includes the use of “uhs”, “you knows”, and “like”, etc...No vocal inflection.	Oral communication has an occasional use of “uhs”, “you knows”, and “like”, etc.	Oral communication is void of the use of “uhs”, “you know”, and “like”, etc.	
	1	2	3	
Communication	Ineffective presentation of ideas, eye contact, audible voice.	Effective presentation of ideas, eye contact, audible voice.	Extraordinarily effective presentation of ideas, eye contact, audible voice.	
	1	2	3	
Professionalism	Dress, posture, and confidence are inappropriate for job interview.	Dress, posture, and confidence are appropriate for job interview.	Dress, posture, and confidence exceed expectation for job interview.	

TOTAL SCORE

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 placements for the student teaching and one additional course, EDFN 4402 Student Teaching Seminar.

- EDFN 4402 Student Teaching Seminar (2 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.[CAC-W]

Candidates MUST pass PLT (Principles of Learning and Teaching) Test in order to receive credit for this 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 check, FBI, and Child Maltreatment checks. Dawson Educational Cooperative will conduct the fingerprinting the semester *prior* to the student teaching semester.

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:

- Check that there is 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 4402 – **First two days of OBU Classes**
- 2) Reception for Cooperating Teachers and Student Teachers – **Second day of OBU Classes (TBA)**
- 3) EDFN 4402 Class Meetings Middle of 1st Rotation – after school (**4:30-7 p.m.**)
- 4) EDFN 4402 Class Meetings – In Between the 2 Rotations (**2 All Day Meeting**)
- 5) EDFN 4402 Class Meetings – Middle of 2nd Rotation – after school (**4:30-7 p.m.**)
- 6) Post Portfolio Presentation and Interview – **Finals Week**
- 7) EDFN 4402 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. (ie. 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.

Quachita 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

Quachita Baptist University
Teacher Education

Student Teaching Placement Checklist of Criteria

Name of Candidate _____ ID _____

Admitted to Teacher Education Program Yes No

See **GPA 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 _____

OR ACT Math Score of 21 _____

EDFN 2003 Foundations of Education _____

Passing scores on Praxis/Core **OR** ACT minimum scores

Reading score: -----

Writing score: _____

Math score: _____

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

Arts Engagement Series Credits 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.

For Office Use Only

Director of Student Teaching recommendation:

Dean of Students approval per email or other written contact:

Signature/Date: _____

Date: _____

Ouachita 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)

Quachita 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?

Quachita 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

Quachita 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)

(continued)

5. How do you become familiar with the cultural and content background of your students?

6. Do you communicate with the parents or guardians of students in the class? If so, how and for what reasons? How does the cooperating teacher communicate with the parents or guardians of students in the class? For what reasons?

7. Is there anything about the learning environment that you think might affect your students or the scheduled observation?

8. What are procedures, rules, and expectation for student behavior in this class?

Quachita 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	Lit. for Elem/MS Class or Reading: Children's Lit	3		
ELED	2223	Art, Drama, Movement & Music Intergraded /Elem Clsrm	3		
ELED	3023	Teaching: Social Studies	3		
ELED	3093	Language and Literacy or Reading: Foundations	3		
ELED	3453	Elementary Curriculum	3		
ELED	4023	Reading and Writing	3		
ELED	4043	Practicum in Early Childhood Education	3		
ELED	4243	Diagnostic Rdg & Dscplnry Literacy or Reading: Diagnostics	3		
ELED	4733	Pedagogy in EC Math (Discontinued or MATH3133)	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

DEPT	COURSE #	COURSE NAME	HOURS	GRADE	Q.P.
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		
EDFN	4103	Education & Public Policy Field Experience	3		

ESL Endorsement

DEPT	COURSE #	COURSE NAME	HOURS	GRADE	Q.P.
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		

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 Engl 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	2003	Earth Science	3		
NSCI	3003	Natural Science for Elem/MS Teachers	3		
		SCIENCE	22		
CORE	2243	History of World Societies	3		
HIST	xxxx	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		Rev 11/2019

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	Digital Tools and Concepts	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 other Elective	3		
ART	4013	Studio IV			
					Revised 8/2019

Choral Music Education (K-12) Teaching Field Requirements					
DEPT	COURSE #	COURSE NAME	HOURS	GRADE	Q.P.
MUAP	1271	Vocal Diction 1	1		
MUAP	1371	Vocal Diction 2	1		
MUED	1021	Introduction to Music Education	1		
MUED	3011	Instrumental Perspectives	1		
MUED	3101	Choral Conducting 1	1		
MUED	3201	Choral Conducting 2	1		
MUED	3092	Elementary Music Methods and Materials	2		
MUED	3113	Secondary Choral Methods and Materials	3		
MUED	4132	Vocal Pedagogy	2		
MUSC	4272	Choral Literature and Arranging	2		
MUEN	7 Sem	Ensembles			
					Revised 8/2019

Instrumental Music Education (K-12) Teaching Field Requirements					
DEPT	COURSE #	COURSE NAME	HOURS	GRADE	Q.P.
MUED	1021	Introduction to Music Education	1		
MUED	3001	Vocal Perspectives	1		
MUED	3021	Woodwind Methods 1	1		
MUED	3031	Brass Methods	1		
MUED	3041	String Methods	1		
MUED	3081	Woodwind Methods 2	1		
MUED	3092	Elementary Music Methods and Materials	2		
MUED	3121	Instrumental Conducting 1	1		
MUED	3221	Instrumental Conducting 2	1		
MUED	3161	Percussion Methods	1		
MUED	4153	Secondary Instrumental Methods & Materials.	3		
MUEN	7 Sem	Ensembles			
Total			14		
					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	3014	Microbiology	4		
*BIOL	4054**	Genetics	4		
*BIOL	4064***	Cell and Molecular Biology	4		
NSCI	2003	Earth Science	3		
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	2003	Earth Science	3		
NSCI	3013	Meth. in NS for MS & Sec	3		
NSCI	3961	Laboratory Practicum	1		
MATH	2014	Calculus I	4		
MATH	3202	Advanced Chemical Calculation	2		
* 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			
*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 Leisure Studies (K-12) Teaching Emphasis Field Requirements

DEPT	COURSE #	COURSE NAME	HRS	GRADE	Q.P.
KIN	1003	Foundations of Kinesiology/Leisure Studies	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 Mathematics (7-12) Teaching Field Requirements					
DEPT	COURSE #	COURSE NAME	HRS	GRADE	Q.P.
MATH	1103	Intro to Cryptology	3		
MATH	2014	Calculus I	4		
MATH	2024	Calculus II	4		
MATH	2343	Fundamental of Mathematical Proof	3		
MATH	3003	Foundations of Geometry	3		
MATH	3034	Calculus III	4		
MATH	3053	Abstract Algebra I	3		
MATH	3063	Probability & Statistics	3		
MATH	3093	Linear Algebra	3		
MATH	4013	Methods in Secondary Math	3		
MATH	4463	Mathematical Scholarship	3		
MATH	4883	Mathematics for Secondary Teachers	3		
CSCI	1044	Programming I	4		
PHYS	2054	University Physics I	4		
					Revised 8/2019

Secondary Physics/Mathematics (7-12) Teaching Field Requirements					
DEPT	COURSE #	COURSE NAME	HRS	GRADE	Q.P.
MATH	2014	Calculus I	4		
MATH	2024	Calculus II	4		
MATH	3003	Foundations of Geometry	3		
MATH	3034	Calculus III	4		
MATH	3063	Probability & Statistics	3		
MATH	4013	Methods in Secondary Math	3		
MATH	4883	Mathematics for Secondary Teachers	3		
CSCI	1044	Programming I	4		
PHYS	2054	University Physics I	4		
PHYS	2064	University Physics II	4		
PHYS	3004	Introduction to Modern Physics	4		
PHYS	4023	Thermodynamics	4		
PHYS		At least 9 additional hours in PHYSICS, 6 of which Jr/Sr. Hrs.			
					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 Approved course	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	9			
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 11/2019	

Drama (Speech & Theatre Arts) (K-12) Teaching Field Requirements					
DEPT	COURSE #	COURSE NAME	HRS	GRADE	Q.P.
COMM	1003	Fundamentals of Public Speaking	3		
COMM	1033	Introduction to 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 68.

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 Facebook, etc. 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, also, 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.



Cuachita Baptist University
Teacher Education

Teacher Work Sample Rubric

Name _____ Date _____
Major _____ Semester _____

Directions: 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 4402 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	Unacceptable 1	Acceptable 2	Target 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 (including knowledge regarding the ways in which students learn) that may affect learning. Candidate provides few or no implications for instruction and assessment based on assessment of student's prior knowledge and of individual differences.</p>	<p>Candidate displays a general understanding of the characteristics of the community, school, classroom, and of individual students (including knowledge regarding the ways in which students learn) that may affect learning. Candidate provides general implications for instruction and assessment based on assessment of student's prior knowledge and of individual differences.</p>	<p>Candidate displays a comprehensive understanding of the characteristics of the community, school, classroom, and of individual students (including knowledge regarding the ways in which students learn) that may affect learning. Candidate provides specific implications for instruction and assessment based on assessment of student's prior knowledge and of individual differences.</p>	
	1	2	3	
<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 national and 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 national and 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 national and state standards.</p>	

	Unacceptable	Acceptable	Target	Optional
	1	2	3	State Standards
<p>Assessment Plan</p> <p>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; assessments are not adapted to meet individual needs.</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; some adaptations are provided as appropriate to meet individual needs.</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; adaptations are provided as appropriate to meet individual needs.</p>	
	1	2	3	
<p>Design for Instruction</p> <p>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</p> <p>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.</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, but explanation is not based on the analysis of student learning and/or best practice.</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>	

	Unacceptable	Acceptable	Target	Optional
	1	2	3	State Standards
<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 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 – New Evaluation System

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

Student Teaching Evaluation Form

Based on TESS
Revised 8/22/2018

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: _____

A candidate is expected to achieve a **minimum** rating of **EFFECTIVE** in each category 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 .The 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**

<p>Summary of Commendations</p>
--

<p>Recommended Area(s) of Growth</p>

<p>Expectations</p>

Student Teacher /Date

Ouachita Baptist University Supervisor/Date

Cooperating Teacher/Date



Student Teaching Notebook/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 notebook/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 Notebook/Portfolio should include the following items:

- Table of contents.
- Your philosophy of education.
- 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 4a self-reflection of your student teaching experience.
- A seating chart or roster for each class you teach.
- A completed Class Profile Summary form for each class you teach.
- An Appendix (Optional).

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

Notebooks/Portfolios are to be turned to the Director of Student Teaching by the designated date. Materials from the notebook/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			
Table of Contents			
Student Teacher's Philosophy of Education			
Student Teacher Evaluation Form <i>copies</i> from University Supervisor and Cooperating Teacher (8)			
Lesson Plans (1 for each lesson taught)			
Case Study			
A Teacher Work Sample			
Weekly Reflective Journal Entries (Dated)			
4a. Summative Reflection of Student Teaching Experience			
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:

- Present minimum scores on the Principles of Learning and Teaching Exam (must be completed with minimum scores before a grade can be recorded in the EDFN 4402 Student Teaching Seminar course)
- Earn a positive evaluation from the University Supervisor for any and all student teaching Assignments.
- Earn a positive evaluation from Cooperating Teacher(s) in the student teaching assignment
- 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.

The presentation will include the Teacher Work Sample and two pieces of evidence from TESS Domain (1,2, 3, and 4)

- Complete a form/survey or free write of anonymous feedback on the Teacher Education Program at the conclusion of the EDFN 4402 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: This form is to be attached to the Portfolio Rubric and submitted to the Director of Student Teachers at the conclusion of the Post Student Teacher Portfolio Presentation and Interview. It 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, Principles of Learning and Teaching (PLT) exam, and must demonstrate competence on TESS evaluation.

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.

Appendix

Appendix

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

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 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.

2. What is the purpose of the Code of Ethics for Arkansas Educators?

See the “rules governing the Code of Ethics for Arkansas Educators” adopted October 2012 on the following pages.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS

Final Approval on October 8, 2012

1.00 Title

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.01 These rules are promulgated pursuant to the State Board of Education’s authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, and 25-15-201 et seq.

2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the code of ethics, procedures, and recommendations for enforcement.

5.00 Definitions

5.01 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code as set forth in Agency # 005.16 ADE 291-2

these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.02 **Code of Ethics or Code** means the code of ethics for educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.

5.03 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or

verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

5.04 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

5.05 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

5.06 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.

5.07 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the code of ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

5.08 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics complaint if it finds there is no ethics violation.

5.09 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to

Agency # 005.16 ADE 291-3
follow the instructions of a supervisor would result in an adverse job action against the educator.

5.10 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

5.11 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for

an evidentiary hearing before the Ethics Subcommittee or the State Board of Education..

5.12 Monitoring Conditions or Restrictions may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Subcommittee may recommend to the length of the monitoring period to the State Board of Education.

5.13 Preponderance of Evidence is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.14 Probation is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

Agency # 005.16 ADE 291-4

5.15 Public Information for the purpose of these rules is information coming from news media or public record.

5.16 Reasonable belief is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.

5.17 Received means the date the ethics complaint was presented to the Subcommittee for authorization of an investigation.

5.18 Relevant evidence (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

5.19 Reprimand is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.

5.20 Revocation is the permanent invalidation of any teaching or administrator's license held by the educator.

5.21 School-sponsored activity is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parentteacher organizations, or any activity designed to enhance the school curriculum (i.e.,

foreign language trips, etc.) whether on school-campus or not.

5.22 **Student** is any individual enrolled in the state's public or Private schools from prekindergarten through grade 12.

5.23 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.

5.24 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.

5.25 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.26 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical

Agency # 005.16 ADE 291-5

conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**

6.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**

6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**

6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**

6.05 **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.**

6.06 **Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law.**

6.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

7.01 The PLSB Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The PLSB Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

Agency # 005.16 ADE 291-6

- a. An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.
 - b. Following an evidentiary hearing before the Ethics Subcommittee, the Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.
 - c. A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.
 - d. Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.
 - e. Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.
- 7.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.
- 7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.
- 7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

8.01 In considering and investigating complaints brought before it, the Subcommittee shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

9.00 Fines and Fees

9.01 The State Board, for violations of the Code in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
 - b. May impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
- Agency # 005.16 ADE 291-7
- c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.
 - d. Failure to pay fines and fees may result in the Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Professional Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Professional Licensure but are not posted in its electronic database. The Office of Professional Licensure will report reprimands or warnings if requested.

10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.

10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.

10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

Agency # 005.16 ADE 291-8

Appendix A

Procedures for the Investigative Process and Final Recommendation for Disposition of an Ethics Complaint

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the appropriate allegation of violation form as developed by the PLSB. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

- i. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.
- ii. Authority to Investigate: The Ethics Subcommittee will determine whether to grant

authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if Agency # 005.16 ADE 291-9

true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Subcommittee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

a) Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

b) Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

c) Automatic Investigation: The following will automatically go to the Ethics Sub-Committee of the PLSB for the opening of an investigation:

(1) Public information that an educator may have committed a violation of the Code of Ethics. In the event that PLSB staff or PLSB Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Subcommittee may request that the Subcommittee Chair file an allegation form with the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

(2) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

iii. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Subcommittee Chair file an allegation form with Agency # 005.16 ADE 291-10

the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

iv Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

(1) A copy of the documents and evidence concerning the investigation of the ethics complaint and,

(2) Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

(3) A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

(4) A copy of the rules in effect at the time the ethics complaint is filed.

(5) The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing.

At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Subcommittee.

v. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

a) Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a Agency # 005.16 ADE 291-11

reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

b) Private Letter of Caution: The Ethics Sub-Committee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

vi. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

vii. If the educator accepts the Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of a Subcommittee Evidentiary Hearing

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:
 - a. Educator if the time limitation is imposed upon the Ethics Subcommittee; or
 - b. Ethics Subcommittee if the time limitation is imposed upon the educator; or
 - c. A written stipulation between the educator and the PLSB staff attorney with the approval of the Subcommittee.
- ii. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- iii. Waiver of State Board Review: If an educator fails to respond to notification of the Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

- a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is Agency # 005.16ADE 291-12 received and promptly transmit the motion(s) to the Subcommittee for its consideration at the next available Subcommittee meeting.
- b. Filing a motion that requests that the Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.
- c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

- i. The educator and the PLSB may be represented by representatives of their choosing.
- ii. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.
- iii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Subcommittee. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.

- iv. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.
 - v. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Subcommittee first.
 - vi. Any written documents, photographs or any other items of evidence may be presented to the hearing Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either “PLSB Exhibit Number 1(et seq.)” or “Educator’s Exhibit Number 1 (et seq.)” After an item of evidence has been allowed to be presented to the Sub-committee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.
- Agency # 005.16 ADE 291-13
- vii. After one party has questioned a witness, the other party shall have the same opportunity.
 - viii. Members of the hearing Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.
 - ix. While the scope of each party’s presentation ultimately lies within the chairperson’s discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
 - x. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
 - xi. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.
 - xii. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.
 - xiii. After closing statements have been made (or the opportunity to make them has been waived), the hearing Subcommittee may orally announce its decision. Alternatively, the hearing Subcommittee may take the case under advisement and render a written decision at a later time.
 - xiv. During an evidentiary hearing, the “preponderance of the evidence” standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.
 - xv. A written decision reflecting the hearing Subcommittee’s final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson’s signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
 - xvi. The educator shall have fourteen (14) days from the receipt of the final findings and recommendation to object and request a State Board Review pursuant to Section 9 of

this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Subcommittee shall become final.

Agency # 005.16 ADE 291-14

8. Subpoena Power:

i. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.

ii. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.

iii. The subpoena shall:

- a) Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;
- b) State the name of the proceeding; and
- c) Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:
 - (i) In person;
 - (ii) Before a certified court reporter under oath at the place of the witness' residence or employment;
 - (iii) By video-taped deposition at the place of the witness' residence or employment; or
 - (iv) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.
- d) The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.

iv. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

Agency # 005.16 ADE 291-15

v. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

vi. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.

vii. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.

- viii. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.
- ix. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

- a. When an educator objects to the Subcommittee’s evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.
- b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Subcommittee’s evidentiary hearing findings and recommendation.
- c. The PLSB attorney may file a written response to the educator’s exceptions and brief within ten (10) days of receipt of the educator’s exceptions and brief.
- d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.
- e. The PLSB’s findings and recommendations, the educator’s exceptions and brief, and the PLSB’s response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.
- f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB’s attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.
Agency # 005.16 ADE 291-16
- g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.
Agency # 005.16 ADE 291-17

Appendix B

LIST OF ACTIONS & APPLICABLE FINES

Action Taken Maximum Fine Amount

- Complaint is not substantiated – No action taken; Case closed.\$0
- Educators who violate testing procedures of the state and for whom the Ethics Sub-Committee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.
All expenses paid by the educator.
- Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.
All expenses paid by the educator.
- Private Letter of Caution \$0
- Written Warning \$0
- Written Reprimand \$50
- Probation of License \$75

Suspension of License \$100

Permanent Revocation of License \$0

Agency # 005.16 ADE 291-18

LIST OF APPLICABLE FEES

License Issued New or Renewal Fee Amount

One-Year Provisional Teacher's License New \$0.00 Renewal \$0.00

Three-Year Initial Teacher's License New \$0.00

Five-Year Standard or Advanced Teacher's License New \$100.00 Renewal \$100.00

Five-Year Vocational Permit New \$100.00 Renewal \$100.00

One-Year Professional Teaching Permit New \$35.00

Lifetime Teacher's License

(Must be 62 years of age.) New \$0.00

Adding Area or Level to Existing License Not Applicable \$0.00

Adding Degrees to Existing License (If not occurring at the time of renewal) Not Applicable \$0.00

Duplicate License Not Applicable \$50.00

Agency # 005.16 ADE 291-19

Appendix C

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00. Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's

intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Agency # 005.16 ADE 291-20

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions

Agency # 005.16 ADE 291-21

3. How do I apply for Graduate School?

Beyond an Undergraduate Degree

The degree that follows a Bachelor's degree is a Masters Degree. To earn a Masters 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 Masters 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.

