



**Preparing Teachers with PRIDE  
Our Teachers are Professional, Reflective,  
Innovative, Value Diversity and are  
Effective**

**UNIVERSITY OF MARYLAND  
EASTERN SHORE**

***TEACHER EDUCATION  
HANDBOOK***

**2008-2009**

# TABLE OF CONTENTS

Welcome.....	4
Administrative Personnel .....	5
Professional Education Faculty.....	6
Adjunct Teacher Education Faculty .....	8
Mission Statement .....	9
Conceptual Framework .....	9
Teacher Education Program Goals .....	9
INTASC Principles .....	11
Maryland Teacher Technology Standards .....	12
Teaching Areas .....	13
Undergraduate Programs: Recommended Course Sequences	
Agriculture.....	14
Art .....	15
Biology.....	16
Business.....	17
English.....	18
Chemistry .....	19
Family and Consumer Sciences .....	20
Mathematics.....	21
Music .....	21
General/Choral .....	22
Instrumental .....	23

Social Studies.....	24
Special Education.....	25
Technology .....	26
General Requirements .....	27
Teacher Education Admission Requirements .....	29
Criminal Background Checks .....	32
Authorization of Release of Information .....	33
PRAXIS I Tests .....	34
PRAXIS II Tests .....	35
Transfer Student Policy .....	36
Retention in Teacher Education.....	38
Field Experiences .....	38
Professional Development Schools .....	39
Teaching Internships .....	40
Student Complaints .....	40
Candidate Formal Appeals/Complaints Form .....	41

# WELCOME !!!

The faculty of the Professional Education Unit at the University of Maryland Eastern Shore are pleased that you have selected teacher education as your major emphasis. We wish to congratulate you on your decision to make teaching your career. Few other professions make such an impact upon the lives of so many people. This handbook has been created to help you make appropriate personal and professional choices regarding your course of study and to help you complete your graduation and certification requirements at the earliest possible date. It provides information on policies, procedures, and guidelines related to the teacher education programs at the University of Maryland Eastern Shore (UMES); however, the information presented in this handbook is subject to change. Such changes may be due to revisions in certification regulations imposed by the State Board of Education or by new and amended legislation approved by the General Assembly. Other changes may be due to standards set by accreditation organizations and/or other agencies. As a result, it is imperative that you stay informed about your program, schedule, requirements and policies affecting them. For this reason you must be in frequent contact with your advisor, check the website and Tk20.

There are a variety of criteria to meet both in obtaining admission to and being retained in the teacher education program, so it is important that you thoroughly understand the procedures and regulations pertaining to your major. It is your responsibility as a student to be familiar with the contents of the handbook as well as information provided in the applicable University catalog. Additional updated information can be obtained through the University website at [www.umes.edu/education](http://www.umes.edu/education).

Although each student is assigned an academic advisor, it is your responsibility to be aware of all the rules and guidelines as you are ultimately responsible for the accomplishment of your chosen area of study.

## Administrative Personnel

Dr. Karen Verbeke, Chair, Department of Education and Director of Teacher Education  
Hazel Hall 2023  
410-651-6220  
[kaverbeke@umes.edu](mailto:kaverbeke@umes.edu)

Mrs. Tarajeon Cornish, Administrative Assistant  
Hazel Hall 2024  
410-651-6217  
[tscornish@umes.edu](mailto:tscornish@umes.edu)

Mrs. Tysha Staten, Administrative Assistant  
Field Experiences, Professional Development Schools  
Hazel Hall 2025  
410-651-7958  
[trstaten@umes.edu](mailto:trstaten@umes.edu)

Ms. B. Penny Largay  
Coordinator of Professional Development Schools  
Hazel Hall 2027  
410-651-6216  
[bplargay@umes.edu](mailto:bplargay@umes.edu)

Dr. Michael Nugent  
Coordinator of PRAXIS, Advising, Special Projects  
Hazel Hall 2032  
410-651-8362  
[manugent@umes.edu](mailto:manugent@umes.edu)

Mr. W. Edwin Riggan  
Director of Field Experiences  
Hazel Hall 2026  
410-651-6195  
[weriggan@umes.edu](mailto:weriggan@umes.edu)

## Professional Education Faculty

Dr. Mary Agnew, Reading  
Hazel Hall 2007  
410-651-6222  
[mlagnew@umes.edu](mailto:mlagnew@umes.edu)

Dr. Sally Bing, Educational Psychology  
Hazel Hall 2008  
410-651-6219  
[sabing@umes.edu](mailto:sabing@umes.edu)

Dr. Cheryl Bowers, Counselor Education  
Hazel Hall 2010  
410-651-6265  
[cdbowers@umes.edu](mailto:cdbowers@umes.edu)

Dr. Nicole Buzzetto-More, Business Education  
Kiah Hall 2101  
410-651-7596  
[nabuzzetto-more@umes.edu](mailto:nabuzzetto-more@umes.edu)

Dr. Leon Copeland, Technology  
Arts and Technology  
410-651-6468  
[llcopeland@umes.edu](mailto:llcopeland@umes.edu)

Dr. Gerald Day, Career and Technology Ed.  
Baltimore Museum of Industry  
410-659-5332  
[gfday@umes.edu](mailto:gfday@umes.edu)

Ms. Patricia Goslee, Special Education  
Hazel Hall 2005  
410-651-8458  
[pagoslee@umes.edu](mailto:pagoslee@umes.edu)

Dr. Shirley Hymon-Parker, Family and  
Consumer Sciences  
Richard A. Henson Building  
410-651-6055  
[shparker@umes.edu](mailto:shparker@umes.edu)

Dr. Corry Larson, Special Education  
Hazel Hall 2014  
410-651-7950  
[wclarson@umes.edu](mailto:wclarson@umes.edu)

Dr. Madhuri Mitra, Biology and  
Chemistry  
Hazel Hall 3062  
410-651-6013/6049  
[mmitra@umes.edu](mailto:mmitra@umes.edu)

Dr. Marcelle Nagoski, Fine Arts  
Ella Fitzgerald Performing Arts Center  
1116  
410-651-6516  
[msnagoski@umes.edu](mailto:msnagoski@umes.edu)

Dr. Kimberly Poole-Sykes, Counselor  
Education  
2009 Hazel Hall  
410-651-7917  
[kjpoole@umes.edu](mailto:kjpoole@umes.edu)

Dr. James Raymond, III, Social Studies  
Hazel Hall 3008  
410-651-6577  
[grdesields@umes.edu](mailto:grdesields@umes.edu)

Dr. Candice Ridlon, Math & Computer  
Science  
Kiah Hall 1106  
410-651-6423  
[cridlon@umes.edu](mailto:cridlon@umes.edu)

Mr. Ernest Satchell, Fine Arts  
Arts and Technology 1156  
410-651-6488  
[ersatchell@umes.edu](mailto:ersatchell@umes.edu)

Dr. Barbara Seabrook, English  
Room 6, Mobile 934-5  
410-651-6792  
[bjseabrook@umes.edu](mailto:bjseabrook@umes.edu)

Dr. Teresa Laird, Counselor Education  
Hazel Hall 2011  
410-651-2253  
[tglaire@umes.edu](mailto:tglaire@umes.edu)

Dr. John Lamkin, Music  
Ella Fitzgerald Performing Arts Center  
410-651-6576  
[jrlamkin@umes.edu](mailto:jrlamkin@umes.edu)

Dr. Dan Seaton, Math & Computer  
Science  
Kiah Hall 1136A  
410-651-8164  
[dmseaton@umes.edu](mailto:dmseaton@umes.edu)

Dr. George Shorter  
Trigg Hall 113  
410-651-6193  
[gshorter@umes.edu](mailto:gshorter@umes.edu)

## Adjunct Teacher Education Faculty

Ms. Katie Benton, Special Education  
[cdbenton@umes.edu](mailto:cdbenton@umes.edu)  
410-651-6217

Dr. Sharon Clark, Education  
[srclark@umes.edu](mailto:srclark@umes.edu)  
410-651-6217

Ms. Melinda Brett, Psychology  
[mjbrett@umes.edu](mailto:mjbrett@umes.edu)  
410-651-6217

Ms. Abigail Goebel, Special Education  
[abgoebel@umes.edu](mailto:abgoebel@umes.edu)  
410-651-6217

Mrs. Eloise Henry-Gordy, Special Education  
[Lehenrygordy@umes.edu](mailto:Lehenrygordy@umes.edu)  
410-651-6217

Mrs. Ann Lewis, Education  
[aflewis@umes.edu](mailto:aflewis@umes.edu)  
410-651-6217

Mrs. Jennifer Lovellette , Special Education  
[jllovette@umes.edu](mailto:jllovette@umes.edu)  
410-651-6217

Ms. Patricia Sampson, Psychology  
[pasampson@umes.edu](mailto:pasampson@umes.edu)  
410-651-6217

## MISSION STATEMENT

The mission of the Professional Education Unit is to advance the science and practice of education, and to promote related careers in counseling and mental health. Toward this end, the Unit offers state-of-the-art undergraduate and graduate teacher education programs, a Master of Arts in Teaching and a graduate counselor education program. The Professional Education Unit seeks to nurture minds, advance knowledge, promote life-long learning and adjustment, and elevate the human spirit.

The undergraduate teacher education programs lead to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in a variety of areas. The course of study prepares students to become qualified teachers, and to assume the complex role of a teacher in the classrooms of the twenty-first century. The primary goal of the undergraduate teacher education program is to ensure success within the teaching profession by: 1) providing a comprehensive knowledge base that ensures competency in the subject matter and in the processes of education; and 2) providing the opportunity to develop sophisticated clinical skills. This program reflects current trends in the field of education and emphasizes excellence in both the theoretical and applied domains.

## CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore professional education programs prepare professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

## TEACHER EDUCATION PROGRAM GOALS

The overarching goal of the teacher education programs is to develop culturally and ethnically sensitive instructional leaders who work to elevate the quality of schools and to improve achievement for all students, regardless of their environmental circumstances. The program strives to educate a diverse population of teachers who are able to address the unique challenges of the twenty-first century. Emphasis is placed on preparing minority and rural educators.

### Objectives

The objectives of Teacher Education are delineated as follows:

- To equip teacher candidates with the professional knowledge base of change strategies that enable them to participate in school restructuring;
- To prepare teacher candidates to become engaged critical and creative thinkers, problem solvers, and reflective professionals;
- To enable teacher candidates to review and embrace their personal heritage in order to facilitate learning for individuals from diverse ethnic and cultural backgrounds;
- To develop teachers who are consumers, brokers, and generators of school-based research;

- To prepare teacher candidates who are innovative users of and advocates for content technology-based instruction including internet resources and interactive dialogue;
- To produce educational and community leaders who integrate state, national, and international priorities into instructional and assessment strategies;
- To prepare teacher candidates who incorporate national and state professional standards, including INTASC standards, into their practice;
- To prepare teacher candidates who incorporate the teacher education unit's Conceptual Framework into their practice;
- To demonstrate appropriate and effective human, conceptual, and technical skills when working with students and other educational stakeholders;
- To prepare teacher candidates with a commitment to the moral obligations of teaching so as to ensure equitable access to engagement in the best possible P-12 education for all children and youth including those with disabilities, those for whom English is a second language, and those who are gifted and talented.

## INTASC PRINCIPLES

The Interstate New Teacher Assessment and Support Consortium has identified the following national principles for teacher performance. The Professional Education Unit at the University of Maryland Eastern Shore subscribes to these INTASC principles. It is our goal that our teacher candidates will strive to achieve these guiding principles of knowledge, skills and dispositions during their course of study.

### **Principle #1:**

**The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

### **Principle #2:**

**The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

### **Principle #3:**

**The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

### **Principle #4:**

**The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

### **Principle #5:**

**The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.**

### **Principle #6:**

**The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

### **Principle #7:**

**The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.**

### **Principle #8:**

**The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**

### **Principle #9:**

**The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

### **Principle #10:**

**The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

**Maryland Teacher Technology Standards**  
**Maryland State Department of Education**  
**Program Approval and Assessment Branch**

SEVEN STANDARDS AND OUTCOMES	INDICATORS
<p><b>I. Information Access, Evaluation, Processing and Application</b>            Access, evaluate, process and apply information efficiently and effectively</p>	<ol style="list-style-type: none"> <li>1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.</li> <li>2. Evaluate information critically and competently for a specific purpose.</li> <li>3. Organize, categorize and store information for efficient retrieval.</li> <li>4. Apply information accurately in order to solve a problem or answer a question.</li> </ol>
<p><b>II. Communication</b></p> <p>A. Use technology effectively and appropriately to interact electronically.</p> <p>B. Use technology to communicate information in a variety of formats.</p>	<ol style="list-style-type: none"> <li>1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.</li> <li>1. Select appropriate technologies for a particular communication goal.</li> <li>2. Use productivity tools to publish information.</li> <li>3. Use multiple digital sources to communicate information online.</li> </ol>
<p><b>III. Legal, Social and Ethical Issues</b></p> <p>Demonstrate an understanding of the legal, social and ethical issues related to technology use.</p>	<ol style="list-style-type: none"> <li>1. Identify ethical and legal issues using technology.</li> <li>2. Analyze issues related to the uses of technology in educational settings.</li> <li>3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.</li> <li>4. Use classroom procedures to manage an equitable, safe and healthy environment for students.</li> </ol>
<p><b>IV. Assessment for Administration and Instruction</b></p> <p>Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.</p>	<ol style="list-style-type: none"> <li>1. Research and analyze data related to student and school performance.</li> <li>2. Apply findings and solutions to establish instructional and school improvement goals.</li> <li>3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.</li> </ol>
<p><b>V. Integrating Technology into Curriculum and Instruction</b></p> <p>Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.</p>	<ol style="list-style-type: none"> <li>1. Assess student's learning/instructional needs to identify the appropriate technology for instruction.</li> <li>2. Evaluate technology materials and media to determine their most appropriate instructional use.</li> <li>3. Select and apply research-based practices for integrating technology into instruction.</li> <li>4. Use appropriate instructional strategies for integrating technology into instruction.</li> <li>5. Select and use appropriate technology to support content-specific student learning outcomes.</li> <li>6. Develop an appropriate assessment for measuring student outcomes through the use of technology.</li> <li>7. Manage a technology-enhanced environment to maximize student learning.</li> </ol>
<p><b>VI. Assistive Technology</b></p> <p>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</p>	<ol style="list-style-type: none"> <li>1. Identify and analyze assistive technology resources that accommodate individual student learning needs.</li> <li>2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.</li> </ol>
<p><b>VII. Professional Growth</b></p> <p>Develop professional practices that support continual learning and professional growth in technology.</p>	<ol style="list-style-type: none"> <li>1. Create a professional development plan that includes resources to support the use of technology in life long learning.</li> <li>2. Use resources of professional organizations and groups that support the integration of technology into instruction.</li> <li>3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.</li> <li>4. Identify local, state and national standards and use them to improve teaching and learning.</li> </ol>

## TEACHING AREAS

The University of Maryland Eastern Shore's Professional Education Unit offers programs in twelve subject areas and at a variety of grade levels. These programs are state approved by the Maryland State Department of Education (MSDE) and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). All programs lead to eligibility for Maryland certification in the following areas and grade levels:

### **Teaching Areas:**

- Agriculture Education (7 - 12)
- Art (PreK -12)
- Biology (7 - 12)
- Business Education (7 - 12)
- Chemistry (7 - 12)
- English (7 - 12)
- Family and Consumer Sciences (7 - 12)
- Mathematics (7 - 12)
- Music (PreK - 12)
- Social Studies (7 - 12)
- Special Education (1 - 12)
- Technology Education (7 - 12)

## Agriculture Education (Grades 7 – 12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

AGNR 111	First Year Experi. Seminar	1
ENGL 101	Basic Composition I	3
MATH 109	College Algebra	3
ANPT 114	Intro. To Animal Science	4
BIOL 111	General Biology	3
BIOL 113	General Biology Lab	<u>1</u>
<b>Total Credits</b>		<b>15</b>

#### Spring Semester

ENGL 102	Basic Composition II	3
AGME 283	Eng. Prin. Appl. to Agric.	3
ELECT	Curr. Area II, Discipl. A	3
ELECT	Select from Agric Courses	3
ELECT.	Area I, Disp. A,B,C, or D	<u>3</u>
<b>Total Credits</b>		<b>15</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 203	Fund. of Cont. Speech	3
CHEM 111	Principles of Chem. C	3
CHEM 113	Principles of Chem. I/L	1
EDCI 200	Intro. to Contemp. Educ.	3
AGEC 213	Intro to Agric. Econ.	3
EDCI 201+	Praxis Preparation	1+
PSYC 200	Intro. To Psychology	<u>3</u>
<b>Total Credits</b>		<b>17</b>

#### Spring Semester

ENGL	Select 305 or 310	3
PSYC 303	Developmental Psych.	3
PSYC 307	Educational Psych.	3
ELECT	Select from Agric Courses	3
Elect.	Curr. Area I	<u>3</u>
<b>Total Credits</b>		<b>15</b>

### JUNIOR YEAR

#### Fall Semester

BUED 212	Comp. Conc./Applic. I	3
PLSC 184	Intro. To Plant Science	3
PLSC 185	Intro. To Plant Science Lab	1
ELECT.	Select from Agric. Courses	3
ELECT.	Select from Agric. Courses	3
AGED 213	Supv. Experience Prog.	<u>3</u>
<b>Total Credits</b>		<b>16</b>

#### Spring Semester

EDCI 406	Classroom Management	3
ELECT.	Select from Agric. Course	3
AGRI 301	Seminar	1
ELECT.	Select from Agric. Courses	3
EDCI 409	Reading in Content Area I	<u>3</u>
<b>Total Credits</b>		<b>13</b>

### SENIOR YEAR

#### Fall Semester

EDCI 311	Comprehensive Assessment	3
EDCI 427A	Curr. and Instr. in Agric.	3
EDCI 410	Read. in the Content Area II	3
EDSP 428	Comm/Colab in Spec Ed	3
ELECT.	Select one Agric. Course	<u>3</u>
<b>Total Credits</b>		<b>15</b>

#### Spring Semester

EDCI 400	Senior Seminar	3
EDCI 480	Teach. Internship	6
EDCI 490	Teach. Internship	<u>6</u>
<b>Total Credits</b>		<b>15</b>

### Total Credits Required - 121

+ Course does not count toward graduation.

**NOTE:** Elective courses (Select one Agriculture Course) are selected by the student according to his/her agricultural interest area and are taken from the areas of Animal Science, Plant Science, Horticulture, Agronomy, Agricultural Mechanics, AgriBusiness, Agricultural Economics, and Environmental Sciences.

## Art Education (Grades PreK-12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101	3
MATH 102	3
ARTS 101	3
ARTS 102	3
ARTS 201	3
GNST 100	<u>1</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 102	3
ARTS 103	3
ARTS 202	3
EDHE 111	3
GEN CURR. AREA II: A	3
EDCI 200	3
EDCI 201+	<u>1</u>
<b>Total Credits</b>	<b>19</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 203	3
ARTS 121	3
BIOL 101	3
BIOL 103	1
PSYC 305	3
EDSP 428	<u>3</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 310	3
ARTS 211	3
ARTS 221	3
ARTS 341	3
GEN CURR. AREA II: B	<u>3</u>
<b>Total Credits</b>	<b>15</b>

### JUNIOR YEAR

#### Fall Semester

ARTS 205	3
ARTS 122	3
ARTS 342	3
ARTS 212	3
GEN CURR. AREA I: History	<u>3</u>
<b>Total Credits</b>	<b>15</b>

#### Spring Semester

ARTS 288C	3
PSYC 307	3
EDCI 406	3
EDCI 409	3
EDCI 306	<u>3</u>
<b>Total Credits</b>	<b>15</b>

### SENIOR YEAR

#### Fall Semester

ARTS 206	3
EDCI 430	3
GEN CURR. AREA III	3
EDCI 410	3
EDCI 311	<u>3</u>
<b>Total Credits</b>	<b>15</b>

#### Spring Semester

EDCI 400	3
EDCI 440A	6
EDCI 450A	<u>6</u>
<b>Total Credits</b>	<b>15</b>

### Total Credits Required for Graduation - 126

(+ does not count toward graduation)

### DEPARTMENTAL REQUIREMENTS

Art Education Major - This program leads to the Bachelor of Arts degree in Art Education with specific preparation for teaching Art in elementary and secondary schools. Students who complete the program will be eligible for PreK-12 teaching certification. Students in this program must complete 125 semester hours of University courses. Included in the 125 semester hours are a minimum of 42 hours of Fine Art Core Courses and 42 hours of Professional Education Courses. A minimum GPA of 2.75 is required for all courses.

## Biology Education (Grades 7 – 12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

BIOL 111 Principles of Biology I	3
BIOL 113 Principles of Biology I Lab	1
Curri. Area II Elective	3
ENGL 101 Basic Composition I	3
MATH 110 Trig & Anal Geometry	3
DNSC 100 Freshman Seminar	<u>1</u>
<b>Total Credits</b>	<b>14</b>

#### Spring Semester

BIOL 112 Principles of Biology II	3
BIOL 114 Principles of Biology II Lab	1
EDHE 111 Health and Wellness	3
ENGL 102 Basic Composition II	3
Curri. Area I Elective	3
Curri. Area II Elective	<u>3</u>
<b>Total Credits</b>	<b>16</b>

### SOPHOMORE YEAR

#### Fall Semester

BIOL 211 Principles of Biology III	3
BIOL 213 Principles of Biology III Lab	1
CHEM 111 Principles of Chemistry I	3
CHEM 113 Principles of Chemistry I Lab	1
ENGL 203 Fund of Contemp Speech	3
EDCI 200 Intro to Contemp Ed	3
MATH 210 Elementary Statistics	3
EDCI 201 Praxis Preparation+	<u>1</u>
<b>Total Credits</b>	<b>18</b>

#### Spring Semester

BIOL 222 Genetics	3
BIOL 223 Genetics Lab	1
CHEM 112 Principles of Chemistry II	3
CHEM 114 Principles of Chemistry II Lab	1
PSYC 305 Developmental Psychology	3
ENGL 305 Technical Writing <b>OR</b>	
ENGL 310 Adv Composition	3
ENVS 288 Introduction to Geology	<u>3</u>
<b>Total Credits</b>	<b>17</b>

### JUNIOR YEAR

#### Fall Semester

BIOL 301 Microbiology	3
BIOL 303 Microbiology Lab	1
PHYS 121 General College Physics I	3
PHYS 123 General College Physics Lab	1
CHEM 211 Organic Chemistry I	3
CHEM 213 Organic Chemistry Lab	1
PSYC 307 Educational Psychology	3
EDCI 311 Comprehensive Assessment	<u>3</u>
<b>Total Credits</b>	<b>18</b>

#### Spring Semester

PHYS 122 General College Physics II	3
PHYS 124 General College Physics II Lab	1
CHEM 212 Organic Chemistry II	3
CHEM 214 Organic Chemistry II Lab	1
EDCI 406 Classroom Management	3
EDCI 409 Teaching Reading in Content Area I	<u>3</u>
<b>Total Credits</b>	<b>14</b>

### SENIOR YEAR

#### Fall Semester

BIOL 497 Senior Seminar in Biology	1
EDCI 410 Teaching Reading in the Content Area II	3
EDCI 425A Curriculum & Inst. Methods in Natural Sciences	3
Curri. Area I Elective	3
EDSP 428 Communication & Collaboration in Special Education	<u>3</u>
<b>Total Credits</b>	<b>13</b>

#### Spring Semester

EDCI 400 Senior Seminar	3
EDCI 480 Internship (Middle School)	6
EDCI 490 Internship (High School)	<u>6</u>
<b>Total Credits</b>	<b>15</b>

+Does not count toward graduation

**Total Credits Required for Graduation - 125**

**Business Education  
(Grades 7 – 12)  
Recommended Course Sequence**

**FRESHMAN YEAR**

**First Semester**

ENGL 101 Basic Composition I	3
SOCI 101 Intro to Sociology	3
MATH 109 College Algebra	3
BUAD 132 Introduction to Business	3
EDHE 111 Health and Wellness	3
BUED 100 First Year Experience/Business	<u>1</u>
<b>Total Credits</b>	<b>16</b>

**Second Semester**

ENGL 102 Basic Composition II	3
BIOL 101 Theories & Appli of Bio Sci.	3
BIOL 103 Biological Science Lab	1
One 3 credit course in Art, Music, or Literature	3
BUED 112 Business Mathematics	3
BUED 212 Computer Concepts/Appli I	<u>3</u>
<b>Total Credits</b>	<b>16</b>

**SOPHOMORE YEAR**

**First Semester**

ECON 201 Principles of Econ I (Macro)	3
ACCT 201 Intro Financial Accounting	3
PHYS 101 Theories & Appli. of Physical Science	3
ENGL 203 Fund. of Contemp Speech	3
BUAD 213 Business Software Appl	3
EDCI 200 Fund. of Contemporary Ed	3
EDCI 100+ PRAXIS Prep	<u>1</u>
<b>Total Credits</b>	<b>18</b>

**Second Semester**

ECON 202 Principles of Econ II (Micro)	3
ACCT 202 Intro Corp & Managerial Acct	3
PSYC 200 Intro to Psychology	3
ENGL 305 Technical Writing	3
HIST 102, 333 or 334 or 341 or 360	3
BUED 101 Sophomore Prof. Development	<u>0.5</u>
<b>Total Credits</b>	<b>15.5</b>

+Does not count toward graduation

**Total Credits Required for Graduation — 128.5**

**JUNIOR YEAR**

**First Semester**

MKTG 308 Principles of Marketing	3
FINA 340 Financial Management	3
BUAD 302 Mgmt & Org. Behavior	3
BUED 333 Business Communications	3
PSYC 305 Human Growth and Devel.	<u>3</u>
<b>Total Credits</b>	<b>15</b>

**Second Semester**

PSYC 307 Educational Psychology	3
EDCI 409 Reading in the Content Area I	3
BUED 411 Office Tech and Records	3
EDCI 406 Classroom Management	3
BUAD 304 Small Business Mgmt & Entrepreneurship	<u>3</u>
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR**

**First Semester**

BUAD 412 Business Law	3
BUED 414 Office Management	3
EDCI 427B Curriculum and Instruction in Business Education: Secondary	3
EDCI 311 Comprehensive Assessment in Education	3
EDSP 428 Communication & Collaboration in Special Education	3
EDCI 410 Reading in the Content Area II	<u>3</u>
<b>Total Credits</b>	<b>18</b>

**Second Semester**

EDCI 480B Teaching Internship: Secondary Program(Secondary: 7 12)	6
EDCI 490B Teaching Internship: Secondary Program(Secondary: 7 12)	6
EDCI 400 Senior Seminar	<u>3</u>
<b>Total Credits</b>	<b>15</b>

## English Education (Grades 7 – 12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101 Basic Composition (Gen. Ed. Area V)	3
LANG 101 Spanish or French	3
Gen. Ed. Area I (Art or Music)	3
GNST 101 First Year Orientation Seminar	1
Gen. Ed. Area IV (Mathematics)	3
Gen. Ed. Area III (Biology, Chemistry, Physics)	<u>3</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 102 Basic Composition II (Gen. Ed. Area V)	3
LANG 102 Spanish or French	3
Gen. Ed. Area II (Psychology 200)	3
Gen. Ed. Area III (Science Lab)	1
Gen. Ed. Area III (Biology, Chemistry, Physics)	3
Gen. Ed. Area I (History)	<u>3</u>
<b>Total Credits</b>	<b>16</b>

### SOPHOMORE YEAR

#### Fall Semester

Gen. Ed. Area II (History or Sociology/Discipline A)	3
ENGL 203 Fundamentals of Speech (Gen. Ed. Area I)	3
EDCI 200 Intro to Contemporary Education	3
EDCI 201 PRAXIS Prep+	1
ENGL 310 Advanced Composition (Gen. Ed. Area V)	3
ENGL 204-215 Intro to Literary Genre	<u>3</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 330 Advanced Public Speaking	3
ENGL 204-215 Intro to Literary Genre	3
ENGL --- Elective (200-400)	3
PSYC 303 Adolescent Psychology	3
ENGL 301 American Literature I <b>OR</b>	
ENGL 302 American Literature II	<u>3</u>
<b>Total Credits</b>	<b>5</b>

### JUNIOR YEAR

#### Fall Semester

ENGL 321 English Literature I <b>OR</b>	
ENGL 322 English Literature II	3
PSYC 307 Educational Psychology	3
EDHI 111 Health and Wellness	3
(Gen. Ed. Area VI)	
ENGL --- Elective (400)	3
ENGL 306 Integrating Technology into Curriculum	<u>3</u>
<b>Total Credits</b>	<b>15</b>

#### Spring Semester

EDCI 409 Teaching Reading in the Content Areas I	3
ENGL 328 World Literature I <b>OR</b>	
ENGL 329 World Literature II	3
EDCI 406 Classroom Management	3
ENGL 380 Intro to Language Science <b>OR</b>	
ENGL 346 History of the English Language	3
ENGL 218 Approaches to Grammar	3
ENGL --- Elective (400)	<u>3</u>
<b>Total Credits</b>	<b>18</b>

### SENIOR YEAR

#### Fall Semester

EDCI 425B Curriculum/Instruction in English	3
(Methods)	
ENGL 347 Adolescent & Young Adult Literature	3
EDCI 410 Teaching Reading in the Content Areas II	3
EDCI 311 Comprehensive Assessment	3
EDSP 428 Communication & Collaboration in Special	<u>3</u>
Education	
<b>Total Credits</b>	<b>15</b>

#### Spring Semester

EDCI 400 Senior Seminar	3
EDCI 480 Teaching Internship: Middle/Junior High	6
EDCI 490 Teaching Internship: Senior High	<u>6</u>
<b>Total Credits</b>	<b>15</b>

Phase One: General Education Requirements	
(41 Semester Hours)	
Phase Two: Professional Education Development Phase	
(28 Semester Hours)	
Phase Three: Specialization Phase	
(42 Semester Hours)	
Phase Four: Teaching Internship/Seminar	
(15 Semester Hours)	

+Does not count toward graduation

**Total Credits Required for Graduation - 126**

## Chemistry Education (Grades 7-12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101	Basic Comp. I	3
CHEM 111	Principles of Chemistry	3
CHEM 113L	Principles Lab	1
BIOL 111	Principles of Biology	3
BIOL 113	Principles Lab	1
DNSC 100	1 <sup>st</sup> Year Exp. Seminar	1
MATH 110	Trig & Anal. Geom.	<u>3</u>
<b>Total Credits</b>		<b>15</b>

#### Spring Semester

	Curriculum Area II	3
ENGL 102	Basic Comp. II	3
CHEM 112	Principles of Chemistry	3
CHEM 114L	Principles Lab	1
MATH 112	Calculus I	4
EDHE	Pers. Health & Fitness	<u>3</u>
<b>Total Credits</b>		<b>17</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 203	Fund. of Cont. Speech	3
CHEM 211	Fund. of Org. Chem +	3
CHEM 213L	Fund. of Org. Chem. Lab	1
CHEM 212	Fund. of Org. Chem. II	3
MATH 211	Calculus II	4
CSDP 220	Intro. to Comp. Prog.	<u>4</u>
<b>Total Credits</b>		<b>15</b>

#### Spring Semester

	Curriculum Area I	3
ENGL 305/310	Tech. Writing/Adv. Comp.	3
EDCI 200	Intro. to Cont. Educ.	3
EDCI 201	Praxis Prep+	1
CHEM 214L	Fund. of Org. Chem. Lab	1
PSYC 305	Developmental Psych.	<u>3</u>
<b>Total Credits</b>		<b>17</b>

### JUNIOR YEAR

#### Fall Semester

	Curriculum Area I	2
PSYC 307	Educational Psychology	3
CHEM 311	Analytical Chem. I	3
EDCI 311	Comprehensive Assessment	3
CHEM 497	Chemistry Seminar	<u>3</u>
<b>Total Credits</b>		<b>14</b>

#### Spring Semester

	Curriculum Area II	3
EDCI 406	Classroom Management	3
EDCI 409	Content Reading I	3
PHYS 161	General Physics I	3
CHEM 499	Undergraduate Research	<u>2</u>
<b>Total Credits</b>		<b>14</b>

### SENIOR YEAR

#### Fall Semester

EDCI 410	Content Reading II	3
EDCI 425	Curr. & Instr. Meth. Nat. Sci.	3
CHEM 401	Principles of Phys. Chem. I	4
PHYS 202	General Physics II	4
EDSP 428	Comm. & Coll. In Sp. Ed.	<u>3</u>
<b>Total Credits</b>		<b>14</b>

#### Spring Semester

EDCI 400	Senior Seminar	3
EDCI 480	Teaching Internship I (M)	6
EDCI 490	Teaching Internship II (H)	<u>6</u>
<b>Total Credits</b>		<b>15</b>

**Total Credits Required for Graduation – 124**

+Does not count toward graduation

## Family and Consumer Sciences Education (Grades 7 - 12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101	Basic Comp.	3
SOCI 101	Intro to Sociology	3
PSYC 200	Intro. to Psychology	3
HUEC 100	1 <sup>st</sup> Year Exp. Sem. I	
BIOL 101	Theo. & App. Biology	3
BIOL 103	Biology Lab	<u>1</u>
<b>Total Credits</b>		<b>14</b>

#### Spring Semester

ENGL 102	Basic Composition II	3
CHEM 101	Gen. Chemistry I	3
MATH 102	Surv. Col. Algebra or higher	3
EDHE 111	Pers. Health & Fitness	3
HUEC 230	Multi. Pers. Of Family	<u>3</u>
<b>Total Credits</b>		<b>15</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 203	Fund. of Speech	3
CHDE 222	Inf./Child Dev. & Lrn.	3
NUDT 211	Sc. Prin. of Food I	3
BUED 212	Comp. Con. & Appl.	3
EDCI 200	Intro. to Cont Education	3
EDCI 201+	Praxis Prep	<u>1</u>
<b>Total Credits</b>		<b>16</b>

#### Spring Semester

ENGL 305	Technical Writing	3
NUDT 210	Elements of Nut	3
PSYC 307	Educ. Psychology	3
HUEC 243	Hum. Fac. of Design	3
HUEC 203	Hum. Dev A Life	3
GEN ED. AREA I		<u>3</u>
<b>Total Credits</b>		<b>18</b>

### JUNIOR YEAR

#### Fall Semester

HUEC 370	Professional Dev.	2
HUEC 310	Resource Mgmt.	3
FMCT 201	Clothing & Tex. for Consumer	3
FMCT 361	Apparel Const./Eval.	3
HUEC 474	Research Seminar 2	
CHDE 323	Creative Act. & Mat.	<u>3</u>
<b>Total Credits</b>		<b>16</b>

#### Spring Semester

HUEC 464	Soc. Psy. Fd. Clo. Shelt	3
HUEC 361	Con. Family Issues	3
HUEC 490	Consumer Motivation	3
EDCI 409	Tea. Read. in Cont. Area I	3
EDCI 406	Classroom Mgmt.	<u>3</u>
<b>Total Credits</b>		<b>15</b>

### SENIOR YEAR

#### Fall Semester

GEN ED. AREA I		3
EDCI 410	Teaching Reading in Content Area II	3
EDCI 311	Comp. Ass. in Educ.	3
EDCI 427D	Curr. & Inst. Meth. FCS	3
EDCI 428	Comm.& Collaboration In Special Ed.	<u>3</u>
<b>Total Credits</b>		<b>15</b>

#### Spring Semester

EDCI 400	Senior Seminar in Ed.	3
EDCI 480C	Teaching Internship (M)	6
EDCI 490C	Teaching Internship (H)	<u>6</u>
<b>Total Credits</b>		<b>15</b>
+Does not count toward graduation		

**Total Credits Required for Graduation – 124**

## Mathematics Education (Grades 7 – 12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101	English Comp I	3
GER CURR. AREA II:	A or B	3
FREN 101	Fundamentals of French I <u>or</u>	
SPAN 101	Fundamentals of Spanish I	3
MATH 111H	Elementary Math Analysis	<u>4</u>
<b>Total Credits</b>		<b>13</b>

#### Spring Semester

CSDP 221	Intro to Comp. Prog. Intensive	4
ENGL 102	English Comp II	3
FREN 102	Fundamentals of French II <u>or</u>	
SPAN 102	Fundamentals of Spanish II	3
MATH 112	Calculus I	4
PSYC 200	Intro to Psychology	<u>3</u>
<b>Total Credits</b>		<b>17</b>

### SOPHOMORE YEAR

#### Fall Semester

EDCI 200	Intro. to Contemporary Ed.	3
EDCI 100+	PRAXIS Preparation	1
ENGL 203	Fund. of Contemporary Speech	3
MATH 211	Calculus II	4
PHYS 181H	Intro to Physics (Honors)	3
PHYS 183H	Intro to Physics (Honors) Lab	<u>1</u>
<b>Total Credits</b>		<b>14</b>

#### Spring Semester

CSDP 222	Advanced Programming	4
ENGL 305/W	Technical Writing <u>or</u>	
ENGL 310/W	Advanced Composition	3
MATH 212	Calculus III	4
PHYS 182H	Intro. to Physics (Honors) II	3
PHYS 184H	Intro. to Physics II (Honors) Lab	1
PSYC 305	Developmental Psychology	<u>3</u>
<b>Total Credits</b>		<b>18</b>

### JUNIOR YEAR

#### Fall Semester

EDCI 311	Comprehensive Assess in Ed.	3
MATH 309	Intro to Probability	3
MATH 321	Differential Equations	4
MATH 232	Intro to Linear Algebra	3
PSYC 307	Educational Psychology	3
<b>Total Credits</b>		<b>16</b>

#### Spring Semester

EDCI 406	Classroom Management	3
EDCI 409	Reading in Content Area I	3
MATH 302	Number Theory	3
MATH 310	Mathematical Stat I	3
MATH 411	Modern Algebra	<u>3</u>
<b>Total Credits</b>		<b>15</b>

### SENIOR YEAR

#### Fall Semester Hours

EDCI 410	Reading in Content Area II	3
EDCI 425C	Curriculum & Instruc Math	3
EDSP 428	Comm. and Collab. in Spe. Ed.	3
MATH 301	College Geometry	3
MATH 304	History of Math & Comp. Sci.	3
MATH 342	Advanced Calculus	<u>3</u>
<b>Total Credits</b>		<b>18</b>

#### Spring Semester

EDCI 400	Senior Seminar	3
EDCI 480	Teaching Internship	6
EDCI 490	Teaching Internship	<u>6</u>
<b>Total Credits</b>		<b>15</b>

### **Total Credits Required 126-128**

+Credit does not count toward graduation.

## Music Education (General/Choral) (Grades PreK-12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101 Basic Composition I	3
MATH 102 App. of College Math or	
MATH 109 College Algebra	3
MUSI 102 Music Theory & App. I	4
GNST 100 First Year Experience	1
MUSI 111A-O Major Applied	1
BIOL 101 Theories and Application	3
BIOL 103 Biology Lab.	<u>1</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 102 Basic Composition	3
GER CURR AREA III	3
MUSI 116A Music Ensemble	1
MUSI 112A-O Major Applied Music	1
EDHE 111 Personalized Health Fitness	3
MUSI 103 Music Theory & App. II	4
ENGL 203 Fund. of Contemporary Speech	<u>3</u>
<b>Total Credits</b>	<b>18</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 310 Advanced Composition	3
EDUC 200 Intro. to Cont. Education	3
MUS 201 Harmony	3
MUSI 105E Percussion Class	1
MUSI 205A Piano Class I	1
MUSI 211A-O Major Applied Music	1
MUSI 116A Music Ensemble	1
PSYC 307 Educational Psychology	3
EDCI 100+ PRAXIS Prep	<u>1</u>
<b>Total Credits</b>	<b>17</b>

#### Spring Semester

GER CURR. AREA II	3
GER. CURR.AREA I:History	3
PSYC 305 Developmental Psych.	3
MUSI 108A Voice Class	1
MUSI 203 Form & Analysis	2
MUSI 206A Piano Class II	1
MUSI 212A-O Major Applied Music	1
MUSI 116A Music Ensemble	<u>1</u>
<b>Total Credits</b>	<b>15</b>

+Does not count toward graduation

### JUNIOR YEAR

#### Fall Semester

GER CURR Area VI	3
MUSI 116A Music Ensemble	1
MUSI 104 Woodwind Class	1
MUSI 106 String Class	1
MUSI 306 Instrumentation & Arranging	3
MUSI 313 Music History & Lit. I	2
MUSI 309A Piano Class III	1
MUSI 311A-O Major Applied Music	1
GER CURR AREA I: Arts	<u>3</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

EDCI 409 Teaching Reading in Content Areas: Part I	3
EDCI 406 Classroom Management	3
EDCI 421C Curr. & Inst. Methods in Music/Choral-Gen. Elem	3
MUSI 107 Brass Class	1
MUSI 314 Music History & Lit. II	2
MUSI 310A Piano Class IV	1
MUSI 312A-O Major Applied Music	1
MUSI 116A Music Ensemble	<u>1</u>
<b>Total Credits</b>	<b>15</b>

### SENIOR YEAR

#### Fall Semester

GER CURR AREA I	3
EDCI 410 Teaching Reading in Content Areas: Part II	3
EDCI 423D Curr. & Inst. Meth. in Music/Choral-Gen.	3
MUSI 308 Conducting	2
MUSI 116A Music Ensemble	1
EDCI 311 Comprehensive Assessment	3
EDSP 428 Comm.& Coll.in Sp.Ed.	<u>3</u>
<b>Total Credits</b>	<b>18</b>

#### Spring Semester

EDCI 400 Senior Seminar	3
EDCI 440C Teaching Internship Elementary Music	6
EDCI 450D Teaching Internship Secondary Music	<u>6</u>
<b>Total Credits</b>	<b>15</b>

**Total Credits Required for Graduation - 129**

## Music Education (Instrumental) (Grades PreK-12) Recommended Course Sequence

### FRESHMAN YEAR

#### Fall Semester

ENGL 101 Basic Composition I	3
MATH 102 App. of College Math or MATH 109 College Algebra	3
MUSI 102 Music Theory & App. I	4
GNST 100 First Year Experience	1
BIOL 101 Theories and Application	3
BIOL 103 Biological Science Lab	1
MUSI 111A-O Major Applied	<u>1</u>
<b>Total Credits</b>	<b>16</b>

#### Spring Semester

ENGL 102 Basic Composition II	3
GER CURR AREA III	3
MUSI 113 Music Ensemble	1
MUSI 112 A-O Major Applied Music	1
EDHE 111 Personalized Health Fitness	3
MUSI 103 Music Theory & App. II	4
ENGL 203 Fund. of Contemporary Speech	<u>3</u>
<b>Total Credits</b>	<b>18</b>

### SOPHOMORE YEAR

#### Fall Semester

ENGL 305 Technical Writing or ENGL 310 Advanced Composition	3
EDCI 200 Intro. to Contemporary Ed.	3
MUSI 201 Harmony	3
MUSI 105E Percussion Class	1
MUSI 205A Piano Class	1
MUSI 211A-O Major Applied Music	1
MUSI 113 Music Ensemble	1
PSYC 307 Educational Psychology	3
EDCI 100+ PRAXIS Prep.	<u>1</u>
<b>Total Credits</b>	<b>18</b>

#### Spring Semester

GEN. CURR AREA II	3
GEN. CURR. I – Beh. Sci.	3
PSYC 305 Developmental Psych.	3
MUSI 108A Voice Class	1
MUSI 203 Form & Analysis	2
MUSI 206A Piano Class II	1
MUSI 212A-O Major Applied Music	1
MUSI 113 Music Ensemble	<u>1</u>
<b>Total Credits</b>	<b>15</b>

+Does not count toward graduation

### JUNIOR YEAR

#### Fall Semester

GER CURR AREA VI	3
MUSI 113 Music Ensemble	1
MUSI 104 Woodwind Class	1
MUSI 106 String Class	1
MUSI 306 Instrumentation & Arranging	3
MUSI 313 Music History & Literature I	2
MUSI 309A Piano Class III	1
MUSI 311A-O Major Applied Music	1
GER CURR AREA I: Art	<u>3</u>
<b>Total Credits</b>	<b>6</b>

#### Spring Semester

EDCI 409 Teaching Reading in ContentArea: Part I	3
EDCI 406 Classroom Management	3
EDCI 421C Curr. & Inst. Methods in Music/Choral-Gen. Elem.	3
MUSI 107 Brass Class	1
MUSI 314 Music History & Lit. II	2
MUSI 310A Piano Class IV	1
MUSI 312A-O Major Applied Music	1
MUSI 113 Music Ensemble	<u>1</u>
<b>Total Credits</b>	<b>15</b>

### SENIOR YEAR

#### Fall Semester

GER CURR AREA II	3
EDCI 410 Teaching Reading Content Areas: Part II	3
EDCI 423D Curr. & Inst. Meth. in Music/Choral-Gen.	3
MUSI 308 Conducting	2
MUSI 113 Music Ensemble	1
EDCI 311 Comprehensive Assess.	3
EDSP 428 Comm.&Coll.in Sp. Ed.	<u>3</u>
<b>Total Credits</b>	<b>18</b>

#### Spring Semester

EDCI 400 Senior Seminar	3
EDCI 440C Teaching Internship Elementary Music	6
EDCI 450D Teaching Internship Secondary Music	<u>6</u>
<b>Total Credits</b>	<b>15</b>

**Total Credits Required for Graduation - 129**

**Social Studies Education (Grades 7 – 12)  
Recommended Course Sequence**

**FRESHMAN YEAR**

**Fall Semester**

GNST	100	Emerging Issues	1
ENGL	101	Basic Composition I	3
MATH	102 or Higher-	College Math	3
HIST	101	Western Civilization I	3
ENVS	101	Environmental Science	3
SOCI	101	Introduction to Sociology	<u>3</u>
<b>Total Credits</b>			<b>16</b>

**Spring Semester**

PSYC	200	Intro to Psychology	3
ENGL	102	Basic Composition II	
HIST	102	Western Civilization II	3
BIOL	101	Biological Theory	3
BIOL	103	Biology Laboratory	1
SOCI	201	Social Problems	<u>3</u>
<b>Total Credits</b>			<b>16</b>

**SOPHOMORE YEAR**

**Fall Semester**

ENGL	203	Fundamentals of Speech	3
HIST	201	American Civilization I	3
GEOG	201	Human Geography	3
POLI	200	Intro to American Gov	3
ECON	201	Prin of Econ I [macro]	3
EDCI	200A	Intro to Contemp Ed	3
EDCI	201+	PRAXIS Preparation	<u>1</u>
<b>Total Credits</b>			<b>19</b>

**Spring Semester**

HIST	202	American Civ II a	3
HIST	300/400	level course b	3
GEOG	202	Physical Geography	3
ENGL	305	[Technical Writing] or	
	310	[Adv Composition]	3
EDCI	306	Integrating Technology into the Curriculum**	3
ECON	202	Principles of Economics II [micro]	<u>3</u>
<b>Total Credits</b>			<b>18</b>

**JUNIOR YEAR**

**Fall Semester**

PSYC	307	Educational Psychology	3
SOCI	309	Res.Meth. in Beh. Sc.	3
HIST	300/400	level course	3
POLI	342	Urban Politics	3
EDHE	111	Health and Wellness	<u>3</u>
<b>Total Credits</b>			<b>15</b>

**Spring Semester**

EDCI	406	Classroom Management	3
EDCI	409	Teach Read. Cont.Areas I	3
HIST	300/400	level course b	3
HIST	300/400	level course b	3
SOCI	310	Stat. Methd. Beh. Science	<u>3</u>
<b>Total Credits</b>			<b>15</b>

**SENIOR YEAR**

**Fall Semester**

PSYC	305	Developmental Psych**c	3
HIST	300/400	level course b	3
EDCI	425	Curriculum and Instr. Methods***f	3
EDCI	311	Comp. Assessment*c	3
EDSP	428	Communication & Collaboration in Special Education***e	3
EDCI	410	Teaching Reading in the Content Areas II***e	<u>3</u>
<b>Total Credits</b>			<b>18</b>

**Fall Semester**

EDCI	400	Senior Seminar in Ed.	3
EDCI	480	Teaching Internship in the Middle School	6
EDCI	490	Teaching Internship in the High School	<u>6</u>
<b>Total Credits</b>			<b>15</b>

**Total Credits Required for Graduation -  
129**

+ Does not count toward Graduation

**Special Education**  
**Students with Mild/Moderate Disabilities (Grades 1 – 12)**  
**Recommended Course Sequence**

**FRESHMAN YEAR**

**Fall Semester**

MATH 102	or Higher	3
ENVS 101	Introduction to Env. Sc.	3
HIST 101	World Civilization	3
ARTS 101	Introduction to Art	3
GNST 100	1 <sup>ST</sup> Yr. Orientation	<u>1</u>
<b>Total Credits</b>		<b>16</b>

**Spring Semester**

ENGL 102	Basic Comp. II	3
ENGL 001	Engl. Prof. Test	0
SOCI 101	Soc. Exp. Man	3
BIOL 101/103	Biol. & Lab	4
EDHE 111	Health & Wellness	3
PSYC 200	Intro. To Psyc.	<u>3</u>
<b>Total Credits</b>		<b>16</b>

**SOPHOMORE YEAR**

**Fall Semester**

ENGL 203	Fund. of Spch.	3
EDCI 200	Intro. to C. Ed.	3
EDSP 200A	Intro. Spec. Ed.	3
EDCI 306	Integrating Tech.	3
POLI 200	American Govt.	3
EDCI 201+	Praxis Prep	<u>1</u>
<b>Total Credits</b>		<b>16</b>

**Spring Semester**

ENGL 305/310	Tech. Wrtngr. or Adv. Composition	3
PSYC 305	Human Grow/Dev.	3
PSYC 307	Educ. Psyc.	3
Humanities Elective		3
Math 210	Elem. Stat.	<u>3</u>
<b>Total Credits</b>		<b>15</b>

**JUNIOR YEAR**

**Fall Semester**

EDSP 414	Psyc. Assess. I	3
EDSP 416	Prg. Develop.	3
EDSP 401	Proc. & Acq. of Rdg.	3
PSYC 371	Abnormal Psyc.	3
EDSP 426	Instr. In Math	<u>3</u>
<b>Total Credits</b>		<b>15</b>

**Spring Semester**

EDSP 422	Psyc. Assess II	3
EDSP 402	Instr. in Reading & Language	3
EDSP 403	Materials for Reading	3
PSYC 406	Applied Beh. Anal.	3
Elective		<u>3</u>
<b>Total Credits</b>		<b>15</b>

**SENIOR YEAR**

**Fall Semester**

EDSP 428	Comm. & Collab.	3
EDSP 431	Prevoc./Voc.	3
EDSP 404	Assess/Diag. & Rem. Rdg.	3
EDSP 430	Tech. In SPED	3
Elective		<u>3</u>
<b>Total Credits</b>		<b>15</b>

**Spring Semester**

EDSP 400	Senior Seminar	3
EDSP 442	Internship I (elem.)	6
EDSP 450	Internship II (elem.)	<u>6</u>
<b>Total Credits</b>		<b>15</b>

+ Credit(s) will not count towards graduation

**Total Credits Required for Graduation -122**

**Technology Education (Grades 7 – 12)  
Recommended Course Sequence**

**FRESHMAN YEAR**

**Fall Semester**

EDTE 111 Technology & Society	3
EDTE 131 Computer-Assist Design	3
ENGL 101 Basic Composition I	3
MATH 109 College Algebra	3
GNST 101 First Year Exper. Seminar	1
ARTS 101 Exploration of Visual Arts	<u>3</u>
<b>Total Credits</b>	<b>16</b>

**Spring Semester**

MATH 110 Trig. Analytic Geometry	3
BIOL 101 Biological Science	3
ENGL 102 Basic Composition II	3
EDCI 200 Introduction to Education	3
PSYC 200 Introduction to Psychology	<u>3</u>
<b>Total Credits</b>	<b>15</b>

**SOPHOMORE YEAR**

**Fall Semester**

EDTE 211 Electronic Technologies	3
ECON 201 Prin. Economics I	3
PHYS 121 Gen. College Physics	4
ENGL 001 English Proficiency Exam	0
ENGL 203 Fund. Contem. Speech	3
EDCI 100+ PRAXIS Prep.	<u>1</u>
<b>Total Credits</b>	<b>14</b>

**Spring Semester**

*EDTE 214 Bio & Agricultural Tech	3
EDTE 232 Info. Comm. Technologies	3
ENGL 305 Technical Writing	3
PHYS 122 Gen. College Physics II	4
PSYC 305 Developmental Psychology	<u>3</u>
<b>Total Credits</b>	<b>16</b>

**JUNIOR YEAR**

**Fall Semester**

EDTE 482 Core Tech & Design I	3
EDTE 341 Transportation Tech.	3
<b>3</b>	
PSYC 307 Educational Psychology	3
EDTE 467 Instr. Analysis Curr. Dev.	3
ENGL328 World Literature I	<u>3</u>
<b>Total Credits</b>	<b>18</b>

**Spring Semester**

EDCI 409 Reading Content I	3
EDTE 483 Core Tech & Design II	3
EDTE 361 Manufacturing Technologies	3
EDCI 406 Classroom Management	3
EDTE 342 Power & Energy Tech.	<u>3</u>
<b>Total Credits</b>	<b>15</b>

**SENIOR YEAR**

**Fall Semester**

EDCI 410 Reading Content II	3
EDTE 481 Facilities. Org. & Mgt.	3
EDCI425D Curri.& Meth Tech. Ed.	3
*EDTE 488 Foundations of Technology	3
EDCI 311 Comprehensive Assessment	3
EDSP 428 Comm.& Coll. in Sp.Ed.	<u>3</u>
<b>Total Credits</b>	<b>18</b>

**Spring Semester**

EDCI 400 Senior Seminar	3
EDCI 460/470 Teach. Internship	<u>12</u>
<b>Total Credits</b>	<b>15</b>

+Does not count toward graduation  
\*New or revised course

**Total Credits Required for Graduation -126**

## General Requirements

The course of study prescribed for all Professional Education majors is composed of four major phases. These four phases of study constitute the standardized curriculum all Education majors must complete. They include:

### PHASE ONE

**GENERAL EDUCATION REQUIREMENTS** - The student completes 44 semester hours of general education requirements established by the University. These courses are normally taken during the first two years of enrollment. Additional departmental requirements may apply.

**Curriculum Area I: Humanities (9 Semester Hours)**

English 203

Humanities Electives (two)

**Curriculum Area II: Social Sciences (6 Semester Hours)**

Psychology 200

History 101 or 102

**Curriculum Area III: Biological and Physical Sciences (7 Semester Hours)**

Science Elective plus Lab

Science Elective (Biology, Physical Sciences, Chemistry)

**Curriculum Area IV: Mathematics (3 - 6 Semester Hours)**

Mathematics 102 or higher

**Curriculum Area V: Languages (9 Semester Hours)**

English 101

English 102

English 305 or 310

**Curriculum Area VI: Emerging Issues (7 Semester Hours)**

GNST 100 Freshman Orientation

EDCI 306 Integrating Technology into Education or other Emerging Issues elective

EDHE 111 Health and Wellness

### PHASE TWO

**PROFESSIONAL DEVELOPMENT FOUNDATION** - The student completes a minimum of 21 semester hours of Professional Development courses and 30 hours of integrated field experiences, which are designed to provide all education majors with a knowledge-base essential to advanced study. Courses within the Professional Development area include: Introduction to Contemporary Education, Introduction to Special Education (special education majors only), Developmental Psychology, and Educational Psychology plus additional courses depending upon the major. Students must successfully complete the PRAXIS I tests (or other state-approved Basic Skills tests) during this phase. Students failing to pass the Basic Skills tests must consult their academic advisor and the PRAXIS Coordinator for the appropriate remediation procedures. A description of the PRAXIS I is presented later in this handbook. **Students may repeat a phase two, three, or four course only once in order to raise their grade. These professional education courses may not be taken more than two times.**

### **PHASE THREE**

**SPECIALIZATION FOUNDATION** - Only students who have formally been admitted to TEACHER CANDIDATE STATUS may enroll in specialization courses. This phase of study includes coursework and integrated clinical and field experiences in the student's major area of concentration. Candidates will complete their pre-internship and internship in a Professional Development School. **This is a requirement of the Maryland State Department of Education.** Other field experiences will take place in a variety of schools throughout the lower Eastern Shore. Students must also have a UMES-approved criminal background check prior to having any placement in a school.

Each academic department in conjunction with the Department of Education formulates its own curriculum in the different specialization areas. The number of required semester hours in the specialization phase vary by major. These requirements are published by the Department of Education and the academic department and are listed in the handbook under Scope and Sequence.

**Students may repeat a phase two, three, or four course only once in order to raise their grade. These professional education courses may not be taken more than two times.**

### **PHASE FOUR**

**TEACHING INTERNSHIP (SUPERVISED CLASSROOM TEACHING)** - The Teaching Internship is the culmination of the teacher education program. It consists of two (2) full-time placements in two (2) different classroom settings for a total of 15 weeks. Each setting exposes teacher candidates to a different age group or level. Students will be assigned to the Teaching Internship based upon program requirements; individual student needs/requests, and school system availability. No course work or outside employment is allowed during this experience.

Students may repeat a phase two, three, or four course only once in order to raise their grade. **These professional education courses may not be taken more than two times.**

### **ELECTIVE COURSE WORK**

The amount of elective coursework varies depending on the area of specialization. The University offers a variety of related coursework. The Department of Education emphasizes a multi-disciplinary approach and believes elective coursework complements the teacher education program.

## Teacher Education Admission Requirements

Admission to the University of Maryland Eastern Shore does not equate with admission to the teacher education program. To become a teacher education candidate, you must complete the Admission to Teacher Education Application and meet or exceed all admission requirements. The application for admission to teacher education is completed during the sophomore year usually in conjunction with EDCI 200 Introduction to Contemporary Education. **Failure to register for this course during the freshman or sophomore year will most likely delay graduation as there is a sequence of courses that can be taken only after successful completion of EDCI 200.**

Students transferring the Introduction to Contemporary Education course from another institution must apply to teacher education immediately upon entering the University of Maryland Eastern Shore provided they have completed all other admission requirements.

The Application for Admission to Professional Teacher Education must be completed and submitted no later than **December 1** for Spring advancement and no later than **May 1** for Fall advancement. Applications will be reviewed once a semester by the Teacher Education Review Committee. Teacher candidates will be officially notified, in writing, by the Teacher Education Review Committee of the results. The status of Teacher Candidates will be reviewed each semester.

Requirements for entrance into Teacher Education are as follows:

1. Minimum 2.75 overall grade point average. Any courses transferred into the University of Maryland Eastern Shore will be counted as a part of the cumulative grade point average.
2. Successful completion of one of the Basic Skills Tests approved by the Maryland State Department of Education (i.e., ACT, GRE, SAT, PRAXIS I).
3. Successful completion of English Proficiency Examination (EPE). Documentation on transcript is required. Transfer students must take ENGL 002 their first semester at UMES.
4. Minimum of 45 earned semester hours.
5. Completion of required prerequisite courses with a grade of C or better. Required courses are as follows:

EDCI 200	Introduction to Contemporary Education
EDSP 200	Introduction to Special Education (Sp. Ed. majors)
ENGL 101	Basic Composition I
ENGL 102	Basic Composition II
ENGL 203	Contemporary Speech
MATH 102 or higher	College Applications of Math
PSYC 200	Introduction to Psychology
SCIENCE/LAB (4 credits)	

6. Completion of the Application for Admission to Teacher Education including two essays.
7. Signatures of two faculty members who are familiar with your work.
8. Acceptable results from UMES-approved criminal background check.

9. Interview with Teacher Education Review Committee.

**Students who are not admitted to the Professional Teacher Education Program are not permitted to enroll in any Professional Program courses. Applications for Admission to Professional Teacher Education Program are available in the Department of Education Office or on the website at [www.umes.edu/education](http://www.umes.edu/education).**

**You may submit an application while you are in the process of completing courses or before taking the PRAXIS I, or one of the other qualifying basic skills tests (ACT, GRE, SAT) in order to meet the application deadline. Your application will be held pending successful completion of the requirements.**

**Please plan to take the PRAXIS as early as possible in case you have to take it more than once.**

### **Tk20 Assessment System**

Please be aware that one additional requirement for teacher and counselor education courses will be your enrollment in the Tk20 Assessment System. This system is going to help keep track of your work and will allow us to store, retrieve and analyze information. It will allow you to store projects electronically for portfolios and will help us later to send you information; it will also help you in many other ways. You will be required to pay a one-time fee of **approximately \$100** which will cover your enrollment in ALL of your education courses (including those with EDCI, EDSP, EDUC, EDGC, EMAT, PSYC and SPED prefixes). This fee will also allow you to continue using the website after you leave UMES. This is **MANDATORY**.

### **Tk20 Log In Information**

1. **To log on to Tk20 for the first time**, go to <https://umes.tk20.com/campustoolshighered/start.do> and click on “Click here to purchase your student account” link. An alternative method of getting to the website is as follows:
  - a. Go to [www.umes.edu](http://www.umes.edu) .
  - b. Click on Academics.
  - c. Click on Education.
  - d. Click on Tk20 Campus Tools.
2. You will be prompted to enter some personal data in order to provide identification.
3. After entering the data, click Submit.
4. Your Username and Password will be emailed to you within 24 hours. Please write them down and keep them in a safe place so you can log in.
5. You will be required to change your Password once you log in.

**After you have your log in information, you can access the system using the following steps:**

1. Log in to Tk20 using either the <https://umes.tk20.com/campustoolshighered/start.do> or the four step process starting at [www.umes.edu](http://www.umes.edu) .
2. Enter the Username and Password assigned to you.
3. Click Login. This will display a screen that asks you to change your password.
4. Enter your current password (the one assigned to you), your new password twice and a secret question and answer.
5. Click Save. This will log you in to the home page.

**On every screen of Tk20 you will find a Help link. Should you forget how to access something, please follow the directions below.**

1. Click on the “Help” link.
2. Next click on the HigherEd help site link.
3. Click on “Student Tutorials” or click on “Download the Student Guide” on the right hand side of your screen. Student tutorials are online. If you prefer to have a paper copy of how to operate the system, the Student Guide download is the way to go. In either case, you should receive a CD with the tutorial when you purchase your TK20 account.
4. Should you have additional problems, please email the Tk20 administrator, Dr. Bing, ([sabing@umes.edu](mailto:sabing@umes.edu) ) for help.

## Criminal Background Checks

**Effective in the Spring 2009 semester, all students who are enrolled in UMES' teacher and counselor education courses (i.e., EDCL, EDUC, EDSP, EMAT, SPED, PSYC)** students of any status (i.e., pre-candidates, candidates, interns, undergraduate, graduate, regular and provisional admits, etc.) will be required to have a criminal background check in order to do any type of work (i.e., field or clinical experience including practicum and internships) in a school setting. You will be required to follow these steps:

1. Students will sign the release form in the presence of a witness from the Department of Education (specifically either the Director of Teacher Education, Director of Field Experiences, or Coordinator of Professional Development Schools. (see Release/Waiver Form below)
2. Two copies of the release form will be made; the original and a copy will be returned to the UMES student. The student will retain the copy and take the original to the UMES Department of Public Safety, after making an appointment.
3. The Department of Education official will give the student an application form/sample of the criminal background check to complete. The students will contact the UMES Police (410-651-6590) to schedule an appointment for fingerprinting between 10:00 a.m. and 1:00 p.m. on Tuesdays or Thursdays.
4. The UMES Department of Public Safety will assist students with the preparation of the application. The student will forward the application for fingerprinting with a check or money order made out to CJIS in the amount of \$18 to cover the cost of the background check.
5. The UMES Department of Public Safety will review the results and notify the Director of Teacher Education, who, in turn, will notify the Director of Field Experiences and Coordinator of Professional Development Schools. Students will be notified in writing of the results. The estimated timeframe for this procedure is 6-12 weeks.
6. It is very important that students call to schedule an appointment in a timely way to ensure that the results will be back in time for their clinical or field experiences.



**Professional Education Unit  
2024 Hazel Hall  
University of Maryland Eastern Shore**

**Authorization for Release of Information**

I, \_\_\_\_\_, authorize the release of any information regarding my employment and my criminal background, if any, from anyone, including but not limited to all of my former schools, employers, their employees or personnel, and/or any public safety agency, to employees of the University of Maryland Eastern Shore (“UMES”).

I further release the above-referenced entities including their employees and agents from all liability surrounding the release and use of this information for the sole purpose of verifying the student’s suitability for employment or educational training in a school setting that the University may deem appropriate for the student’s educational program.

I agree that executing this release is a requirement for my participation in the Professional Teacher and Counselor Education Program at the University of Maryland Eastern Shore. I also agree that this agreement will remain in full force and effect during my matriculation at UMES or until I revoke this authorization in writing and deliver it to the Chair of the Department of Education at UMES.

I agree that I have a continuing obligation to notify the University of Maryland Eastern Shore/Department of Education Chair of any arrests or convictions that occur during my matriculation at UMES.

I also agree that a photocopy of this release will have same effect as the original.

\_\_\_\_\_  
Student’s Name (Printed)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness or Notary Public

## Basic Skills Tests (PRAXIS I, SAT, GRE, or ACT)

All students wishing to be admitted to the Professional Teacher Education Program must pass the one of the basic skills tests approved by the Maryland State Department of Education.

Academic Skills Assessments			
All beginning teachers in all content areas must take <i>Praxis I, SAT, GRE, or ACT</i> .	<b>Pre-Professional Skills Tests (PPST or CPPST)</b>	Test Code	MD Score
	PPST Reading (mc - 60 min.) or	<a href="#">0710</a>	177
	Computerized PPST Reading (mc - 75 min.)	<a href="#">5710</a>	177
	PPST Writing (mc & cr - 60 min.) or	<a href="#">0720</a>	173
	Computerized PPST Writing (mc & cr - 75 min.)	<a href="#">5720</a>	173
	PPST Mathematics (mc - 55 min.) or	<a href="#">0730</a>	177
	Computerized PPST Mathematics (mc - 75min.)	<a href="#">5730</a>	177
	SAT (prior to April,1995)	-	1000
	SAT (after April, 1995)	-	1100
	GRE	-	1000
ACT	-	24	

Applicants may meet the testing requirement in one of two ways by submitting: individual scores at or above the state qualifying scores on *Praxis I: Reading, Writing, and Mathematics* or a composite score that is at or above the state qualifying score on *Praxis I, SAT, GRE, or ACT*.

The composite score is the combined total of state qualifying scores on the three *Praxis I* assessments. The composite score for the *PPST* and *CPPST* is 527; the composite score for the *Computer-Based Test (CBT)* is 966. There is no composite score if the applicant took a combination of *PPST* and *CBT*. ETS no longer offers the *CBT*.

The composite score on the *SAT* taken prior to April 1995 is 1000; the composite score on the *SAT* taken after April 1995 is 1100. The composite score on the *GRE* is 1000; the composite score on the *ACT* is 24.

Please refer to ETS' website for more information [www.ets.org](http://www.ets.org)

If you plan to take PRAXIS I, you should register for EDCI 100 (PRAXIS Preparation) concurrently with EDCI 200 (Contemporary Education). EDCI 201 is a one-credit course that does not count toward graduation. It is required if you have not passed one of the approved tests (i.e., ACT, GRE, SAT).

Registration for the Pre Professional Skills Test (PPST) or Computer-Based Test (CBT) should be completed as early as possible, but no later than concurrently with registration for EDCI 200 Introduction to Contemporary Education. Please contact the PRAXIS Coordinator for additional information. PRAXIS I can be taken online at the Prometric Testing Center located in the Sylvan Learning Center in Salisbury, Maryland, or at any other Prometric Testing Center. (Please see the ETS website for information.) [www.ets.org](http://www.ets.org)

Registration Codes for the PRAXIS I and PRAXIS II include the following:

Test Center Number (UMES)	02067
College Where You Received Training	A5400
Agencies to Receive Score Reports	RA5400 (UMES) R7403 (MD)

Test Code	Test	Passing Score	Composite Score
0710	PPST Reading	177	527
0720	PPST Writing	173	
10730	PPST Mathematics (calculators prohibited)	177	

Students who wish to apply for certification in states other than Maryland will need to find out specific information about the PRAXIS for the state under consideration. **However, students are required to take the PRAXIS tests for Maryland because they are part of a state-approved program. See appendices for a list of State Departments of Education.**

Special fee waivers are available through the Educational Testing Service (ETS) for some students. Applications for these waivers can be found in the test application booklet.

Students with documented disabilities may be eligible for alternative testing arrangements. See PRAXIS Bulletin for details.

## PRAXIS I Preparation Assistance

The course, EDCI 201 – PRAXIS Preparation is required for students who have not passed the PRAXIS I or one of the other state approved basic skills tests (i.e., ACT, GRE, SAT). The credit (one) from this course does not count toward graduation requirements. **Students must pass one of the Basic Skills Tests in order to be admitted to Teacher Education.**

## PRAXIS II Tests

The PRAXIS II is comprised of a series of specialty tests specific to your area of certification. Passing the PRAXIS II at the state qualifying score is a requirement for teaching certification in Maryland and for entry into the internship phase of your program. **All students whose major requires PRAXIS II, MUST pass the PRAXIS II before being permitted to do their internship.** Specific tests, test codes, and Maryland Passing Scores are listed below on the following table.

The PRAXIS II is offered on-campus six times per year. Registration materials are available in the Department of Education or online at <http://www.ets.org>.

## PRAXIS II TESTS

<b>Specialty Test</b>	<b>Code</b>	<b>Maryland Passing Score</b>
Agriculture Education	No test	
Art Education	10133 20132	159 145 Composite score 304
Biology Education	20235 10234	150 144
Business Education	10100 20524	590 162
Chemistry Education	20245 20483	153 151
English Education	10041 20043	164 155
Family and Consumer Sciences	10121	159
Mathematics Education	10061 20065	141 145
Music Education	10113 20112	154 147 Composite Score 301
Social Studies Education	10081 30084	154 164
Special Education	20353 10352	148 147 Composite score 295
Technology Education	10050 20524	580 162

### PRAXIS II Tests for Middle School Endorsement

<b>Specialty Test</b>	<b>Code</b>	<b>Maryland Passing Score</b>
Mathematics	20069	152
Science	10439	145
English	10049	160
Social Studies	20089	154

## Transfer Student Policy

To make as smooth a transition as possible, it is imperative that transfer students meet with a teacher educator faculty advisor to determine which courses will transfer into the program and to get into the correct sequence of courses as quickly as possible. Transfer students must also contact the Office of Retention in order to take the English Proficiency Examination (EPE).

**Students transferring into the Teacher Education Program from another institution must meet all requirements of the University of Maryland Eastern Shore Teacher Education Program.** For purposes of calculating an overall grade point average, your grades from all prior institution(s) will be used to determine your grade point average if you are at the point of applying for Teacher Education admission. If you are still a freshman or first semester sophomore, grades from your prior institution and the grades you earn at UMES will be combined to calculate your grade point average.

## Retention in Teacher Education

Student progress will be reviewed each semester to guarantee teacher candidates who have been admitted to teacher education continue to meet the standards set at entry. Good academic standing requires a minimum of a 2.75 overall grade point average as well as a minimum of a 2.75 in their major course work. Students must show evidence of continuous growth and the ability to meet the rigorous professional, intellectual and ethical standards of the teaching profession. Students who fall below these standards or in other ways demonstrate unprofessional behavior will be withdrawn from the program. The student may appeal this decision to the Teacher Education Review Committee. Students removed from the Teacher Education Program or students who voluntarily withdraw from the program will have to re-apply for admission if they wish to return to the program.

## Field Experiences

Teaching is a professional field and requires many hours of applied work in a school setting. It is hoped that students pursuing an education degree already have had some experience working with children and youth in school and community settings.

Throughout the program, beginning at the sophomore level, you will be required to spend time during each semester in the local schools. Initially, you will take on the role of observer, but gradually will begin to work with individual students and small groups. As the program progresses, you will be expected to spend increasing amounts of time doing more complex tasks at the schools. Internship, the capstone experience, takes place during your last semester in the program.

All field experiences and internships are coordinated by the Director of Field Experiences. Application for each field experience must be completed during the first two weeks of the semester. These applications can be found online at [www.umes.edu/Education](http://www.umes.edu/Education). Internship applications must be submitted the semester before internship. **See Field Experience Handbook for specific dates.** Students may request a specific school on their field experiences application; however, placement in that school is not guaranteed. Placement depends upon the availability of a teacher who has at least three years of teaching experience plus the willingness of the building supervisor and teacher to accept a student from the University of Maryland Eastern Shore. After the Director has contacted the school district and has tentative approval to place a student, an application form is sent to the district so the building supervisor and mentor teacher have an opportunity to review the background of the prospective intern. Under no circumstances shall the student contact a school district or mentor teacher regarding a field experience

without the approval of the Director of Field Experiences. Students who contact the school without following the prescribed field placement procedures may jeopardize their placement.

The Professional Education Unit places students primarily in the three counties on the Lower Eastern Shore of Maryland (i.e., Somerset, Wicomico and Worcester).

Students are expected to conduct themselves in a professional manner at all times and to adhere to all standards set forth by the professional organizations. These include but are not limited to attendance and punctuality, confidentiality of student information, appropriate language (oral and written), communication skills, professional ethics, and appropriate professional dress. If a student is unable to attend his/her placement site on a particular day due to illness or other emergency, the student is responsible for calling the school to notify the supervising teacher and also for calling the University to notify the university instructor that he/she will be absent that day. This should be done as soon as possible in the morning before school.

Students are EXPECTED to provide their own transportation to the field placements. While the Director of Field Experiences will attempt to help students find someone to carpool with, it is your responsibility to find transportation to all field placements and to the student internship sites.

Placement in a field experience is not a guarantee of a successful experience. Students not performing up to expectations can and will be removed from that setting. Students who have begun their field experience and feel that they cannot satisfactorily meet field experience requirements if they continue in that setting should notify the Director of Field Experiences immediately. Beginning Fall 2003, students who do not satisfactorily complete their field experience will receive a failing grade for the course which has the field experience requirement.

Field Experience Applications may be obtained from the Department of Education or the Director of Field Experiences. Please review the Field Experience Handbook for further details.

### **Professional Development and Partnership Schools**

Professional Development Schools (PDSs) and Partnership Schools promote high quality education for all children and for teachers at all levels: preservice, inservice, and higher education faculty. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools. PDSs seek to promote systemic collaboration and interaction between and among state agencies, university faculty, and school system personnel. In keeping with a state policy from the Maryland State Department of Education, all teacher/counselor candidates must complete a 100 day (or comparable) extensive internship at a PDS.

The Professional Education Unit at UMES has developed Professional Development Schools (PDSs) and Partnership Schools with a number of schools in Caroline, Somerset, Wicomico and Worcester Counties.

## **Internships**

All teacher education students complete, as their capstone experience, a one semester full-time student internship. No outside employment is to take place during the internship semester and no course work other than EDCI/EDSP400 Senior Seminar will be allowed. This internship implies a team relationship between the teacher candidate, the mentor teacher, and the university supervisor. The student intern will have numerous opportunities to develop skills, dispositions, and knowledge needed to become a successful beginning teacher.

Requirements for Admission to Student Internship are as follows:

1. Minimum 2.75 overall grade point average. Any courses transferred into the University of Maryland Eastern Shore will be counted as a part of the cumulative grade point average.
2. Minimum 2.75 grade point average in major, with no grade lower than a "C."
3. Successful completion of PRAXIS II- Specialty Area Test based on the qualifying score determined by the Maryland State Department of Education. OFFICIAL INSTITUTIONAL SCORES REPORTS ARE REQUIRED. Registration for the PRAXIS II should be completed as early as possible, but no later than the first semester of the senior year. See the PRAXIS section of handbook for additional information.
4. Completion of all required coursework with the exception of senior seminar and the internship courses.
5. Two recommendations from education faculty.
6. Completion of the Application for Teaching Internship.
7. Interview by Teacher Education Review Committee.

## **Student Complaints**

If students feel that they have been treated unfairly or have a concern about advising, instruction, grading/evaluating, or supervision in a field experience or internship, the following steps would occur:

- 1) The student identifies the complaint issue to a faculty member or chair and completes the Formal Appeals/Complaint Form.
- 2) The student is referred to a personnel most closely associated with the complaint, either by responsibility or as the accuser. The purpose of the referral is to identify the complaint and to resolve the issue.
- 3) If unresolved, the student goes to the Department Chair or Director of Teacher Education who sets up a three-way conference to resolve the issue.
- 4) If this action does not result in resolution, the student can proceed to the dean of the appropriate school.
- 5) The dean can refer the candidate to the Vice President of Academic Affairs.

## Candidate Formal Appeals/Complaint Form

### TEACHER EDUCATION CANDIDATE FORMAL APPEALS/COMPLAINT FORM

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Nature of Appeal/Complaint—describe the nature of your concern in the space provided below.

If your concern involves an Education Department faculty member, have you met with that individual to communicate the nature of your concern? YES or NO (circle one)

If YES, please indicate the date and nature of this interaction.

DATE: \_\_\_\_\_-Description of interaction:

If NO, please provide an explanation for why you did not meet with the faculty member.

NOTES:

Education Department Chairperson Signature/Date: \_\_\_\_\_

Candidate Signature/Date: \_\_\_\_\_