

# Teacher Education Program Handbook

Great Basin College  
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## **I. Acknowledgement of Handbook**

**I, \_\_\_\_\_, acknowledge receipt of the Teacher Education Handbook, and I understand that I am responsible for reading the Teacher Education Program Handbook and familiarizing myself with its contents.**

**I understand and acknowledge that the Teacher Education Committee may deny admission to the Teacher Education Program to any candidate who, in the judgment of the committee, does not meet the professional and/or ethical standards of the Teacher Education Program. I understand and acknowledge that once admitted to the Teacher Education Program, the failure to maintain the professional and/ or ethical standards of the program may result in dismissal from the program. See Section VII. Maintaining Good Standing of this handbook. I also understand that the Teacher Education Committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.**

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**Student's Signature**

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**Date**

## II. Conceptual Framework

Teacher Education Program at Great Basin College



### **Learner-Centered Teaching**

The student is the center of teaching.

#### **Understanding**

Knows content and content pedagogy  
Understands how children learn

#### **Performing**

Creates optimal learning environment  
Utilizes effective instructional strategies  
Respects and responds to diversity  
Communicates effectively  
Monitors student learning

#### **Reflecting**

Values life-long learning  
Believes in every child  
Dedicated to making a difference  
Reflects and revises on teaching practice  
Committed to teaching profession and community

## Conceptual Framework

The conceptual framework of the Elementary Teacher Education Program at Great Basin College (GBC) was based on the model developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) Task Force. This group of representatives of the teaching profession and personnel from 17 state education agencies developed standards compatible with the advanced certification standards of the new National Board for Professional Teaching Standards. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

([http://www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium/index.cfm](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/index.cfm)).

The INTASC Task Force wrote in their Preamble to the core standards (p. 13):

We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence –an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways.

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing

their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

The Teacher Education Program at Great Basin College was created in 1999 by taking the original core INTASC standards embedded in the above framework of beliefs to conform its *matrix of learning outcomes*. In other words, the collection of the majority of the INTASC disposition, knowledge, and performance standards grouped under ten principles constitutes the core of its conceptual framework (See the following pages for GBC's version of the INTASC Principles and Standards). The aforementioned Learning Outcomes Matrix made up of the majority of the INTASC knowledge, disposition, and performance standards is comprised of three large interacting domains: the *Understanding*, *Performing*, and *Reflecting* domains. *Understanding and Performing* are conceptualized in a lower plane of consciousness or awareness; *Reflecting* is conceptualized at a higher level of consciousness that allows the analysis of the latter domains. That is, it involves being able to transcend the latter domains so as to act on them and create new sets of understandings and behaviors, that can again be subject to reflection, thus keeping the cycle of improvement alive.

The above three domain scheme is very similar to the *Believing, Behaving, and Becoming* model advocated by the Ball State University group (Evaluation of Student Teachers *Guidebook*, 2000). It is believed that the latter model does not sufficiently emphasize that *becoming* a teacher is a never ending task that continually requires the action of reflection on current *implicit* and *explicit* beliefs so as to modify one's *conscious* and *unconscious* behaviors. It is assumed that most human knowledge and behaviors are unconscious. For example, normal walking for most humans is an action that does not require conscious awareness of every single step to be performed. The continuous use of verbal expressions during conversations or presentations such as: "You know!" are also examples of behavior that sometimes we are not aware we engage in. Discriminatory behavior of females or members of certain social groups is another example of unconscious behavior. These unconscious behaviors, as well as conscious behaviors, need to be addressed and refined while developing the knowledge, disposition, and performance of becoming a teacher. Because of the importance of being aware of implicit and explicit performance, videotaping, observation and self-reflection is vital to this development.

In addition, in the above scheme *understanding* is conceptualized as being both a *process* and a *product*. As Piaget (1979, p. 17) succinctly put it: "To know is to transform objects, or rather it is to transform groups of objects." For example, the very young learner (kindergartener and first-grader) that needs to learn that all her known words (the *group* of words that make up

her vocabulary) have a different *function*, that is, that all her known words can be subdivided into different *subgroups*, has to transform internally (in her mind) all the uncategorized known words she uses into *adjectives, adverbs, nouns*, etc. In other words the learner has to create in her mind these new subgroups out of a single group, by endowing all her known words with some attributes or characteristics that will make them members of the aforementioned classes of words, it is in this sense that it is said that the learner *transforms* a group of objects (all her known words) when she slowly begins to create in her mind the abstract notions of Adjective, Adverb, Noun, that allow her to categorize previously uncategorized words as *adjectives, adverbs, nouns*, etc. It is in this sense that Piaget claims that *all* knowledge is both a *process* (which he called a *scheme*) and a *product* (which he called a *schema*), and even though for purposes of analysis they can be discussed separately they are born together, none before the other. The *understanding* of Adjective, Adverb, Noun, etc, is the *process* by the learner of endowing words with certain attributes that allow the creation *with-in* (note how this word already embodies the notion of process-product) the mind of the learner of the categories (*product*) *adjectives, adverbs, nouns*, etc., thus transforming the group of previously uncategorized words. Process has been emphasized to convey the learning-view that knowledge cannot be given to the learner, it must be created or constructed by her, although external processes (teacher instruction) can trigger and modulate this internal process. With this understanding, The GBC's program is based upon the teacher candidate constructing her own understandings which then affects his/her performance. It is our goal to allow for experiences and opportunities for understandings to be created. Then through examining the teacher candidate's performance through reflection, both guided through mentoring and self-reflection, the teacher candidate will be able to refine their performance to closer match the desired outcomes. With this process ongoing, it is believed that the teacher candidate's performance will continually develop into deeper levels of understanding about students, the profession, the content they teach, and how their performance affects all of the above.

This view of learning is consistent with the notion that education students should be placed in the school environment as soon, and as much as possible, to engage in the process of creating pedagogical knowledge. In other words the Field Experience is a key component of the Great Basin College Teacher Education Program. The Field Experience consists of four unique levels to allow for maximum opportunity of individual growth within the development of becoming a teacher; thus, creating a scaffolded instruction. The practicing teacher and education faculty encourages the teacher candidate by providing temporary and adjustable support as they develop new skills, strategies, and knowledge. At each level, different experiences and amounts of support are provided for each student. Vygotsky (1978) describe learning as occurring in the

*zone of proximal development* or “the distance between the actual developmental level as described by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers” (p. 86). Important to promoting development within the teacher candidates’ zone of proximal development is the programs ability to relinquish the control of teaching to the teacher candidates. Providing four levels, allows for the varying levels of guidance, feedback, and support for the student to gradually work towards independent teaching. It will also allow for the cycle of reflection that allows for continuous growth as a teacher after graduation.

Field experience placements are made to optimize the variety of grades, diversity among students and prior experiences. Each teacher candidate will be placed in different schools at different grade levels. This will allow for the teacher candidate to become familiar with different cultures of schools and be exposed to diversity among students and teachers.

Throughout the four levels of field experience, teacher candidates create goals based upon the INTASC standards and a plan of how they will achieve the goals. The teacher candidates also keep a journal of their experiences. They relate what they see in the classroom to what the INTASC standards imply. The journals are to document their understandings of the INTASC standards and document their teaching development. They are also utilized in providing the students guidance to their understandings of teaching.

Given the above four different levels of field experience, we are proposing an evaluation model that allows us and our teacher candidates to measure their progress along a continuum of INTASC knowledge, disposition, and performance standards as they proceed to higher levels of mastery.

### **III. INTASC Standards**

#### **Principle 1: Content and Content Pedagogy**

The teacher understands the central concepts, tools of inquiry, and structures of the subject(s) s/he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

#### **Principle 2: Human Development and Learning**

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, emotional, moral, and physical development.

#### **Principle 3: Diverse Learning**

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

#### **Principle 4: Teaching Strategies**

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

#### **Principle 5: Learning Environment**

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: Effective Communication**

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: Instruction Planning**

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

#### **Principle 8: Instruction Assessment**

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: Reflective Practice**

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

#### **Principle 10: Partnerships**

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

## IV. Teacher Education Program

### Degrees Offered

#### Bachelor of Arts in Elementary Education

##### Endorsements in Elementary Education

- Special Education (K-12 Generalist)
- TESL (Teachers of English as a Second Language- K-8)
- Early Childhood

##### Emphases in Elementary Education

- English
- Math
- Science
- Social Science

#### Bachelor of Arts in Secondary Education

##### Endorsements in Secondary Education

- Biological Sciences
- Business Education
- English
- Mathematics
- Social Studies
- Career and Technical Education
  - Agriculture
  - Automotive
  - Electronic
  - Industrial Arts
  - Manufacturing
- Special Education (K-12 Generalist)
- TESL (Teachers of English as a Second Language-7-12)

### Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive elementary education program for rural, northeastern Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- we recognize and value diversity in the heritage and traditions of the region;
- we collaborate with the five rural school districts in the region to offer early and extensive clinical and field experiences throughout the baccalaureate program;
- we utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and
- we utilize technology for distance education and delivering education courses at the branch campuses.

The graduates of the program will consistently display effective skills in accordance with the INTASC Principles. These include interpersonal communication, critical thinking, teaching content knowledge in many disciplines, promoting professionalism within the community, and utilizing reflective thinking and a learning-centered approach in multi-age, multi-grade classrooms.

## **Program Accreditation**

The Teacher Education Program of Great Basin College is accredited by the Northwest Commission on Colleges and Universities. The program has also been approved by the Nevada State Board of Education.

## **Teacher Education Committee (TEC)**

The Teacher Education Committee governs the Teacher Education Programs at Great Basin College. The committee includes administrators, faculty from different disciplines, local educators, and the education faculty. Membership changes each year. Please see the Education Department for a list of the current members.

## **Advising**

It is highly recommended that students interested in pursuing a degree in education seek advisement early in their academic program to ensure efficient advancement through their program. The courses of studies in the Teacher Education Program involve the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with advisers on a regular basis. It is the student's responsibility to adhere to degree requirements, timelines, and Great Basin College policies and procedures.

## **Admission to Teacher Education Program**

Students are required to formally apply for admission to the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications are March 1 and October 1. First year students may enroll in specific education courses after the specified prerequisites have been met. As a second semester sophomore, a student will normally apply for admission into the Teacher Education Program.

**The current Teacher Education Program handbook should be followed. It is the student's responsibility to obtain the current handbook.**

## V. Admission Criteria

The Teacher Education Committee will admit a limited number of students to the Teacher Education Program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but are not admitted may re-apply in future semesters. Post- baccalaureate students in secondary education must also pass the Praxis II content area test in which they intend to teach. See Section X Teacher Licensure Requirements.

The minimum requirements for admission to the teacher education program:

1. **A completed application form** and supporting documents submitted before the application deadline.
2. **Acknowledgement of Handbook Form** must be signed.
3. **Background/Legal and Ethical Standards Acknowledgement Form** must be signed and submitted with the application form.
4. **Official transcript(s)** of all college or university course work demonstrating completion of at least 40 hours of university parallel transfer courses or an associate or baccalaureate degree from an accredited college or university with a grade point average of 2.75 or better (based on the most recent 40 credits completed), and a grade of C- or better in any education program requirement courses. (Technology and Education courses must have been completed within the last ten [10] years).
5. The following **courses** must be completed with a grade of C- or better prior to admission: ENG 100 or 101, ENG 102, MATH 120 and EDU 250.
6. **Passing scores on all sections of the PPST test AND/OR Praxis II Content Area Test.** GBC must receive documentation of the passing scores on all three sections of the PPST prior to the application due date. The current passing scores set by the Nevada Department of Education:

Reading:	174
Writing:	172
Math:	172

If the student is a secondary post-baccalaureate student, the content specific area test must be passed prior to applying to program. See Section X Teacher Licensure Requirements for Praxis II.

7. **Completed applications** must include the following:
  - a) **Résumé.**
  - b) **Three letters of recommendation**-Individuals writing letters of recommendation should discuss the applicant's suitability for teaching and to indicate what professional position the writer currently holds and his or her relationship to and/or knowledge of the person being recommended.
  - c) **Up-to-date official transcript(s)** from all colleges attended. (Education Department will provide GBC transcripts and if GBC Admissions & Records Office has current transcripts from other colleges that have been attended, there is no need to send a second copy to the Education Department.
  - d) **Paper on your personal views of education.**
8. **Fingerprints and criminal background check** at the State and Federal level are required by school districts prior to field experiences or student teaching in K-12 schools. The student must obtain a fingerprint packet from the Great Basin College Education Department and return fingerprints, appropriate paperwork, and a processing fee to Great Basin College Education Department. A substitute teaching license may be used in place of the fingerprint/background check. It must be valid, not have a fingerprint/background provision, and have been issued within the previous 12 months. There is a processing fee associated with the background check.
9. **Interview**-The Teacher Education Committee will interview students who have met the minimum qualifications. At the time of the interview, students will also complete a writing sample.
10. **No evidence of unethical or unprofessional behavior including academic dishonesty.**  
**Policy of Academic Integrity:** GBC subscribes to the traditional policy of academic integrity: students are expected to be honest. Students are expected to do their own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course to dismissal from the institution.

Plagiarism is presenting someone else's word, ideas or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references; and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the students will acknowledge the source whenever:

- Another person's actual words are quoted
- Another person's idea, opinion or theory is used, even if it is completely paraphrased in the student's own words
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

## VI. Admission Process

After each of the two application deadlines, the Teacher Education Committee (TEC) will review all applications and schedule interviews for qualified applicants. Selection will be by a point system as agreed to by the TEC. **The TEC may in its discretion reserve the right not to consider incomplete applications. The TEC has the right to may deny entrance to any candidate whom who, in the judgment of the committee, feels does not meet the professional and/or ethical standards of the program. The admission and retention of students in the Teacher Education Program are subject to the professional judgment of the TEC.** After selections have been made, all applicants will be notified in writing of their admission status. The TEC may grant full admission, grant provisional admission, place an application on hold, or deny admission.

**Full Admission:** Students who have met all requirements prior to the application deadline and have been judged by the TEC as the most qualified applicants for the current openings in the Teacher Education Program may be granted Full Admission.

**Provisional Admission:** This occurs when one small item is missing from the student's application. For example, the Nevada Highway Patrol fingerprint check has arrived, but we have not yet heard from the FBI. Status automatically changes to Full Admission when the Admissions & Records Office receives the final item. Students may take methods courses.

**Hold:** If all portions of the application are complete except for one item, a student's application *may* be processed and the student may be called in for an interview. The application will then be placed on "hold" until the final component is completed. This might happen, for example, if a student already has a bachelor's degree but is currently enrolled in Education 250. The TEC might decide to wait until the passing grade in Education 250 is posted and then make the final decision on the application. Applications to the Teacher Education Program will not be accepted until a student has passed all three sections of the PPST and the Admissions & Records Office has received documentation of the passing PPST scores.

*Placing a student's application on hold, rather than requesting that the student re-apply the next semester, is only done in special circumstances. Normally students are expected to wait to apply until they have all components of the application process completed.*

**Admission Denial:** Students not admitted to the Teacher Education Program may reapply in a future semester.

The student should also be aware that almost all of the course work in the Teacher Education Program may be taken prior to admission. The only courses that require admission to the program are the methods courses and the Student Teaching Internship. Whether admitted to the program or not, students should continue to meet regularly with an advisor so they can continue to make progress in the program.

After admission to the Teacher Education Program, the student continues to receive guidance and support. In upper division courses and field experiences, students will have the opportunity to enhance his/her professional portfolios and receive ongoing evaluations of their progress.

## **VII. Maintain ethical and professional standards of behavior**

Students who have been admitted to the Teacher Education Program will maintain their status as students in good standing if they achieve the following:

- A. Maintain a 2.5 overall minimum GPA.
- B. Receive no lower than a C- in all baccalaureate, program, and endorsement requirements, as well as all education courses.
- C. Maintain requirements for being a student in good standing at Great Basin College. This is outlined in the NSHE Board of Regents Code Title 2, Chapter 6. A student in the Teacher Education Program will be dismissed from the program if his or her conduct creates the following sanctions: reprimand, probation, suspension or expulsion.
- D. Maintains a substitute license during the student teaching internship.
- E. Maintain an ethical and professional standard of behavior.**

Students may be placed on probation within the Teacher Education Program if they fail to maintain good standing. A student on probation will not be approved for a student teaching internship, nor will the student be able to graduate until all grades are to the required level.

If the Teacher Education Committee determines a student's performance in scholarship, communication, or disposition is lacking, the Education Department Faculty will arrange a meeting with the student. At this time, the concerns will be addressed and criteria for improvement will be outlined. The student will receive a copy of the performance concern. The original will be placed in an envelope and sealed. It will be placed in the student's advisement folder. It will not be opened unless it is determined that the student is not performing or meeting the criteria for improvement. If the student does not meet the criteria for improvement, the student may be removed from the program. The Teacher Education Committee will make that determination. See Appendix C for the Student Notification of Performance Concerns.

In the case of a lapse of professional or ethical behavior, or if a student has engaged in prohibited activities as outlined in Chapter 6, Section 6.2 of NSHE Code (see GBC Catalog for details), his/her situation will be reviewed by the Teacher Education Committee and the student may be either placed on probation or **dismissed** from the program. Only students in good standing may apply for student teaching.

## VIII. Appeal Process

1. A student will be notified in writing by the TEC of change of status. A student may appeal decisions of the TEC. The student will have fifteen working days from the date of the written notification to file an appeal.
2. The chairperson of the TEC will preside at meetings to consider an appeal. The chairperson has the right to vote. A majority of the members of the TEC will constitute a quorum.
3. The student will be notified of the meeting and will present his/her own appeal, and the student may be assisted by another person.
4. Other faculty or staff who are not members of the TEC may be asked to be present to provide relevant information.
5. After the student has made his or her presentation, TEC members may ask questions for clarification.
6. The TEC members will vote in a closed session after the student and others not on the committee leave the meeting. A simple majority is sufficient for a decision.
7. Following the appeal, the student will be advised in writing within ten working days of the decision. **This decision is final.**

## IX. Teacher Education Program Description

The Great Basin College Teacher Education Program is a distinctive program designed to serve the unique needs of rural northeastern Nevada, recognizing that what teachers know and do is the most important influence on what students learn. Therefore, the program will focus on developing competent and caring teachers.

The program has been designed through a collaborative effort among all academic disciplines at Great Basin College, prospective pre-service teachers, and representatives from the county school districts in the GBC service region Elko, Eureka, Humboldt, Lander, Nye and White Pine Counties. The emphasis has been on identifying the knowledge, attitudes, and skills necessary for elementary teachers to recognize and develop the potential of all children to be competent, contributing citizens.

The baccalaureate program at Great Basin College provides a value-added education for our students. We value student-centered learning, diversity in our schools and community, and the contributions of individuals. The Teacher Education Program reflects these values. The core curriculum, the admissions criteria, and the curriculum are based on these values as well.

- The GBC core curriculum meets the needs of students in the Teacher Education Program. Students are required to take a variety of courses that provide the content foundation for upper division course work.
- Students enroll in 3 to 6 credits (see program requirements) of Field Experience throughout the program. Students are assisted with their portfolios, guided through the admissions process into the Teacher Education Program, introduced to diversity/multi-cultural topics, and provided field experiences to help them understand children and their development and learning processes.
- Students have the opportunity to begin taking classes valid for the Teacher Education Program at any point in their education. The program is designed to value the associate's degree and allow two-year graduates to enter the Teacher Education Program as juniors. Students are required to pass the PPST before admission to the Teacher Education Program.
- All Elementary Education Program students admitted to the Teacher Education Program are required to complete an endorsement area in one of the following: Science, Math, English, Social Studies, Special Education (K-12 Generalist), or TESL (Teachers of English as a Second Language-K-8). The endorsement includes upper division courses with one of these courses integrative and writing intensive.
- Methods courses are content specific. During those semesters when students are enrolled in methods courses, a separate course is taken for field experiences.
- The Teacher Education Program is integrated with the school districts to provide site-based educational experiences. Public school teachers are central to the program. These teachers serve on advisory committees, supervise students in field experiences and student teachers, and teach those classes for which they hold qualifications.
- Pre-service teachers become reflective practitioners, and the Teacher Education Program is designed to combine theory with practice and application. Through working portfolios, students establish documentation of their professional development. Students understand and use formal and informal assessment strategies to evaluate learning and modify plans and instructional approaches accordingly.

To meet the challenge of preparing teachers for the schools of our country in the 21<sup>st</sup> century, the Teacher Education Program at Great Basin College is designed to prepare graduates who are **effective** and **reflective** teachers. A thorough understanding of content coupled with developmentally appropriate methodologies, educational applications of technology, and assessment are essential ingredients of the pre-service program. It is equally essential that prospective teachers develop the ability to reflect on their learning and teaching.

## Field Experience Placements

All students must complete field experiences that are in conjunction with education courses. The following guidelines are followed when placements are assigned:

1. Placements will be made to optimize the variety of grades, diversity among students, and prior experiences of Great Basin College Student Education Candidates.
2. Placements will be decided by Great Basin College Education Department.
3. Great Basin College students will not be placed where their children go to school or where a relative is employed.
4. Distance of commute to field experience school will play a role in the decision.

## Student Teaching Internship

Students admitted to the Teacher Education Program must also apply for the Student Teaching Internship the semester before they plan to student teach. **The Student Teaching application deadlines are September 15 for spring semester student teaching and February 15 for fall semester student teaching.** The TEC reserves the right to decline applications received after these deadlines. A substitute license is required to student teach. The student must be registered for the appropriate Praxis II Tests before the student teaching experience is completed. Refer to the Student Teaching Internship Handbook for requirements and application process. The student teaching dates follow the school districts' calendars.

## Teacher Education Program Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the INTASC Principles and Standards:

- Create learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
- Stimulate learner reflection on prior knowledge, experiences, and culture, and facilitate making connections to new experiences.
- Make appropriate time provisions and task assignments for learners who have exceptional learning differences or needs.
- Listen to learners' answers, monitor and adjust teaching strategies in a response to their feedback.
- Create a learning community in which learners assume responsibility for themselves and one another, participate in decision-making, work independently and collaboratively, and engage in purposeful learning activities.
- Communicate in ways that demonstrate sensitivity to cultural and gender differences.
- Select and create learning experiences individually and collaboratively that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.

- Use a variety of formal and informal assessment techniques to evaluate learners' progress and performances, and to modify teaching and learning strategies.
- Collaborate with professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.
- Establish respectful and productive relationships with parents and guardians and develop cooperative partnerships in support of student learning and well-being.

## **Teacher Education Program Assessment of Outcomes**

These performance standards will be assessed through field experience evaluations, portfolios, reflections, videotaping, and observations. Refer to the field experience handbook for the field experience evaluation rubric and to the student teaching internship handbook for the student teaching evaluation rubric. The portfolio assessment is located in the Student Teaching Internship Handbook.

## **X. Teacher Licensure Requirements**

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following either by taking the indicated course or the appropriate state exams:

US Constitution\*

Nevada Constitution\*

Nevada School Law\*\*

Praxis I (PPST)

Appropriate Praxis II Examinations (see next page)

\*HIST 101 and HIST 102 or PSC 103 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*EDU 120 or EDU 210 will fulfill the Nevada School Law testing requirement.

## PRAXIS II Tests required for licensure

### REQUIRED FOR APPLICATION TO EDUCATION PROGRAM (Elementary and Secondary)

<b>PRAXIS I: Preprofessional Skills Tests (PPST)</b>	<b>Tests and Codes</b>	<b>Passing Score</b>
PPST Reading	(0710) <b>OR</b> computerized (5710)	174
PPST Writing	(0720) <b>OR</b> computerized (5720)	172
PPST Mathematics	(0730) <b>OR</b> computerized (05730)	172

### REQUIRED FOR COMPLETION OF PROGRAM (NOT GRADUATION)

<b>License/ Endorsement</b>	<b>PRAXIS II Tests and Codes</b>	<b>Passing Score</b>
Elementary (K-8)	Elementary Education: Curriculum, Instruction and Assessment (0011)	158 *
	Elementary Education: Content Area Exercises (0012)	135 *
Generalist, Resource Room	Special Education Knowledge-Based Core Principles (0351)	150 *
Middle School English	Middle School English Language Arts (0049)	158
Middle School Mathematics	Middle School Mathematics (0069)	139
Middle School Science	Middle School Science (0439)	143
Middle School Soc Studies	Middle School Social Studies (0089)	148
Secondary: Biological Science	Biology: Content Knowledge, Part 1 (0231)	154 *+
	Biology: Pedagogy (0234) <b>OR</b>	150 *
	Principles of Learning and Teaching: Grades 7-12 (0524)	161 *
Secondary: Mathematics	Mathematics: Content Knowledge (0061)	144 *+
	Mathematics: Pedagogy (0065) <b>OR</b>	135 *
	Principles of Learning and Teaching: Grades 7-12 (0524)	161 *
Secondary: Social Studies	Social Studies: Content Knowledge (0081)	152 *+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161 *
Secondary: English	English: Content Knowledge (0041)	150 *+
	English: Language, Literature and Composition: Pedagogy (0043) <b>OR</b>	140 *
	Principles of Learning and Teaching: Grades 7-12 (0524)	161 *
Secondary: Business Educ	Business Education (0100)	560 *+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161 *

\* Student is required to be REGISTERED to take the test before student teaching.

+ If post-bac, student is required to take the test before applying to program. If not post-bac, student will be required to be REGISTERED to take the test before student teaching.

## **XI. Post-Baccalaureate Teacher Certification in Elementary Education**

The post-baccalaureate teacher certification program at Great Basin College enables students who have completed an undergraduate degree in a field other than elementary education to become eligible for licensure to teach in Nevada.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from education department personnel.

### **Application**

To apply to the education program at Great Basin College as a post-baccalaureate, students must

- Complete an application by  
October 1<sup>st</sup> for admission in the spring semester  
March 1<sup>st</sup> for admission in the fall semester

In addition to the application, applicants must

Submit copies of passing scores on the PPST or CBEST

OR

Hold a master's degree or higher

OR

Have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical: 430, **and** completed the undergraduate degree with a GPA of not less than 3.0.

- Complete fingerprinting and background checks
- Provide official transcripts to Great Basin College Admissions & Records Office, 1500 College Parkway, Elko, NV 89801.

**Required Education Coursework**

The following education courses must be completed with not less than a C-.

EDEL 311 Elementary Methods Practicum I	1
EDEL 313 Elementary Methods Practicum II	1
EDEL 315 Elementary Methods Practicum III	4-6
EDEL 433 Teaching Elementary School Mathematics	3
EDEL 443 Teaching Elementary School Science	3
EDEL 453 Teaching Elementary School Social Studies	3
EDEL 483 Elementary Supervised Teaching Internship	14
EDEL 491 Elementary Education Capstone Seminar	3
EDRL 437 Teaching Reading	3
EDRL 442 Literacy Instruction I	3
EDRL 443 Literacy Instruction II	3
EDSP 301 Education of the Exceptional Child	3
EDU 204 Information Technology in Teaching	3
EDU 250 Foundations of Education	3
EDUC 323 Teaching and Learning Education	3
EDUC 406 Curriculum and Assessment Education	3
<b>Total</b>	<b>56-58</b>

**Constitution and Law Requirements for Nevada Licensure**

US Constitution\*

Nevada Constitution\*

Nevada School Law\*\*

Praxis I (PPST)

Appropriate Praxis II Examination

\*HIST 101 and HIST 102 or PSC 103 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*An optional course, EDU 210, will fulfill the Nevada School Law testing requirement.

**OR**

appropriate examination

### **Student Teaching Internship**

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall must submit an application by Feb. 15<sup>th</sup>. Students who plan to student teach in the spring must submit an application by September 15<sup>th</sup>. Students must hold a current substitute license and be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491) and may be permitted to take one additional 3 credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least 2 credits in field experience classes, at Great Basin College in order to student teach.

### **Portfolio**

Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 204 and development will continue throughout the program with workshops during each field experience class (EDEL 313 and EDEL 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

## **XII. Post-Baccalaureate Teacher Certification in Secondary Education**

The post-baccalaureate teacher certification program at Great Basin College enables students who have completed an undergraduate degree in a field other than secondary education to become eligible for licensure to teach in Nevada. GBC currently offers programs in math, science, social science, English, career and technical education, and business education.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. The teaching major's required content coursework and the required education courses may be completed concurrently; however, the content coursework must be completed prior to taking the required education methods course. Because the teaching major coursework must comply with the state licensure requirements, course work needed to complete the teaching major may differ from that required for the original bachelor's degree. It is imperative that students seek advising from education department personnel.

### **Application**

To apply to the education program at Great Basin College as a post-baccalaureate, students must

- Complete an application by  
October 1<sup>st</sup> for admission in the spring semester  
March 1<sup>st</sup> for admission in the fall semester

In addition to the application, applicants must

Submit copies of passing scores on the PPST or CBEST

OR

Hold a master's degree or higher

OR

Have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical: 430, **and** completed the undergraduate degree with a GPA of not less than 3.0.

- Complete fingerprinting and background checks
- Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801
- Provide documentation of passing scores for appropriate content area Praxis II examination

**Required Education Coursework**

In addition to the content major coursework, the following education courses must be completed with not less than a C-.

EDSC 311 Secondary Methods Practicum I	1
EDSC 313 Secondary Methods Practicum II	1
EDSC 315 Secondary Methods Practicum III	1
EDSC 407 Interdisciplinary Integrated Curriculum in Secondary Education	3
EDSC 483 Secondary Supervised Teaching Internship	14
EDSC 491 Secondary Education Capstone Seminar	3
EDSC XXX Methods Course for intended major	3
EDSP 301 Education of the Exceptional Child	3
EDU 204 Information Technology in Learning	3
EDU 250 Foundations of Education	3
EDUC 323 Teaching and Learning Education	3
EDUC 406 Curriculum and Assessment Education	3
<b>Total</b>	<b>41</b>

**Consitution and Law Requirements for Nevada Licensure**

US Constitution\*

Nevada Constitution\*

Nevada School Law\*\*

Praxis I (PPST)

Appropriate Praxis II Examination

\*HIST 101 and HIST 102 or PSC 103 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*An optional course, EDU 210, will fulfill the Nevada School Law testing requirement.

**OR**

appropriate examination

### **Student Teaching Internship**

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall must submit an application by Feb. 15<sup>th</sup>. Students who plan to student teach in the spring must submit an application by September 15<sup>th</sup>. Students must hold a Nevada substitute teaching license in order to student teach.

Students must show proof of registration for the Praxis II examination.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491) and may be permitted to take one additional 3 credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least 2 credits in field experience classes, at Great Basin College in order to student teach.

### **Portfolio**

Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 204 and development will continue throughout the program with workshops during each field experience class (EDSC 313 and EDSC 315).

Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

## **Appendix A: Teacher Education Application for Admission**

### **Teacher Education Program Application**

This sample of the Application for Admission is for information purposes only. Please do not remove or duplicate.

Students should obtain a Teacher Education Program application packet from the Education Department and complete the original application form.

### **Checklist for Teacher Education Application**

Do not submit the application until you have looked through this checklist carefully.

- Have you included three letters of recommendation?
- Have you included your resume?
- Have you included a signed Acknowledgement of Handbook?
- Have you included your Personal View of Education Statement?
- Does the Admissions and Records Office have official copies of your transcripts from all colleges you have attended?
- (Don't worry about your GBC transcripts—we'll take care of that.)
- Does the Admissions and Records office have documentation (or are you including it with this application) that you have passed all three sections of the PPST? Students who already have a bachelor's degree can apply to the program but must be registered to take it. If Post-Bac Secondary, the student must be registered for the relevant content area Praxis II Exam. The tests must be passed before full admission will be granted.
- Based on the last 40 credits, do you have a GPA of 2.75?
- Have you completed the following courses with a grade of C- or better?
  - English 101 & 102
  - Math 120 or higher
  - Education 250
- Have you taken care of your background check? This can be completed in two ways:
  - Submit the completed fingerprint packet and money order to the Education Department at GBC as far ahead of time as possible. This packet is available from the Education Department and the branch campuses.
  - Submit a substitute license from the Nevada Department of Education issued within the last 12 months. There can be no fingerprint provisions.

To the best of your ability, please try to submit your application packet all at once. If it arrives in bits and pieces, it is more likely that something will be lost in the process.

If you have any questions about the application process, contact the Education Department at 775-753-2177 or the Director of Admissions at 775-753-2361.



# TEACHER EDUCATION PROGRAM

Application for Admission

1500 College Parkway  
Elko, NV 89801  
775-753-2177

*(Please print using blue or black ink)*

Date \_\_\_\_\_ Social Security No. \_\_\_\_\_

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Other Names Used \_\_\_\_\_ E-mail address \_\_\_\_\_ Birth Date \_\_\_\_\_

Permanent Address \_\_\_\_\_  
(Street Address) (City) (State) (Zip)

Mailing Address \_\_\_\_\_  
(Street Address) (City) (State) (Zip)

College(s) attended \_\_\_\_\_

I have a bachelor's degree and am seeking licensure only:

\_\_\_\_\_ Major \_\_\_\_\_ Year \_\_\_\_\_ College \_\_\_\_\_

I am applying to enter the Teacher Education Program:

Spring 200\_\_ **Application Deadline: October 1**  
Fall 200\_\_ **Application Deadline: March 1**

Elementary Emphasis:  Math  English  Science  Social Studies  
 TESL  Special Education

Secondary Major:  Math  Social Studies  Science  CTE Industrial Arts  Agriculture  
 CTE Automotive Service Technology  CTE Manufacturing Technology  
 CTE Electronic  English  Business Education

Post-Bachelor:  Elementary \_\_\_\_\_  Secondary \_\_\_\_\_  
Emphasis Major

*Signatures are required **PRIOR** to submission of application. (No exceptions)*

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Student Signature

**I have read and understand the Teacher Education Program Admission Handbook.**

**Great Basin College's Affirmative Action Statement**

Great Basin College (GBC) is an Affirmative Action Opportunity (AA/EEO) educational institution. It is guided by the principle that equal opportunity means more than equal employment opportunity, and that access to facilities and services be available to all people regardless of their race, age, religion, color, sex, sexual orientation, disability, or national origin. This principle is applicable to every member of the GBC/NSHE community, both students and employed personnel at every level, and to all facilities and services.





## TEACHER EDUCATION PROGRAM

*This section to be completed by the GBC Admissions Office*

Name \_\_\_\_\_  
(Last) (First) (Middle)

Student ID Number \_\_\_\_\_ G.P.A. \_\_\_\_\_  
(Based on most recent 40 credits)

Semester Hours Completed \_\_\_\_\_

**Prerequisite Courses:**

ENG 100 or 101 \_\_\_\_\_  
ENG 102 \_\_\_\_\_  
MATH 120 or higher \_\_\_\_\_  
EDU 250 \_\_\_\_\_

**PPST Scores: (Must be passed by application deadline)**

Reading \_\_\_\_\_ 174  
Writing \_\_\_\_\_ 172  
Mathematics \_\_\_\_\_ 172

\* If Post Baccalaureate, passed Praxis II content area test (see handbook) \_\_\_\_\_ Test Passed  
\_\_\_\_\_ Date Passed

Please note: Minimum Grade on a Prerequisite Course is a C-

**Application (to include the following):**

Resumé \_\_\_\_\_

Three letters of recommendation \_\_\_\_\_

Up-to-date official transcripts from all colleges attended  
(Education Department will provide GBC transcripts) \_\_\_\_\_

Personal View of Education Statement  
(500 words or less) \_\_\_\_\_

Signed Acknowledgement of Handbook \_\_\_\_\_

State Background \_\_\_\_\_ Federal Background Check \_\_\_\_\_

TOTAL ADMISSION SCORE \_\_\_\_\_

***This section to be completed by the Teacher Education Interview Committee***

I. GPA (overall)	4.00	3.75	3.50	3.25	3.00	2.75
Scaled	10	9	8	7	6	5

II. Resume and Letters of Recommendation:	10	9	8	7	6	5	4	3	2	1
---	----	---	---	---	---	---	---	---	---	---

Resume to: (1) Include academic, work, and volunteer experiences listed in reverse chronological order; (2) Show evidence of proofreading with correct punctuation and usage; (3) Use appropriate font (not script) with 1" margins all around; (4) Clearly visible headings for each section; and (5) Consist of one page.

Recommendations for professional letters: college instructors, employers, employees, respected members of the community.

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
Would be nearly flawless in all the above.	Might have minimal flaws in the above and it might be arranged in some order that is not chronological.	Would show little or no evidence of proofreading, would lack any clear organization, and would leave out one or more of the numbered parts above.

III. Paper on your Personal Views of Education:	10	9	8	7	6	5	4	3	2	1
---	----	---	---	---	---	---	---	---	---	---

Education, considered as the process of "rearing children" can be approached from different epistemological, clinical, moral, and political viewpoints. Within your personal and global view of life, please write a short essay (500 words or less) regarding the importance of education and your role as an agent for nourishing learning in children in the school environment.

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Content</b> Recognizes the differences in the viewpoints of education and clearly states the point of view from which the writer approaches teaching. Clearly articulates the writer's personal view of life or how that is connected to teaching and education. Frames an explicit connection between the importance of education and the role of the teacher as an agent for nourishing learning.</p> <p><b>Conventions</b> Writing is clear, precise, well organized, and virtually free of errors.</p>	<p>Recognizes differences in the viewpoints of education. Moderately explains or describes the writer's personal view of life or how that is connected to education and the role of the teacher as an agent for nourishing learning.</p> <p>Generally clear, but organization may not enhance central idea. Some errors are present but are not distracting.</p>	<p>Speaks in vague generalizations about the importance of education. Little or no description or explanation of the writer's personal view of life or how that is connected to education. No recognition of the differences in epistemological, clinical, moral or political viewpoints. Does not discuss the role of the applicant as an agent for nourishing education.</p> <p>Writing is unclear, disorganized, and/or contains distracting errors</p>

IV. Writing Sample: (Overall)	10	9	8	7	6	5	4	3	2	1
-------------------------------	----	---	---	---	---	---	---	---	---	---

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Content</b> The information and observations are insightful, in depth, and effectively supported by interesting and concise detail.</p> <p><b>Conventions</b> Writing is clear, precise, well organized, and virtually free of errors.</p>	<p>The information and observations are generally clear and supported by relevant details.</p> <p>Generally clear but organization may not enhance central idea. Some errors are present but are not distracting.</p>	<p>The information and observations are unsupported.</p> <p>Writing is unclear, disorganized, and/or contains distracting errors.</p>

V. Interview:	10	9	8	7	6	5	4	3	2	1
---------------	----	---	---	---	---	---	---	---	---	---

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Clarity</b> Student is a gifted communicator who expresses himself/herself clearly, colorfully, persuasively, and passionately.</p> <p><b>Usage</b> Used standard English nearly flawlessly. No distracting usage errors.</p>	<p>Student generally used the language clearly; interviewers readily understood what the student was trying to communicate.</p> <p>Made some noticeable but minor errors in standard usage.</p>	<p>Student has significant difficulty expressing himself/ herself. It was difficult to follow his/her points.</p> <p>Made repeated and noticeable errors in use of standard English.</p>

*Teacher Education Program candidates are required to have at least 25 points before they can be recommended to the Teacher Education Committee for admission. Candidates may be disqualified for a score below four on any of the preceding criteria.*

**Appendix B: Portfolio Assessment**  
**Showcase Portfolio: Final Rubric**  
**INTASC Standards**

Teacher Candidate \_\_\_\_\_

- 3- Exceptional- Strong, convincing, and consistent evidence
- 2- Proficient- Clear evidence
- 1- Emerging- Limited evidence
- 0- Unsatisfactory- No evidence

<b>INTASC PRINCIPLE</b>	<b>Score</b>	<b>Comments</b>
1: Content and Content Pedagogy		
2: Human Development and Learning		
3: Diverse Learning		
4: Teaching Strategies		
5: The Learning Environment		
6: Effective Communication		
7: Instruction Planning		
8: Assessing Learning-Teaching		
9: Reflective Practice		
10: Partnerships		
<b>TOTAL 30 points</b>		

## Overall Portfolio

	Score	Comments	3-Exceptional	2-Proficient	1- Emerging	0-Unsatisfactory
Overall Appearance & Organization			Colorful, creative, personalized, easy to follow and comprehend; includes graphics, a balance between space and material	Well-organized, easy to follow, some personalization of material, suitable to share with employer	Organization attempted, not suitable to share with employer	No personalization, content is in disarray, difficult to follow and read
Rationale Statements			Well-written, explicit and concise rationale of artifacts; rationale is linked to standards and explains clearly the reason for meeting the standard	Rationale is linked to standards and explains clearly the reason for meeting the standard, but may contain part of the artifact or be too wordy	Rationale statements explain the artifacts but do not clearly link the artifact to the standard	Rationale statements do not explain the reason for the artifact and/or do not link to standards
Conventions-Grammar & Spelling			No grammatical or spelling errors	Limited errors (1-4)	Limited errors (1-4) that distract from overall portfolio	Contains many errors
Showing v Telling			Includes several pictures, and samples of student work; does more showing than telling	Includes some pictures, and samples of student work; does equal amounts of showing and telling	Includes limited amount of pictures, and samples of student work; does more telling than showing	Includes no pictures, or samples of student work
Presentation			Brief, well-prepared, presentation; student communicates to the audience his/her professional efficacy as a teacher/leader, presents as a professional	Brief, well-prepared presentation; strong public speaking skills, presents as a professional	Prepared presentation but lacks professionalism	Unprepared, neglected to remedy noted errors, lacks appropriate public speaking skills
<b>Total Score 15</b>						

Comments:

## Appendix C: Notification of Performance Concern

### Student Notification of Performance Concerns

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

A copy of this form must be placed in the student's file in the Admissions Office. Another copy must be placed in the student's file in the education department.

#### Areas of Concern

#### Comments

##### Scholarship

- \_\_\_\_\_ knowledge of subject matter
- \_\_\_\_\_ pedagogical knowledge
- \_\_\_\_\_ preparation for class/field work/student teaching
- \_\_\_\_\_ effort and/or interest

##### Communication

- \_\_\_\_\_ written expression
- \_\_\_\_\_ spoken expression
- \_\_\_\_\_ speech patterns
- \_\_\_\_\_ grammar

##### Dispositions

- \_\_\_\_\_ demeanor/attitude/enthusiasm
- \_\_\_\_\_ dress/appearance
- \_\_\_\_\_ responsibility
- \_\_\_\_\_ attendance/punctuality
- \_\_\_\_\_ social interaction
- \_\_\_\_\_ ethical behavior
- \_\_\_\_\_ reflective practitioner/self-evaluation

#### Our recommendation:

\_\_\_\_\_ This student has the potential to continue successfully within the Teacher Education Program at Great Basin College. However, we do have some reservations at this time which need to be addressed by the student. (See Criteria for Improvement on back)

\_\_\_\_\_ At this time we do not support the continuation of this student within the Teacher Education Program at Great Basin College

\_\_\_\_\_  
Instructor's signature

I have reviewed this form with my instructors \_\_\_\_\_

Date \_\_\_\_\_

Criteria for Improvement:

---

Student signature

---

Date

---

Instructor signature

---

Date

---

Instructor signature

---

Date

---

Instructor signature

---

Date

## **Appendix D: Education Checksheets**

The *Education Checksheets* provides a short guide to the Teacher Education Program course requirements and assists the academic advisor in evaluating the student's academic work. The information on each student's checksheet should be updated each semester during the advisement session to reflect student progress.

The student should use a checksheet that corresponds to the catalog year for which s/he was accepted into the Teacher Education Program.

These checksheets are not intended for students' self-advising. It is highly recommended that all students seek advisement every semester. Not all courses are offered every semester. Many courses should be taken in a particular sequence. It is the student's responsibility to adhere to degree requirements, timelines, policies and procedures. Regular advising will help ensure the student will complete the program in a timely manner.



ELEMENTARY EDUCATION CHECKSHEET

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

ID # \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		THTR 221 or COM 113	3		
MATH		MATH 120	3		
SCIENCE		BIOL 190	4		
		PHYS 100	3		
		INT 359 OR INT 369	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101	3		
		HIST 102	3		
		SOC SCI	3 or 6*		
		HUM	3		
		ENG 250	3		
		INT 339 or INT 349	3		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		

\*6 units required for A.A. degree

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	EPY 330	3		
	MATH 122	3		
	MATH 123	3		

**ELECTIVES**

x	COURSES	CREDITS

EDUCATION COURSES

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	EDU 250	3		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDEL 311, 313, 315	4-6		

METHODS COURSES

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	EDRL 437	3		
	EDRL 442	3		
	EDRL 443	3		
	EDEL 433	3		
	EDEL 443	3		
	EDEL 453	3		

STUDENT TEACHING

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	EDEL 483	14		
	EDEL 491	3		

TOTAL CREDITS REQUIRED = 128

TOTAL UPPER DIVISION CREDITS REQUIRED = 51 \_\_\_\_\_

Update (Advisor initials & date):



**ELEMENTARY EDUCATION ENDORSEMENT CHECKSHEET**

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

ID # \_\_\_\_\_

**SPECIAL EDUCATION (K-12)**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CR. COMPL.
	HDFS 201	3		
	EPY 330	3		
	EDRL 437 or EDEL 433 (elementary methods)	3		
	EDSC 407 (secondary methods)	3		
	EDSP 301	3		
	EDSP 441	3		
	EDSP 452	3		
	EDSP 453 + EDSP 485 (secondary field exp.)	3 + 1		
	EDSP 434	3		
	EDSP 443 + EDSP 484 (elem. field exp.)	3 + 1		
	EDSP 495	8-14		

**TOTAL CREDITS REQUIRED = 40 or 46** \_\_\_\_\_

**TEACHING ENGLISH AS A SECOND LANGUAGE (Attached to Primary License)**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CR. COMPL.
	EDEL 471	3		
	EDRL 474	3		
	EDRL 475	3		
	EDRL 477	3		
	ELECTIVE: ( <b>Choose one</b> ) AM 145, AM 146, ANTH 201, ANTH 205/SOC 205, ANTH 329/ENG 329, FREN 111, FREN 112, FREN 211, FREN 212, HIST 247, SPAN 111, SPAN 112, SPAN 203 or SPAN 204	3		

**TOTAL CREDITS REQUIRED = 15** \_\_\_\_\_



Name: \_\_\_\_\_

ID #: \_\_\_\_\_ Date: \_\_\_\_\_

**ELEMENTARY EDUCATION EMPHASIS CHECKSHEET**

**MATH**

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	MATH 120	3		
	MATH 122	3		
	MATH 123	3		
	MATH 126	3		
	MATH 127	3		
	INT 359	3		

**TOTAL CREDITS REQUIRED = 18** \_\_\_\_\_

**ENGLISH**

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	ENG 102	3		
	ENG 250	3		
	ENG 327	3		
	ENG 329	3		
	ENG 203, ENG 223, or ENG 325	3		
	THTR 221	3		
	INT 339	3		

**TOTAL CREDITS REQUIRED = 21** \_\_\_\_\_

**SOCIAL SCIENCE**

X	COURSES NEEDED	CR. NEEDED	COURSES COMPLETED	CR. COMPL.
	HIST 101	3		
	HIST 102	3		
	(Select 2 of the following) ANTH 101, ECON 103, GEOG 106, HDFS 201, PSC 103, PSY 101, SOC 101	6		
	INT 349	3		
	(Select 2 upper-division Social Science electives – may not include PSY 307)	6		

**TOTAL CREDITS REQUIRED = 21** \_\_\_\_\_

**SCIENCE**

X	COURSES NEEDED				CR.NEEDED	COURSES COMPLETED	CR. COMPL.
	Option A	Option B	Option C	Option D			
	BIOL 190	CHEM 121	PHYS 151	GEOL 101	3		
	BIOL 191	CHEM 122	PHYS 152	GEOL 102	3		
	PHYS 100	PHYS 100	CHEM 100	PHYS 100	3		
	CHEM 100	BIOL 190	BIOL 190	BIOL 190	3		
	INT 369	INT 369	INT 369	INT 369	3		
	SELECT 1 UPPER-DIVISION SCIENCE ELECTIVE				3		

**TOTAL CREDITS REQUIRED = 18** \_\_\_\_\_



**SECONDARY EDUCATION CHECKSHEET**

**Agricultural Education Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSC 315	1		

**COOPERATIVE OCCUPATIONAL EDUCATION**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 355	3		
	EDCT 435	3		
	EDCT 492 or EDSP 301	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 439	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	AGR 101 or AGR 211	3		
	AGR 110	3		
	AGR 210	3		
	AGM 110 or IT 208B or DT 101B	3		
	WELD 211	3		
	ANSC 209	3		
	ANSC 211	3		
	ANSC 275	3		
	NRES 150	3		
	NRES 222	3		
	NRES 223	1		
	NRES 241	3		
	AGR 496	3		

	<b>Any 3 Credits</b>			
	AMS 320 EIT 300 <u>or</u> Higher DT 340 ELM 342 WELD 345 CADD 345	3		

TOTAL MINIMUM CREDITS REQUIRED = 130.5      \_\_\_\_\_  
TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_  
Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Automotive Service Technology Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSC 315	1		

**COOPERATIVE OCCUPATIONAL EDUCATION**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 355	3		
	EDCT 435	3		
	EDCT 492 or EDSP 301	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 439	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	DT 100B	3		
	DT 101B	3		
	DT 102B	3		
	DT 105B	3		
	DT 201B	3		
	DT 202B	3		
	DT 106B	3		
	DT 215B	3		
	AUTO 155B	3		
	AUTO 220B	3		
	DT 340	3		

	<b>6 Credits</b>			
	AMS 320 EIT 300 or Higher ELM 342 WELD 345 CADD 345 AGR 490	6		

TOTAL MINIMUM CREDITS REQUIRED = 129.5      \_\_\_\_\_  
TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_  
Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Biological Sciences Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNI- CATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 126	3		
		STAT 152	3		
SCIENCE		BIOL 190	4		
		GEOL 101	4		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3		
			3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDSC 315	1		
	EDSC 407	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 463	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	BIOL 191	4		
	CHEM 121	4		
	CHEM 122	4		
	CHEM 220	4		
	PHYS 151	4		
	GIS 320	3		
	BIOL 300	3		
	BIOL 315	3		
	BIOL 341	3		
	BIOL 331 or BIOL 410	3		
	BIOL 320 or BIOL 434	3		

TOTAL MINIMUM CREDITS REQUIRED = 131.5 \_\_\_\_\_  
 TOTAL UPPER DIVISION CREDITS REQUIRED = 51 \_\_\_\_\_  
 Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Business Education Program of Study**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		*HIST 101 and *HIST 102	3 3		
		or *PSC 103	3		
		HUM	3		
		SOC SCI	3		
		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDSC 315	1		
	EDSC 407	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 463	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**LOWER DIVISION ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	ACC 201	3		
	ACC 202	3		
	ECON 102 ECON 103 ECON 104 (select one)	3		
	MKT 210	3		
	MGT 201 or MGT 283	3		
	BUS 273	3		
	BUS 102B or MGT 103	3		
	IS 201	3		

**UPPER DIVISION ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	ECON 311	3		
	FIN 310	3		
	MKT 410	3		
	MGT 310	3		

**SELECTIVE COURSE – Area of interest**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	BUS 325	3		
	IS 301	3		
	FIN 405	3		
	MGT 480 or MGT 487	3		

TOTAL MINIMUM CREDITS REQUIRED = 125.5      \_\_\_\_\_  
 TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_  
 Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Electronic Technology Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSC 315	1		

**COOPERATIVE OCCUPATIONAL EDUCATION**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 355	3		
	EDCT 435	3		
	EDCT 492 or EDSP 301	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 439	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	ELM 112B	3		
	ELM 120	3		
	ELM 122B	3		
	ELM 123B	3		
	ELM 127B	3		
	ELM 128B	3		
	ELM 132B	3		
	ELM 134B	3		
	ELM 155	3		
	ET 270B	3		
	ET 280B	3		

	<b>6 Credits</b>		
	AMS 320 EIT 300 or Higher DT 340 ELM 342 WELD 345 CADD 345 AGR 490	6	

TOTAL MINIMUM CREDITS REQUIRED = 129.5      \_\_\_\_\_

TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_

Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**English Program of Study**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNI- CATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
		COM 250	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		*HIST 101 and *HIST 102	3		
		or *PSC 103	3		
		ENG 203 or ENG 223	3		
		SOC SCI	3		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339	3		
	INT 359 or INT 369	3		

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDSC 315	1		
	EDSC 407	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 433	4		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**UPPER DIVISION ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	ENG 327	3		
	ENG 408B	3		
	ENG 411B	3		
	ENG 418A	3		
	ENG 451A or 451B	3		
	ENG 497A	3		
	ENG 449A or 449B	3		
	ENG 433A	3		
	ENG 325	3		
	JOUR	3		
	ENG 329	3		
	ENG 417B	3		

TOTAL MINIMUM CREDITS REQUIRED = 123.5 \_\_\_\_\_

TOTAL UPPER DIVISION CREDITS REQUIRED = 51 \_\_\_\_\_

Update (Advisor initials &amp; date):



**SECONDARY EDUCATION CHECKSHEET**

**Industrial Arts Education Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSC 315	1		

**COOPERATIVE OCCUPATIONAL EDUCATION**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 355	3		
	EDCT 435	3		
	EDCT 492 or EDSP 301	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 439	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	DT 101B	4		
	ELM 112B	3		
	CONS 101	3		
	CONS 102B	3		
	MTL 101B	4		
	WELD 211	3		
	WELD 221	3		
	CADD 100	3		
	CADD 105	3		
	WOOD 197B	3		

	<b>6 Credits</b>		
	AMS 320 EIT 300 or Higher DT 340 ELM 342 WELD 345 CADD 345 AGR 490	6	

TOTAL MINIMUM CREDITS REQUIRED = 129.5      \_\_\_\_\_  
TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_  
Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Manufacturing Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359 or INT 369	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSC 315	1		

**COOPERATIVE OCCUPATIONAL EDUCATION**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 355	3		
	EDCT 435	3		
	EDCT 492 or EDSP 301	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDCT 439	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	DT 100B	2.5		
	MTL 101B	4		
	WELD 105B	3		
	WELD 115B	3		
	WELD 150B	3		
	WELD 160B	5.5		
	WELD 211	3		
	WELD 221	3		
	WELD 231	3		
	WELD 241	3		
	WELD 345	3		

	<b>6 Credits</b>			
	AMS 320 EIT 300 or Higher DT 340 ELM 342 CADD 345 AGR 490	6		

TOTAL MINIMUM CREDITS REQUIRED = 126.5      \_\_\_\_\_  
TOTAL UPPER DIVISION CREDITS REQUIRED = 51      \_\_\_\_\_  
Update (Advisor initials & date):



**SECONDARY EDUCATION CHECKSHEET**

**Mathematics Program of Study**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101 and HIST 102 or	3 3		
		PSC 103	3		
		HUM	3		
		SOC SCI	3 or 6		
		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EPY 330	3		
	INT 339 or INT 349	3		
	INT 359	3		

**ELECTIVES**

x	COURSES	CREDITS

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDSC 315	1		
	EDSC 407	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 453	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	IS 101	3		
	STAT 152	3		
	MATH 181	4		
	MATH 182	4		
	MATH 283	4		
	MATH 251	3		
	MATH 330	3		
	MATH 331	3		
	MATH 333	3		
	MATH 475	3		
	MATH 285 or	3		
	MATH 310 or	3		
	MATH 314	3		

TOTAL MINIMUM CREDITS REQUIRED = 126.5

TOTAL UPPER DIVISION CREDITS REQUIRED = 51

Update (Advisor initials &amp; date):

\_\_\_\_\_

\_\_\_\_\_



**SECONDARY EDUCATION CHECKSHEET**

**Social Science Program of Study**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS**

AREA	x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
COMMUNICATIONS		ENG 100 or ENG 101	3		
		ENG 102	3		
		COM 113 or THTR 221	3		
MATH		MATH 120	3		
		Or 2 classes MATH 126 or higher	3 3		
SCIENCE		SCIENCE	3		
		SCIENCE	3		
SOCIAL STUDIES AND HUMANITIES		HIST 101	3		
		HIST 102	3		
		HUM	3		
		SOC SCI	3		
		GEOG 106	3		
FINE ARTS		FINE ARTS	3		
TECHNOLOGY		EDU 204	3		
ORIENTATION		INT 100	0.5		

**ADDITIONAL PROGRAM REQUIREMENTS**

x	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	STAT 152	3		
	EPY 330	3		
	INT 301	3		
	INT 359 or INT 369	3		
	INT 349	3		

**ELECTIVES**

x	COURSES	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	GIS 103 (recommended)	3		

**EDUCATION COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDU 250	3		
	EDSC 311	1		
	EDSC 313	1		
	EDUC 323	3		
	EDUC 406	3		
	EDSP 301	3		
	EDSC 315	1		
	EDSC 407	3		

**METHODS COURSES**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 473	3		

**STUDENT TEACHING**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	EDSC 491	3		
	EDSC 483	14		

**ENDORSEMENT AREA – Check with advisor for specific course requirements**

X	COURSES NEEDED	CREDITS NEEDED	COURSES COMPLETED	CREDITS COMPL.
	ECON			
	GEOG			
	PSY			
	SOC			
	ANTH			
	PSC			
	HIST			
	HIST			
	HIST			
	HIST			
	HIST			
	HIST			

TOTAL MINIMUM CREDITS REQUIRED = 125.5 \_\_\_\_\_

TOTAL UPPER DIVISION CREDITS REQUIRED = 51 \_\_\_\_\_

Update (Advisor initials & date):