COLLEGE OF EDUCATION & HEALTH

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Departments

- Teaching & Educational Leadership
- Kinesiology & Rehabilitation Science
- Nursing
- Emergency Management, Professional Studies, and Student Affairs Administration

Programs of Study

The College of Education and Health offers programs of study leading to baccalaureate degrees as listed below:

Bachelor of Science

> Applied Science
> Elementary Education
> Emergency Management
> Middle Level Education
> English/Language Arts
> Mathematics
> Social Studies
> Science
> Health and Exercise Science
> Health & Physical Education (Teacher and Coaching Education)
> Rehabilitation Science
> Secondary Education[1]
> Agriculture
> Chemistry
> Life Science
> Mathematics
> Physics

Bachelor of Arts[1]

> Secondary Education
> Art
> English
> Social Studies
> Organizational Leadership
> Agriculture Business Concentration
> Child Development Concentration
> Criminal Justice Concentration
> Emergency Management
> Industrial/Organizational Psychology
> Inter-College Concentration
> Public Relations Concentration

Bachelor of Music Education[1] with Secondary Education options in:

> Instrumental Music
> Keyboard Instrumental Music
> Keyboard Vocal Music
> Vocal Music

Bachelor of Nursing options in:

> BSN Pre-licensure Program
> LPN to BSN Program
> RN to BSN Program

Bachelor of Professional Studies:

> Interdisciplinary Studies Concentration

[1]*Teacher candidate preparing to teach in secondary schools must complete the courses required for specialization in a teaching concentration. These are listed in departmental sections of the catalog and recommended curricula patterns, including teacher licensure requirements, set forth in the College of Education and Health section of this catalog.*

The College of Education and Health provides guidance and professional courses for the teacher candidate who plans to teach in elementary, middle level, and secondary schools. The teacher education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition to this national accreditation, numerous Arkansas Tech University educator licensure programs have received specialized national program recognition or national specialty accreditation, which includes all programs for which this national honor is available.

Teacher candidates who plan to teach physical education, elementary education, or middle level must enroll in the College of Education and Health. Those who elect to prepare for teaching in other fields must enroll in schools appropriate to their interests in teaching and areas of content.

For the freshman or sophomore teacher candidate who has not selected a major or specific teaching level or area, the College recommends enrollment in the undeclared program (see “Undecided Study”). In addition to taking the required general education courses, teacher candidates in this program are encouraged to take such electives as will provide them a good liberal education and help select a major field. Advisors in this program are selected to provide guidance to undecided teacher candidates.

In making a decision to enter the teaching profession, teacher candidates should seriously consider the demands which this choice entails. Among these are scholarship and intellectual curiosity; an interest in children and young people, and an understanding of their interests, problems, and development; a thorough understanding of the principles and skills employed by effective teachers, a demonstration of expected professional dispositions; and an interest in and understanding of the role of the school in our society.

Teacher candidates who elect the professional program in teacher education will complete their study in at least two stages. See the appropriate catalog section for the requirements for specific programs. Some courses in the area of specialization should also be completed. **Admission to Arkansas Tech University is a prerequisite to, but separate from, admission to teacher education.** Declaration of a major in one of the University’s teacher education programs is also a prerequisite to making formal application for admission to teacher education. Even though admission to Tech and declaration of a teaching major are necessary conditions for admission to teacher education, they are not the only requirements. Other criteria are listed in the section below.

Admission & Retention in Teacher Education at Tech

Professional programs are composed of courses and experiences designed to complete the undergraduate stage of professional preparation for teaching. Before a teacher candidate may enroll in professional education courses at the upper division level (the required 3000 and 4000 level professional education courses), he or she must be formally admitted to teacher education at Tech. Applications may be submitted electronically to the office of the Director of Teacher Education Student Services (Crabaugh 109).

To be admitted to programs in secondary education, teacher candidates must have two assigned advisors, one from the College of Education and Health and one from the department representing their teaching concentration, have the approval of both advisors, satisfactorily complete the pre-admission requirements, have a cumulative grade point average of 2.70 on all college work completed including transfer work, and submit a plan of study approved by both advisors. An elementary education or middle level education major will have one advisor from the Department of Teaching and Educational Leadership. **Admission to teacher education will be recommended by the academic advisors based on the following considerations: completion of English composition courses, an oral communication course, the appropriate college-level mathematics course, and the appropriate introductory education course with grades of “C” or higher.** Other factors which reflect professional competence, including moral and emotional stability, physical and mental health, intellectual curiosity, use of English, social awareness, and professional interest will be considered. Formal screening and subsequent admission into teacher education and the monitoring of satisfactory progress in the teacher preparation program represent institutional obligations to the teaching profession, the schools served by and working with the University’s programs, and the agencies that approve and accredit teacher education programs. Once admitted to teacher education, the teacher candidate must maintain satisfactory progress throughout the completion of the teacher education program according to the standards cited above and any additional program standards in effect or lose eligibility to continue in that program. Course sequences and prerequisites will be followed carefully.

Admission Decision Appeals

A formal appeal of a decision to deny admission to teacher education may be made to the Office of Teacher Education Student Services. Instructions and forms for such appeals are available on the Teacher Education Student Services’ website. **An appeal should be based upon exceptional or extenuating circumstances and/or other pertinent information not previously available or considered.** A formal appeal must be submitted in writing to the Dean who will transmit it to the Committee. The Committee’s recommendation may be appealed in writing to the Director of Teacher Education Student Services. The Committee’s recommendation will be reviewed by the Dean of the College of Education and Health regarding admission to teacher education. If the appeal is not resolved at this level the teacher candidate may appeal to the Vice President for Academic Affairs whose decision will be final.

Criteria for Internship

Internship is normally expected to be the last requirement completed in teacher education programs. Internship requires a full-time academic and professional commitment. Internship requires the teacher candidate to devote one semester of the senior year to full-time internship in an approved school. The teacher candidate should plan the work of internship to provide one semester free of activities and responsibility which would interfere with the requirements of the professional semester. The teacher candidate is expected to follow the direction of the Field-Based Teacher, the School Principal, the Arkansas Tech University Supervisors, and the Arkansas Tech University Director of Teacher Education Student Services.

Admission requirements for secondary education include completion of all professional education courses, a minimum grade of “C” in all courses required for the teaching field and professional education, and a cumulative grade point average of 2.70 on all work attempted,

including transfer work. Admission requirements for elementary education and middle level education include no grade below "C" in any course work with a cumulative grade point average of 2.70 on all work attempted, including transfer work. Internship admission requires a Praxis II Specialty Area score which meets or exceeds the minimum scores established by the Arkansas Division of Elementary and Secondary Education.

Appeals of Internship Eligibility Decisions

Decisions made regarding a teacher candidate's eligibility and readiness for placement or retention in internship may be appealed in writing to the Director of Teacher Education Student Services. The appeal will be transmitted to the Appeals Committee. The Committee's recommendation regarding an appeal is forwarded to the Dean. If the appeal is not resolved at that level, the teacher candidate may appeal to the Vice President for Academic Affairs whose decision is final. Appeals should be based on exceptional or extenuating circumstances and/or pertinent information not previously available or considered.

Internship Application Process

Teacher candidates must submit a formal application for submission to internship for the spring semester prior to October 15 of the previous fall semester to be considered for the internship experience. Applicants for the fall semester must submit the application prior to March 15 of the spring semester. Failure to meet these deadlines could result in the delay of internship for a semester. Priority in internship placement will be given to those teacher candidates meeting the deadlines and preregistering for internship for the given semester.

Application forms for internship may be obtained on the Teacher Education Student Services website.

Elementary Education candidates may accomplish internship by enrolling in ELED 4912. Middle level candidates may accomplish internship by enrolling in MLED 4912 Internship. Secondary candidates may accomplish internship by enrolling in SEED 4809 Teaching in the Elementary and Secondary School or SEED 4909 Teaching in the Secondary School and SEED 4503 Seminar in Secondary Education, and any other courses required in their teaching concentration. **Assignment of the teacher candidate to an approved site for internship is the responsibility of the College of Education and Health based on policies developed by the College of Education and Health. Placements are chosen to provide the best educational experience for the teacher candidate.**

Applicants for admission to Stage II or internship must meet the requirements that are in effect at the time of application. The requirements for admission and retention as published in the policies and procedures handbook of the Arkansas Tech University Teacher Education Program will supersede catalog information.

Transfer Students

Applicability of transfer credit to meet specific degree requirements depends on the major selected by the transfer student. The transfer student should review the Transfer Credit policy in the Admission section of this catalog and meet with their academic advisor to determine final transfer credit eligibility for the selected program of study.

Requirements for Teacher Licensure

All candidates for licensure must successfully complete the appropriate specialty area exams of Praxis II. Teacher candidates must also successfully complete the appropriate Praxis II, *Principles of Learning and Teaching* assessment. Scores must be sent directly from the Educational Testing Service (ETS) to Arkansas Tech University.

Praxis Series

Please refer to Item E under the "Requirements for Baccalaureate Degrees".

The Congress of the United States, in its reauthorization of Title II of the Higher Education Act of 1998, enacted accountability measures requiring institutions of higher education to report data to the public on the pass-rates of teacher candidates on assessments required for state licensure. In addition to pass rates, candidates must complete well over 400 hours in the classroom during internship and the average faculty-teacher candidate ratio in supervised practice teaching is 5.0. All programs are approved by the Arkansas Division of Elementary and Secondary Education (DESE, formerly the Arkansas Department of Education).