



School of Education

Student Handbook



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WELCOME

Welcome to the North Central University School of Education. We believe that teaching is a noble profession and a sacred calling. Each year parents send their most precious possession into the care of our nation's teachers. Each year society has entrusted teachers with the education and development of our nation's future. This is not a profession for the faint of heart, but for the strong of spirit and mind. Those of you who have a love for young people, a passion for learning, a solid understanding of subject content area, and a clear ability to communicate can make a difference in the lives of children and are needed in today's schools.

The Education Faculty

PROGRAM OVERVIEW

North Central University is approved by the Minnesota Board of Teaching to offer programs leading to a Minnesota state teaching license in the following areas:

- Communication Arts and Literature (Grades 5-12)
- Elementary Education (Grades K-6)
- Mathematics (Grades 5-12)
- Social Studies (Grades 5-12)
- Vocal and Classroom Music (Grades K-12)

NCU also offers approved middle school endorsement programs in the following areas. These licensure programs are designed to be added to an elementary (K-6) teaching license.

- Communication Arts and Literature (Grades 5-8)
- Mathematics (Grades 5-8)
- Social Studies (Grades 5-8)

Before a candidate will be recommended for Minnesota licensure, he or she must complete the appropriate education program with an overall GPA of 2.5 or higher, pass state-mandated content and pedagogy licensure tests, and earn a grade of C- or higher in all professional education methods courses and concentration courses. For a complete list of courses that need a C- or higher, please visit the [Skyline education website](#) and click on the student resources tab.

The education program is designed around a cohort model. For the first two years or so, a student should focus mostly on Bible, general education, and major-specific concentration courses. When a student has finished around 45-60 credits, he or she may apply for formal admission to the education program. At this point, professional education courses will be taken in a required sequence. A suggested course sequence for each program can be found at the [end of this document](#).

Minnesota State Teacher Education Standards

The state of Minnesota has passed legislative rules to guide teacher preparation programs and ensure teacher candidates are provided with a standardized knowledge base across state programs. These rules, also known as standards, are broken down into two categories: Standards of Effective Practice (SOEPs) and Content Standards. SOEPs are standards that every teacher candidate will be trained in and are met in the Education core courses required for Education majors at North Central University. Content Standards are specific to each individual program major and are met in Education methods and content courses. Teacher education licensure standards can be found in each Education syllabus to communicate which standards a candidate can anticipate learning in any given Education course.

Content Standards specific to each NCU Education program can be found [here](#). Candidates can scroll down to the legislative rule specific to their program of study.

Standards of Effective Practice are listed below as well as accessible online [here](#).

Standards of Effective Practice (SOEP)

1. **Subject Matter** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
 - A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
 - B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
 - C. connect disciplinary knowledge to other subject areas and to everyday life;
 - D. understand that subject matter knowledge is not a fixed body of facts but is complex and every developing;
 - E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
 - F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
 - G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
 - H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;

- I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
 - J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.
2. **Student Learning** A teacher must understand how students learn and develop and must provide learning opportunities that support a students' intellectual, social, and personal development. The teacher must:
- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
 - B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
 - C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
 - D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
 - E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
 - F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
 - G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and
 - H. demonstrate knowledge and understanding of concepts related to technology and student learning.
3. **Diverse Learners** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
- A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple

- intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
 - C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
 - D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
 - E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
 - F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
 - G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
 - H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
 - I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
 - J. know about community and cultural norms;
 - K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
 - L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
 - M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
 - N. identify when and how to access appropriate services or recourses to meet exceptional learning needs;
 - O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
 - P. bring multiples perspectives to the discussion of subject matter, including attention to a student's personal family, and community experiences and cultural norms;
 - Q. develop a learning community in which individual differences are respected; and
 - R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

4. **Instructional Strategies** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
- A. understand Minnesota’s graduation standards and how to implement them;
 - B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
 - C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
 - D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
 - E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
 - F. design teaching strategies and materials, to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
 - G. use multiples teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
 - H. monitor and adjust strategies in response to learner feedback;
 - I. vary the instructional process to address the content and purposes of instruction and the needs of students;
 - J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking;
 - K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
 - L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.
5. **Learning Environment** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

- B. understand how social groups function and influence people, and how people influence groups;
- C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- D. know how to help people work productively and cooperatively with each other in complex social settings;
- E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G. understand how participation supports commitment;
- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I. establish peer relationships to promote learning;
- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

- R. organize, prepare students for, and monitor independent and group work that allows for full varied, and effective participation of all individuals.
6. **Communication** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
- A. understand communication theory, language development, and the role of language in learning;
 - B. understand how cultural and gender differences can affect communication in the classroom;
 - C. understand the importance of nonverbal as well as verbal communication;
 - D. know effective verbal, nonverbal, and media communication techniques;
 - E. understand the power of language for fostering self-expression, identity development, and learning;
 - F. use effective listening techniques;
 - G. foster sensitive communication by and among all students in the class;
 - H. use effective communication strategies in conveying ideas and information and in asking questions;
 - I. support and expand learner expression in speaking, writing, and other media;
 - J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
 - K. use a variety of media and educational technology to enrich learning opportunities.
7. **Planning Instruction** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:
- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
 - B. plan instruction using contextual considerations that bridge curriculum and student experiences;
 - C. plan instructional programs that accommodate individual student learning styles and performance modes;
 - D. create short-range and long-range plans that are linked to student needs and performance;

- E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
 - F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
 - G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
 - H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.
8. **Assessment** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:
- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
 - B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
 - C. understand the purpose of and differences between assessment and evaluation;
 - D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
 - E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
 - F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
 - G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
 - H. use assessment data and other information about student experiences, learning behaviors, needs and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
 - I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
 - K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
 - L. establish and maintain student records of work and performance;
 - M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and
 - N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
9. **Reflection and Professional Development** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
- A. understand the historical and philosophical foundations of education;
 - B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
 - C. understand the influences of the teacher’s behavior on student growth and learning;
 - D. know major areas of research on teaching and of resources available for professional development;
 - E. understand the role of reflection and self-assessment on continual learning;
 - F. understand the value of critical thinking and self-directed learning;
 - G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
 - H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
 - I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
 - J. collaboratively use 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;
 - K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8710.2100](#);
 - L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

- M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

10. Collaboration, Ethics, and Relationships

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
- C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- D. understand the concept of addressing the needs of the whole learner;
- E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
- F. understand data practices;
- G. collaborate with other professionals to improve the overall learning environment for students;
- H. collaborate in activities designed to make the entire school a productive learning environment;
- I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- J. identify and use community resources to foster student learning;
- K. establish productive relationships with parents and guardians in support of student learning and well-being;
- L. understand mandatory reporting laws and rules; and
- M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Before You Enter the Program

The semesters an education major spends at NCU before formally entering the program are critical. During this time, you should focus on maintaining an excellent GPA, completing pre-requisite courses for your program, taking the Essential Academic Skills test, and gaining experience with children or adolescents.

To help you decide if education is a good fit for you, there are several education courses that you may take before you are formally admitted to the program:

- EDUC 150 Foundations of Education/ EDUC 151 Foundation Field Experience
- EDUC 222 Human Relations
- EDUC 359 Educational Psychology
- ELED 362 Methods of Teaching Art
- ELED 365 Children's Literature

Foundations Field Experience consists of twenty hours of volunteering and observing in a K-12 classroom. We also highly recommend you seek additional experience with children at your licensure level. Suggestions for gaining this experience include volunteering with a church youth or children's ministry, working or volunteering at a school or tutoring organization, and working at summer camps.

MN NES Essential Academic Skills Test

The Minnesota Board of Teaching requires that all teacher candidates pass a basic skills test. Candidates may meet this requirement with a composite score of 22 or higher on the ACT Plus Writing and an English/Writing or Language Arts subscore of 21 or higher, with an SAT score of 550 or higher on reading/writing and a score of 570 or higher on mathematics, or by receiving passing score of 520 or higher on all three subtests of the Minnesota NES Essential Academic Skills Test.

Before admission to any education program will be granted, you must either have an acceptable SAT or ACT Plus Writing score or take the NES Essential Academic Skills Test. To register for the NES tests, visit <http://www.mtle.nesinc.com>. These computer-based tests cover reading, writing, and math. While NCU does not require that you pass all three subtests before you are formally admitted to the program, your scores will be a determining factor for your admission. Additionally, you *must* pass all three subtests before your student teaching application is due, which is the semester before you student teach. Student teaching applicants who have not passed a subtest after three attempts will be allowed to appeal to student teach during their desired semester. Applicants who haven't passed one or more subtests, and who haven't made at least three attempts, will not be allowed to student teach.

We encourage everyone to prepare well before taking or retaking the academic skills test. Official study guides and practice tests are available on the NES website, and guides are also available in the T.J. Jones Library. The Student Success Center offers one-on-one tutoring specifically geared towards the tests. It may also be beneficial to take elective courses in any areas of struggle, such as MATH 125 College Algebra I, MATH 250 College Algebra II & Trigonometry, or ENG 215 Basics of Modern English.

Program Admission Prerequisites

Students applying for licensure must have an overall GPA of 2.5 or higher and have completed at least 45 credits. Students should enroll in EDUC 354 General Teaching Methods the spring semester before formally entering the program. Your academic advisor will help you determine when you are ready to take EDUC 354 and apply for the program. For most students, this occurs in the spring of the sophomore year.

Education majors are also required to take certain courses before entering the program. A student's GPA in these courses must be at least 2.75, and no grade lower than a C- will be accepted. However, students may still be granted provisional admission if not all prerequisites have been completed. The prerequisite courses vary for each licensure area:

Elementary Education (K-6/K-8)

EDUC	150	Foundations of Teacher Education
EDUC	359	Educational Psychology
ENG	124	Rhetoric & Research
COMM	220	Public Speaking
PSYC	125	General Psychology
MATH	115	Liberal Arts Math
	or 125	College Algebra I
	or 250	College Algebra II & Trigonometry
SCI	210/215	Physical Science or Physical Science by Inquiry
HIST	225/226	American History I or II
MUSL		Piano Lesson or pass music placement test

Communication Arts & Literature (5-12)

EDUC	150	Foundations of Teacher Education
EDUC	359	Educational Psychology
ENG	124	Rhetoric & Research
ENG	220	British Literature I
ENG	223/233	American Literature I or II
ENG	337	Young Adult Literature
COMM	220	Public Speaking
PSYC	125	General Psychology
HIST		History Elective
FA		Music, Film or Art Appreciation or Intro to Theatre

DEPARTMENT POLICIES

Social Studies (5-12)

EDUC	150	Foundations of Teacher Education
EDUC	359	Educational Psychology
ENG	124	Rhetoric and Research
PSYC	125	General Psychology
COMM	220	Public Speaking
FA		Music, Film or Art Appreciation or Intro to Theatre
ICS	112	Cultural Anthropology <i>or</i>
PSYC	126	Intro to Sociology
HIST		American History I or II or World History
SCI	280	Science, Technology and Society
		An additional core social studies course

Music (K-12)

EDUC	150	Foundations of Teacher Education
EDUC	359	Educational Psychology
ENG	124	Rhetoric and Research
PSYC	125	General Psychology
FA	112	Music Appreciation for Majors
MUS	151	Theory I
MUS	152	Theory II
MUS	251	Theory III
MUS	252	Theory IV
MUSL		Major Instrument Applied Lessons (4)
MUSL		Minor Instrument Applied Lessons (4)

Math (5-12)

EDUC	150	Foundations of Teacher Education
EDUC	359	Educational Psychology
ENG	124	Rhetoric and Research
PSYC	125	General Psychology
COMM	220	Public Speaking
FA		Music, Film or Art Appreciation or Intro to Theatre
MATH	280	Calculus I
MATH	290	Calculus II
MATH 300 or 340		Linear Algebra or Discrete Mathematics
		An additional core math course

The Application Process

The program application process will be explained in detail to most students during General Teaching Methods. The application process includes:

- Submission of a personal recommendation form. This may be from anyone who knows the student well, such as a coach, mentor, pastor, or employer. It may not be from a full-time student or a family member.
- Submission of a faculty recommendation. For secondary students, the recommendation should be from a faculty member in the department of the student's licensure area. Transfer students may, if necessary, have a professor at a different institution complete the form. Full-time education faculty may not complete the recommendation form.
- Submission of a brief autobiography, a professional biography, and a resume
- Submission of a Philosophy of Education paper, as completed for EDUC 150 Foundations of Education
- An interview with a School of Education faculty member
- A background check conducted through NCU's security department. *Students who have been convicted of a felony are required to meet with the Director of the School of Education as soon as they seek admission into the program. They will be informed of statutes and certification policies which might produce employment difficulties.*

Types of Admission

After full review of the student's application to the program, education faculty make a decision concerning the student's acceptance. Students will be notified of the decision by email before academic advising for the next semester begins. There are three types of acceptance decisions that may be made:

1. Full Acceptance. Students receive full acceptance into the program when all criteria in the application process have been met, including passing all basic skills tests and receiving a grade of C or higher in all program prerequisites.
2. Provisional Acceptance. A student will receive provisional acceptance when it is believed that the applicant has the potential to be a good teacher candidate, but one or more of the admission criteria have not been met. The student will be notified in the acceptance letter of the terms of the probation. Progress must be made towards completing the requirements in a timely manner.
3. Denial. Sometimes applicants are deemed to lack the academic skills or dispositions required to be an effective teacher. If this is the case, the student will be notified by mail. The student may then decide to change majors, reapply at a later date, or appeal the decision.

The Appeals Process

When a student is denied admission to the education program, he or she may appeal the decision. An appeal letter must be submitted to the Director of the School of Education within one week of the student receiving the denial letter. The letter should state specific reasons why the decision should be reconsidered. Within three weeks of receipt of the student's letter, an appeals committee will be assembled. The appeals committee will consist of one education faculty member; the rest of the committee will consist of university faculty members from outside the department and/or members of the department's advisory committee. The student will receive notice of the committee's decision.

Returning Students

Students who have withdrawn from North Central University after being admitted to the education program must submit a letter of reapplication to the Director of the School of Education before their status in the program will be reactivated. Students will be informed of any changes to the education program or licensure requirements at the time of reapplication.

Class Attendance

Due to the integration and assessment of state-mandated standards in education courses, 300 and 400 level ELED and EDUC courses have a stricter attendance policy than other university courses of the same level. The School of Education attendance requirement for upper level courses is as follows:

1 credit course meeting once a week	1 absence allowed
1 credit course meeting less than once a week	1 absence allowed
2 credit course meeting once a week	2 absences allowed
2 credit course meeting twice a week	2 absences allowed
2 credit course meeting less than once a week	1 absence allowed
3 credit course meeting once a week	1 absence allowed
3 credit course meeting twice a week	2 absences allowed
3 credit course meeting less than once a week	1 absences allowed

Three tardies constitute one absence. You are considered tardy if you arrive after the start time of the class. In cases of illness or family emergency, it is important to make arrangements with the class professor for information missed.

Class Attendance Policy for Education Majors in Clinicals:

Education Clinicals will be scheduled during the semester for 8 consecutive school days in order to meet state licensure requirements. In order to facilitate this for our Education students, an exception to the Attendance Policy will be granted for all students enrolled in EDUC-350, EDUC-351 and EDUC-450). The Education Majors Attendance Policy will contain the following provisions:

1. Students will be excused from attending daytime classes during established clinical days, with the exception of evening and online classes.
2. Students are responsible for completing all make up work in a timely manner and should not be penalized for missed due dates. Students should maintain their workload in evening and online classes during this period with no extensions on due dates.
3. The faculty member teaching the class will receive an Education Attendance Exception Form from each Education major currently enrolled in a clinical at the earliest date possible. Students must obtain the Professor's signature on a form and turn this in to the Education Office.

Grading Scale

The grading scale for School of Education courses is the same as that of the University as a whole:

A	93% – 100%	A-	90% – 92.9%		
B+	87%-89.9%	B	83% – 86.9%	B-	80% – 82.9%
C+	77% – 79.9%	C	72% – 76.9%	C-	70% – 71.9%
D+	67% – 69.9%	D	62% – 66.9%	D-	60% – 61.9%
F	Below 59.9%				

Tk20

The School of Education utilizes Tk20, a data management system, to assist in evaluation of both individual student work and the education programs as a whole. Education majors must purchase a student subscription to Tk20. Tk20 is listed as a required purchase for EDUC 354 General Teaching Methods. Students need only purchase an account once, which provides access to their Tk20 account for seven years. Accounts may be purchased directly from Tk20. NCU's Tk20 website is <https://northcentral.tk20.com/campustoolshighered/start.do>. Tk20 will be used to collect and assess education coursework and field experience evaluations. It also provides valuable tools for education majors and their advisors.

Retention in the Program

Once admitted to the education program, students will be evaluated on an ongoing basis to ensure that they are making satisfactory progress in their licensure field. If, at any time, the education faculty believe a student has failed to show adequate development, the concern will be brought to the student's attention. If the problem persists, the student may be dismissed from the program.

Continuance in and graduation from the program is based on the following:

- Maintaining an overall GPA of 2.5 or higher.
- Maintaining a GPA of 2.75 in all education courses.
- Receiving a grade of C- or higher in all education methods courses and courses in the student's area of concentration. A full list of courses that fall under these categories can be found on the [School of Education website](#).
- Progress towards attaining the skills, knowledge, attitudes, and dispositions necessary to succeed in the field of teaching.
- Adequate performance during field experiences, including clinicals and student teaching.
- Satisfactory growth toward attaining the Standards of Effective Practice (SEPs) and content-specific standards for the student's licensure field. Key standards have been identified for each licensure program, which will be assessed through both field experiences and specific course assignments. Each student's attainment of these key standards will be tracked by the department. At the end of a clinical, students who have three or more unmet standards may have an action plan for improvement put in place. All field experience standards must be adequately met by the conclusion of student teaching. Additionally, failure to show adequate progress in at least 84% of course-based SEPs and 75% of subject matter standards will put the student's ability to student teach in jeopardy; students in this circumstance may be asked to complete additional assignments to prove their competency. Once students have been formally admitted to the education program, their faculty advisor will review their progress in these standards each semester during academic advising. Progress may be viewed by students at any time by looking at their transition points in Tk20.

Appeals

Decisions made by the education faculty may be appealed. A student who wishes to appeal a decision must write a letter of appeal and submit it to the Director of the School of Education within one week of the receipt of the original decision. The letter should include reasons why the decision should be reevaluated. Within one month of the receipt of this letter, an education appeals committee will convene. The composition of the committee will vary based on the subject of the appeal, but it may contain faculty members from other university departments and/or members of the education advisory committee. Once the committee has reached a decision, the student will be notified with one week.

Additionally, in accordance with MN Statute 122A.09, Subdivision 4c, the Minnesota Board of Teaching may assist in resolving disputes between a student preparing for teacher licensure or a licensed graduate of a teacher program and the institution when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials.

Advising

In accordance with University policy, students will not be able to register for courses until they have met with an academic advisor. For education majors, advising is especially important. General electives for education majors are not the same as they are for other majors on campus. Not only can your advisor help ensure that you take appropriate classes to graduate in four years, your advisor can offer you advice on the field of education, helping you determine if you have the skills and dispositions necessary to succeed in this rigorous career. In addition, it is extremely important that you attend the School of Education advising chapel each semester. During this chapel, you will be informed of any departmental policy changes as well as any changes being made to state licensure requirements.

Course Transfers and Credit for Prior Experience

Students who have completed coursework at another institution may request to transfer in credits towards their education program. For general education and Bible courses, the Registrar's Office will determine whether each course meets the University's transfer policies. If the course is in the student's concentration area, the Registrar's Office will consult with the Director of the School of Education to ensure that all content area standards are met.

However, because methods courses are closely aligned to the Standards of Effective Practice, it is strongly recommended that all education methods courses be taken at NCU. Students who wish to transfer in methods coursework must provide a course syllabus for each class they wish to have considered. The request will be considered by the Director of the School of Education, and the student will be notified of the final decision.

Students who wish to complete the requirements for a secondary licensure track or a middle school endorsement, and who have completed all of their content coursework at another institution, must pass the appropriate MTLE content area test for their subject and licensure level before they will be allowed to participate in field experiences through NCU. For example, a student who would like to add a middle level license in social studies to an existing license, and who has completed all of the required middle school content courses at a different university, would need to pass the MTLE Middle Level Social Studies (Grades 5-8) exam before student teaching.

If a student wishes to be granted credit for prior teaching experience, documentation of the experience must be provided to the School of Education. This documentation should include:

- Supervisor and/or cooperating teacher evaluations
- Letters of recommendation from appropriate supervisors or employers
- A portfolio documenting licensure standards attained

Education Curriculum Lab

The curriculum lab is a library/work area located between the two classrooms in the Education Wing on the second floor of Miller Hall. The lab houses research and instructional materials, content-specific resources, and art and office supplies. It also contains computers and a printer/copier. The lab is a place for education majors to gather to complete group assignments, use the computer, or do research for an assignment. There are several rules regarding lab usage:

- Items in the children's book collection are part of the NCU library system and may be checked out by students in any major. These books may be returned to the library or directly to the lab.
- Lab items that are not part of the library system may be used in the lab area or adjacent classrooms only; they may not be checked out. With the exception of paper, supplies and tools must not leave the lab area.
- The supplies are only to be used by education majors for education coursework or field experiences.
- Please clean up after yourself. This includes throwing away garbage, putting supplies back where they belong, and taking your belongings with you when you leave.
- Please be respectful of other students using the lab area.
- In general, the lab should be used only by education majors or students in education classes.
- Students who have been accepted into the education program may request to have a security officer let them into the lab after it is closed, but they must sign in and out and are responsible for making sure the lab is clean and locked when they leave.



Once a student formally enters the education program, he or she will have a field experience in a k-12 classroom every semester. There are three .5 credit clinicals, followed by a full semester of student teaching. Further information for each experience is detailed below, but there are some policies that are common to all supervised field experiences:

- North Central University works in partnership with area schools in an effort to assure that your classroom experience is as rewarding as possible. For student teaching, students may request a particular type of school (i.e. private, urban, charter, etc.), but they are not guaranteed their requested placement. Requests for a specific school, teacher, or supervisor cannot be accommodated. At no time may students contact classroom teachers or school principals in an attempt to establish their own placements for clinicals or student teaching.
- Absences during clinicals and student teaching are not allowed. If you absolutely must be absent due to extreme illness or a family emergency, you must contact your cooperating teacher, your cooperating school's office, your university supervisor, and the education office. Your supervisor will determine if the absence must be made up.
- You must abide by the same daily work schedule as your cooperating teacher, arriving at the school when the cooperating teacher arrives and leaving when he or she leaves.
- Please remember that you represent NCU at all times. You should dress modestly and professionally, behave with tact and maturity, and leave your cell phone in your car.



Clinicals

Clinicals are designed to be an early and ongoing developmental learning opportunity for our students. Regular education classroom meeting times are suspended for eight days, during which time students are assigned to work full days with a practicing classroom teacher. While working with this teacher, students will be given the opportunity to teach and work with children in large and small group settings. A university supervisor will visit the classroom to observe the clinical student.

To accommodate for clinicals, students will be excused from all NCU courses for the 8 designated clinical days. Each student is expected to adhere to the Class Attendance Policy for Education Majors in Clinicals. Students are expected to arrange work and volunteer schedules so as not to interfere with the full-day clinical experience.

Student Teaching

Student Teaching typically comes after the completion of all course work. Each student completes one or two student teaching sessions. Elementary majors who are seeking a middle school endorsement will complete twelve weeks in an elementary classroom and four weeks in a middle school classroom. All other education majors will complete one sixteen-week session.

Prior to student teaching, students will be provided with a student teaching handbook, which is also available on the [School of Education website](#). A brief overview of student teaching policies is outlined below:

- **Because student teaching is a full-time endeavor, working, enrolling in other course work, or participating in athletics is strongly discouraged** and must be approved by your advisor and/or the School of Education. A work request form can be downloaded from the School of Education Skyline website.
- A student teaching application must be completed the semester before a student intends to student teach. All other coursework must be completed and all subtests of the MN NES Essential Academic Skills test must be passed (or acceptable scores on the SAT or ACT Plus Writing be proven) before a student teaching application will be approved. If a student's application is denied, or if he or she decides not to student teach during the selected semester, a new application must be submitted the semester before the revised student teaching date. In general, applications for spring student teaching are due at the beginning of October, and applications for fall student teaching are due at the beginning of March.
- During student teaching, students also enroll in Student Teaching Seminar, a one-credit seminar class designed as a capstone to the educational experience. During this class, they will be guided through the process of completing the state-mandated Teacher Performance Assessment (edTPA). The edTPA consists of video segments of the student teacher's classroom teaching, as well as accompanying lesson plans, written narratives, assessment tools, and reflections.
- Students are required to purchase liability insurance before beginning the student teaching experience. Those who student teach during the same school year as Clinical III are automatically insured. If the student teaching takes place at any other time, it is recommended that students purchase a student membership to an organization which includes liability insurance, such as the Association of American Educators or Education Minnesota.
- Student teachers must follow the calendar of their cooperating school, not the University calendar.
- Absences during student teaching are not allowed. If a student teacher must be absent due to extreme illness or a major emergency, the university supervisor will determine if the missed time must be made up.

FIELD EXPERIENCES

- A key component in the student teaching experience is the ability for a university supervisor to observe the student teacher as he/she teaches and provide in-person support and feedback. With this in mind, it is the policy of the School of Education at North Central University to place students in schools within a 25 mile radius of NCU to coordinate observations between supervisors and student teachers.

Students are required to complete their student teaching at the school to which they are assigned by the Education Department at NCU, typically within a 25 mile radius unless teaching internationally. Only under extreme extenuating circumstances (serious health issues, family emergency, etc.) will exceptions to this policy be considered. Students who believe their circumstance warrants an exception will have the opportunity to submit a written appeal letter to the department for consideration. This appeal letter is due with the submission of their application to student teach. The department does not guarantee the student's appeal will be approved. Placements are unlikely to be changed for any of the following reasons: desire to teach in a specific school or district, transportation issues, financial hardship, desire to teach near home, or the like.

Licensure

Students who successfully complete all required coursework, have received a grade of C- or higher on all education methods and content courses, have an overall GPA of 2.5 or higher, finish all field experiences with documented attainment of the Standards of Effective Practice, may be recommended for a Minnesota teaching license. Licensure applications are processed by the Professional Educator Licensing and Standards Board (PELSB).

Minnesota has a tiered licensure system. Applicants are granted a professional teaching license based on their preparation, their status on state-mandated licensure tests, and their years of teaching experience. Most graduates of NCU's education program will be eligible for a three-year Tier 3 license, as long as state-mandated content and pedagogy tests have been passed. If a candidate has 3 years of experience in a public school and has passed the basic skill requirement, he or she may be eligible for a five-year Tier 4 license.

There are three types of licensure tests that must be passed before a student can receive a Tier 4 license in Minnesota. The three tests are:

- **Basic Skills:** Graduates must pass all three MN NES Essential Academic Skills subtests (reading, writing, and math) or receive an acceptable score on the SAT or ACT Plus Writing before they can advance to a Tier 4 license, which also requires three years of teaching experience in a public or charter school. Graduates who have not passed one or more sections of the academic skills test may still be granted a Tier 3 license.
- **Pedagogy:** Licensure applicants must pass the Minnesota Teacher Licensure Exams (MTLE) pedagogy test that is appropriate for their licensure level. Elementary majors (even if completing a middle school endorsement) should take "Pedagogy: Elementary (Grades K-6)" and secondary majors should take "Pedagogy: Secondary (Grades 5-12)." Music education majors may choose to take either the elementary or the secondary test.
- **Content-Area Tests:** The MTLE content area test corresponds to the student's licensure area. Elementary majors with a middle school concentration must take both the elementary content exam and the appropriate middle level content test.

Study materials are available from the [MTLE website](#). Study guides are also available in the TJ Jones Library. Official passing scores for pedagogy and content tests must be received by PELSB before a Tier 3 or 4 license will be granted. Note that each test consists of 2-3 subtests; if one subtest of a particular exam is not passed, a candidate only needs to retake that portion of the test. Elementary students who have not passed the middle school content test may still receive a K-6 license. If any subtests of the content and pedagogy tests have not been passed, graduates may still be eligible for a Tier 2 license if they have a job offer from a public district or charter school.

Once all licensure tests have been passed and the candidate's degree has been posted by the Registrar's Office, the candidate may begin the licensing process. Candidates must begin their application online at the [PELSB website](#). Once the application has been started, the School of

Education will verify the candidate's completion of the program and submit transcripts directly to PELS. The candidate should submit a completed fingerprint card directly to PELS. Fingerprint cards are available from the NCU education office or directly from PELS.

Should a dispute arise between an education student or graduate and the School of Education regarding recommendation for licensure, the Minnesota Board of Teaching may assist in resolving the issue, in accordance with MN Statutes, section 122A.09, subdivision 4, paragraph (c).

Job Placement

Students may submit letters of recommendation to be kept in their file in the School of Education office. University supervisors, cooperating teachers, and cooperating principals are excellent choices for completing letters of recommendation; however, no one is obligated to write a letter for you. It is best to ask for a recommendation letter as the student teaching experience is coming to a close, while your strengths are still fresh in the recommender's mind. Be sure to be considerate and provide the recommender plenty of time to write the letter.

North Central University offers several placement services. The first is [CareerWire](#), which is monitored by the Student Success Center. CareerWire is an online job search database that allows NCU students and alumni to view job postings, post a resume, research potential employers, and network with professionals in the field. Many private schools and international organizations who are seeking teachers post their openings on CareerWire.

Schools and principals also occasionally contact the education office directly to fill emergency staffing needs or long-term sub positions. The education administrative assistant keeps a list of recent alumni who may be interested in these positions. If you wish to be included on this list, please contact the administrative assistant.

Finally, North Central University student teachers and graduates may participate in the annual Minnesota Education Job Fair, which typically takes place in April. For more information on the job fair, visit the [organization's website](#). To register, contact the NCU education office.

We are always excited to hear back from our alumni. After you graduate, please keep us updated with your current contact information and employment situation. We especially love hearing stories about how your education has helped you in whatever occupational pursuits God calls you to!

TYPICAL FOUR-YEAR PROGRAM: ELEMENTARY (K-6)

Freshman Year

Fall Semester-14.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	ENG	124	Rhetoric and Research
3	PSYC	125	General Psychology
3	THEO	210	God and the Gospel

Spring Semester-15 credits

3	EDUC	359	Educational Psychology
3	ELED	365	Children's Literature
3	BIBL	127	New Testament History & Lit.
3	ICS	112	Cultural Anthropology <i>or</i>
	PSYC	126	Introduction to Sociology
3	HIST	225 <i>or</i> 226	American History
(1	MUSL		Piano Lesson)

Sophomore Year

Fall Semester-17 credits

2	ELED	362	Methods of Art
3	HLTH	224	Drugs/Health Education
3	MATH	115	Liberal Arts Math <i>or</i>
		125	College Algebra I <i>or</i>
		250	College Algebra II & Trig.
3	PSYC	256	Developmental Psychology I
3	BIBL	126	Old Testament History & Lit
3			Elective

Spring Semester-15 credits

2	EDUC	354	General Teaching Methods
3	EDUC	222	Human Relations
4	SCI	210	Physical Science <i>or</i>
		215	Physical Science by Inquiry
3	WTHE		Worldview Theology Elective
3			Elective

Junior Year

Fall Semester-16.5 credits (9.5 program credits)

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
2	ELED	359	Methods of Health & Phy. Ed.
3	ELED	363	Beginning Reading Methods
2	ELED	466	Methods of Math
1	EDUC	458	Computers & Tech. in Education
3	ICS	111	Global Perspectives
3	BIBL	220	Reading & Interpreting Scripture

Spring Semester-14.5 credits (8.5 program credits)

.5	EDUC	351	Clinical II
3	ELED	364	Methods of Language Arts
2	ELED	465	Intermediate Reading Methods
3	ELED	467	Methods of Social Sciences
3	CT		Critical Thought Elective
3			Elective

Senior Year

Fall Semester-16.5 credits (8.5 program credits)

2	EDUC	366	Creating Inclusive Classrooms
2	ELED	361	Methods of Music*
.5	EDUC	450	Clinical III
1	EDUC	457	The Professional in Education
3	ELED	468	Methods of Science
3	WTHE		Worldview Theology
3			Elective
2			Elective

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
14	EDUC	485	Student Teaching

TYPICAL FOUR-YEAR PROGRAM: ELEMENTARY/COMMUNICATION ARTS (K-8)

Freshman Year

Fall Semester-14.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	ENG	124	Rhetoric and Research
3	PSYC	125	General Psychology
3	THEO	210	God and Gospel

Spring Semester-15 credits

3	EDUC	359	Educational Psychology
3	ELED	365	Children's Literature
3	BIBL	127	New Testament History & Lit.
3	ICS	112	Cultural Anthropology <i>or</i>
	PSYC	126	Introduction to Sociology
3	HIST	225 <i>or</i> 226	American History
(1	MUSL	112	Piano Lesson)

Sophomore Year

Fall Semester-16 credits

3	EDUC	222	Human Relations
1	EDUC	458	Computers & Tech. in Education
3	ENG		American Literature Elective
3	BIBL	126	Old Testament History & Lit.
3	MATH	115	Liberal Arts Math <i>or</i>
		125	College Algebra I <i>or</i>
		250	College Algebra II & Trig.
3	PSYC	256	Developmental Psychology I

Spring Semester-15 credits

2	EDUC	354	General Teaching Methods
3	ENG	337	Young Adult Literature
3	ICS	111	Global Perspectives
4	SCI	210	Physical Science <i>or</i>
		215	Physical Science by Inquiry
3	WHTL		Worldview Theology Elective

Junior Year

Fall Semester-15.5 credits (9.5 program credits)

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
3	ELED	363	Beginning Reading Methods
2	ELED	359	Methods of Health & Phy. Ed
2	ELED	466	Methods of Math
3	HLTH	224	Drugs/Health Education
3	BIBL	220	Reading & Interpreting Scripture

Spring Semester-16.5 credits (10.5 program credits)

.5	EDUC	351	Clinical II
3	ELED	364	Methods of Language Arts
2	ELED	465	Intermediate Reading Methods
3	ELED	467	Methods of Social Sciences
2	EDUC	355	Literacy in the Middle Grades
3	ENG		British Literature Elective
3	CT		Critical Thought Elective

Senior Year

Fall Semester-16.5 credits (8.5 program credits)

2	ELED	361	Methods of Music*
.5	EDUC	450	Clinical III
2	EDUC	366	Creating Inclusive Classrooms
1	EDUC	457	The Professional in Education
3	ELED	468	Methods of Science
2	ELED	362	Methods of Art
3	WTHE		Worldview Theology Elective
3	ENG		English Elective

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
10	EDUC	487	Student Teaching – Elementary
4	EDUC	488	Student Teaching – Middle School

TYPICAL FOUR-YEAR PROGRAM: ELEMENTARY/SOCIAL STUDIES (K-8)

Freshman Year

Fall Semester-14.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	ENG	124	Rhetoric and Research
3	PSYC	125	General Psychology
3	THEO	210	God and the Gospel

Spring Semester-15 credits

3	EDUC	359	Educational Psychology
3	ELED	365	Children's Literature
3	BIBL	127	New Testament History & Lit.
3	ICS	112	Cultural Anthropology
3	HIST	225 or 226	American History
(1	MUSL	112	Piano Lesson)

Sophomore Year

Fall Semester-15 credits

3	EDUC	222	Human Relations
1	EDUC	458	Computers & Tech. in Education
3	ECON	251	Principles of Microeconomics
3	BIBL	126	Old Testament History & Lit.
3	MATH	115	Liberal Arts Math <i>or</i>
		125	College Algebra I <i>or</i>
		250	College Algebra II & Trig.
3	PSYC	256	Developmental Psychology I

Spring Semester-15 credits

2	EDUC	354	General Teaching Methods
3	GEOG	262	Geography
3	ICS	111	Global Perspectives
4	SCI	210	Physical Science <i>or</i>
		215	Physical Science by Inquiry
3	WTHE		Worldview Theology Elective

Junior Year

Fall Semester-15.5 credits (9.5 program credits)

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
2	ELED	359	Methods of Health & Phy. Ed.
3	ELED	363	Beginning Reading Methods
2	ELED	466	Methods of Math
3	HLTH	224	Drugs/Health Education
3	BIBL	220	Reading & Interpreting Scripture

Spring Semester-16.5 credits (10.5 program credits)

.5	EDUC	351	Clinical II
2	EDUC	356	Social St. in the Middle Grades
3	ELED	364	Methods of Language Arts
2	ELED	465	Intermediate Reading Methods
3	ELED	467	Methods of Social Sciences
3	GOVT	370	Intro to Political Science
3	CT		Critical Thought Elective

Senior Year

Fall Semester-16.5 credits (8.5 program credits)

2	ELED	361	Methods of Music*
2	EDUC	366	Creating Inclusive Classrooms
.5	EDUC	450	Clinical III
1	EDUC	457	The Professional in Education
3	ELED	468	Methods of Science
2	ELED	362	Methods of Art
3	PSYC	126	Introduction to Sociology
3	WTHE		Worldview Theology Elective

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
10	EDUC	487	Student Teaching – Elementary
4	EDUC	488	Student Teaching – Middle School

TYPICAL FOUR-YEAR PROGRAM: ELEMENTARY/MATHEMATICS (K-8)

Freshman Year

Fall Semester-15.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
3	BIBL	127	New Testament History & Lit.
3	ENG	124	Rhetoric and Research
3	PSYC	125	General Psychology
3	THEO	210	God and the Gospel

Spring Semester-15 credits

3	EDUC	359	Educational Psychology
3	ELED	365	Children's Literature
3	MATH	250	College Algebra II & Trig.
3	BIBL	126	Old Testament History & Lit.
3	ICS	111	Global Perspectives

Sophomore Year

Fall Semester-15 credits

4	MATH	280	Calculus I
1	EDUC	458	Computers & Tech. in Education
3	BIBL	220	Reading & Interpreting Scripture
3	PSYC	256	Developmental Psychology I
4	SCI	210	Physical Science <i>or</i>
		215	Physical Science by Inquiry

Spring Semester-16 credits

2	EDUC	354	General Teaching Methods
3	EDUC	222	Human Relations
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	HIST	225 <i>or</i> 226	American History
3	WTHE		Worldview Theology Elective
(1	MUSL	112	Piano Lesson)

Odd Years:

3	MATH	300	Linear Algebra
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Even Years:

3	MATH	260	Statistics
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Junior Year

Fall Semester-17.5 credits (9.5 program credits)

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
3	ELED	363	Beginning Reading Methods
2	ELED	359	Methods of Health & Phy. Ed.
2	ELED	466	Methods of Math
2	ELED	362	Methods of Art

Odd Years:

3	MATH	320	Geometry
3	MATH	340	Discrete Mathematics

Even Years:

3	WTHE		Worldview Theology Elective
3	HLTH	224	Drugs/Health Education

Spring Semester-16.5 credits (10.5 program credits)

.5	EDUC	351	Clinical II
2	EDUC	358	Math in the Middle Grades
3	ELED	364	Methods of Language Arts
2	ELED	465	Intermediate Reading Methods
3	ELED	467	Methods of Social Sciences
3	ICS	112	Cultural Anthropology <i>or</i>
	PSYC	126	Intro to Sociology

Even Years:

3	MATH	260	Statistics
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Odd Years:

3	MATH	300	Linear Algebra
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Senior Year

Fall Semester-17.5 credits (8.5 program credits)

2	EDUC	366	Creating Inclusive Classrooms
2	ELED	361	Methods of Music*
.5	EDUC	450	Clinical III
1	EDUC	457	The Professional in Education
3	ELED	468	Methods of Science
3	CT		Critical Thought Elective

Even Years:

3	WTHE		Worldview Theology Elective
3	HLTH	224	Drugs/Health Education

Odd Years:

3	MATH	320	Geometry
3	MATH	340	Discrete Mathematics

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
10	EDUC	487	Student Teaching C – Elementary
4	EDUC	488	Student Teaching D – Middle School

TYPICAL FOUR-YEAR PROGRAM: COMMUNICATION ARTS & LITERATURE (5-12)

Freshman Year

Fall Semester-14.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
3	ENG	124	Rhetoric and Research
3	BIBL	126	Old Testament History & Lit.
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	PSYC	125	General Psychology

Spring Semester-15 credits

3	ENG	337	Young Adult Literature
3	ENG	223	American Literature I
3	MATH		Math Elective
3	BIBL	127	New Testament History & Lit.
3	HIST		History Elective

Sophomore Year

Fall Semester-15 credits

3	EDUC	222	Human Relations
1	EDUC	458	Computers & Tech. in Education
3	ENG	220	British Literature I
2	FA		Fine Arts Elective
3	HLTH	224	Drugs/Health Education
3	THEO	210	God and the Gospel

Spring Semester-16 credits

3	COMM	246	Media Communications Theory
2	EDUC	354	General Teaching Methods
3	EDUC	359	Educational Psychology
3	CT		Critical Thought Elective
4	SCI		Science Elective
1	COMM	268	Northerner Practicum - Writing <i>or</i>
	THTR	265	Acting Ensemble <i>or</i>
	ENG	346	Literary Journal Practicum

Junior Year

Fall Semester-15.5 credits

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
3	ENG	224	Multicultural Literature Survey
3	ENG	452	Structure of the English Lang.
3	BIBL	220	Reading & Interpreting Scripture
2			Elective

Odd Years:

2	EDUC	455	Comm. Arts in Grades 9-12
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Even Years:

2	EDUC		Content Area Literacy
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Spring Semester-17.5 credits

.5	EDUC	351	Clinical II
2	EDUC	355	Literacy in the Middle Grades
3	ENG		English Elective
3	PSYC	257	Developmental Psychology II
3	WTHE		Worldview Theology Elective
3	ICS	111	Global Perspectives
3			Elective

Senior Year

Fall Semester-15.5 credits

.5	EDUC	450	Clinical III
2	EDUC	366	Creating Inclusive Classrooms
1	EDUC	457	The Professional in Education
3	ENG	300+	Writing Elective
1	COMM	268	Northerner Practicum - Writing <i>or</i>
	THTR	265	Acting Ensemble <i>or</i>
	ENG	346	Literary Journal Practicum
3	WTHE		Worldview Theology Elective
3			Elective

Odd Years:

2	EDUC	455	Comm. Arts in Grades 9-12
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Even Years:

2	EDUC	370	Content Area Literacy
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Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
14	EDUC	485	Student Teaching

TYPICAL FOUR-YEAR PROGRAM: MATHEMATICS (5-12)

Freshman Year

Fall Semester-16.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
3	ENG	124	Rhetoric and Research
3	BIBL	126	Old Testament History & Lit.
4	MATH	280	Calculus I
3	PSYC	125	General Psychology

Spring Semester-16 credits

3	EDUC	359	Educational Psychology
3	EDUC	222	Human Relations
4	MATH	290	Calculus II
3	BIBL	127	New Testament History & Lit.
3	ICS	111	Global Perspectives

Sophomore Year

Fall Semester-15-16 credits

1	EDUC	458	Computers & Technology in Ed.
2	FA		Fine Arts Elective
2	COMM	220	Public Speaking
4	SCI		Science Elective
3	THEO	210	God and the Gospel

Even Years:

3	MATH	300	Linear Algebra
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Odd Years:

4	MATH	360	Multivariable Calculus
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Spring Semester-14-15 credits

2	EDUC	354	General Teaching Methods
3	BIBL	220	Reading & Interpreting Scripture
3	PSYC	257	Developmental Psychology II

Odd Years:

3	MATH	340	Discrete Mathematics
4	MATH	330	Probability & Statistics

Even Years:

3	MATH	410	Abstract Algebra
3	MATH	430	History of Math

Junior Year

Fall Semester-16.5-17.5 credits

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
3	WTHE		Worldview Theology Elective
3	HLTH	224	Drugs/ Health Education

Odd Years:

2	EDUC	454	Teaching Math in Grades 9-12
3	MATH	320	Geometry
4	MATH	360	Multivariable Calculus

Even Years:

2	EDUC	370	Content Area Literacy
3	MATH	300	Linear Algebra
3	MATH	420	Real Analysis

Spring Semester-14.5-15.5 credits

.5	EDUC	351	Clinical II
2	EDUC	358	Math Methods in MS
3	HIST		History Elective
3	WTHE		Worldview Theology Elective

Even Years:

3	MATH	410	Abstract Algebra
3	MATH	430	History of Math

Odd Years:

3	MATH	340	Discrete Mathematics
4	MATH	330	Probability & Statistics

Senior Year

Fall Semester-14.5 credits

.5	EDUC	450	Clinical III
2	EDUC	366	Creating Inclusive Classrooms
1	EDUC	457	The Professional in Education
3	ENG		English Elective
3	CT		Critical Thought Elective

Even Years:

2	EDUC	370	Content Area Literacy
3	MATH	420	Real Analysis

Odd Years:

2	EDUC	454	Teaching Math in Grades 9-12
3	MATH	320	Geometry

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
14	EDUC	485	Student Teaching

TYPICAL FOUR-YEAR PROGRAM: SOCIAL STUDIES (5-12)

Freshman Year

Fall Semester-15 credits

3	HIST	225	American History I
3	ENG	124	Rhetoric and Research
3	BIBL	126	Old Testament History & Lit.
3	MATH		Math Elective
3	PSYC	125	General Psychology

Spring Semester-15.5 credits

3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
3	HIST	226	American History II
3	BIBL	127	New Testament History & Lit.
3	ICS	111	Global Perspectives
3	PSYC	126	Introduction to Sociology

Sophomore Year

Fall Semester-15 credits

3	EDUC	222	Human Relations
1	EDUC	458	Computers & Tech. in Education
2	FA		Fine Arts Elective
3	HIST	240	World History
3	HLTH	224	Drugs/Health Education
3	THEO	210	God and the Gospel

Spring Semester-16 credits

2	EDUC	354	General Teaching Methods
3	EDUC	359	Educational Psychology
2	COMM	220	Public Speaking (<i>lecture and lab</i>)
3	GEOG	262	Geography
3	PSYC	257	Developmental Psychology II
3	SCI	280	Science, Technology and Society

Junior Year

Fall Semester-16.5 credits

.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
3	ECON	251	Microeconomics
3	BIBL	220	Reading & Interpreting Scripture
3	ICS	112	Cultural Anthropology
3			Elective

Spring Semester-14.5 credits

.5	EDUC	351	Clinical II
2	EDUC	356	Social Studies Methods in MS
3	GOVT	370	Intro to Political Science
3	ECON	256	Macroeconomics
3	ENG		English Elective
3	WTHE		World Theology

Odd Years:

2	EDUC	456	Social Studies in grades 9-12
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Even Years:

2	EDUC		Content Area Literacy
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Senior Year

Fall Semester-15.5 credits

.5	EDUC	450	Clinical III
2	EDUC	366	Creating Inclusive Classrooms
1	EDUC	457	The Professional in Education
3	WTHE		Worldview Theology
3	CT		Critical Thought Elective
4			Science Elective

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
14	EDUC	485	Student Teaching

Odd Years:

2	EDUC	456	Social Studies in grades 9-12
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Even Years:

2	EDUC		Content Area Literacy
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TYPICAL FOUR-YEAR PROGRAM: VOCAL MUSIC EDUCATION (K-12)

First Year

Fall Semester-17 credits

1	MUS		Applied Lesson – Major Instr.*
1	MUS		Applied Lesson – Minor Instr.*
1	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
4	MUS	151	Music Theory I
2	FA	112	Music Appreciation for Majors
3	BIBL	126	Old Testament History & Lit.
2	COMM	220	Public Speaking
3	ENG	124	Rhetoric and Research

Spring Semester-17.5 credits

1	MUS		Applied Lesson – Major Instr.
1	MUS		Applied Lesson – Minor Instr.
1	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
4	MUS	152	Music Theory II
3	EDUC	150	Foundations of Education
.5	EDUC	151	Foundations Field Experience
3	PSYC	125	General Psychology
4	SCI		Science Elective

Second Year

Fall Semester-16 credits

1	MUS		Applied Lesson – Major Instr.
1	MUS		Applied Lesson – Minor Instr.
1	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
4	MUS	251	Music Theory III
3	EDUC	222	Human Relations
3	BIBL	127	New Testament History & Lit.
3	MATH		Math Elective

Spring Semester-16 credits

1	MUS		Applied Lesson – Major Instr.
1	MUS		Applied Lesson – Minor Instr.
1	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
4	MUS	252	Music Theory IV
1	MUS	265	Foundations of Rhythm & Gest.
3	EDUC	359	Educational Psychology
2	EDUC	354	General Teaching Methods
3	PSYC	257	Developmental Psychology II

Third Year

Fall Semester-16.5 credits

1	MUS		Applied Lesson – Major Instr.
0	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
2	MUS	361	Conducting I
3	MUS	363	Music History I
2	MUS	468	Music Pedagogy
.5	EDUC	350	Clinical I
2	EDUC	357	Classroom Management
2	EDUC	370	Content Area Literacy
1	EDUC	458	Computers & Technology in Ed.
3	THEO	210	God and the Gospel

Spring Semester-18.5 credits

1	MUS		Applied Lesson – Major Instr.
0	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
0	MUS	145	Recital Performance
2	MUS	362	Conducting II
3	MUS	364	Music History II
.5	EDUC	351	Clinical II
3	ICS	111	Global Perspectives
3	WTHE		Worldview Theology Elective
3	BIBL	220	Reading & Interpreting Scripture
3	ENG		English Elective

TYPICAL FOUR-YEAR PROGRAM: VOCAL MUSIC EDUCATION (K-12)

Fourth Year

Fall Semester-16.5 credits

1	MUS		Applied Lesson – Major Instr.
0	MUS		Choral Ensemble
0	MUS	0	Conducting Lab
1	MUS	145	Recital Performance
2	MUS	495	Senior Recital
2	EDUC	366	Creating Inclusive Classrooms
.5	EDUC	450	Clinical III
1	EDUC	457	The Professional in Education
3	CT		Critical Thought Elective
3	HLTH	224	Drugs, Health Education
3	WTHE		Worldview Theology Elective

Spring Semester-15 credits

1	EDUC	472	Student Teaching Seminar
14	EDUC	485	Student Teaching

*Vocal music education majors must select either voice or piano as their major instrument and the other as their minor instrument. Students must be enrolled in piano lessons every semester until Piano Proficiencies are completed.

Piano Proficiencies must be completed by the end of spring semester second year.