



WILLIAMS
BAPTIST UNIVERSITY

INTRODUCTION TO
TEACHING
HANDBOOK

2021-2022

**"PREPARING PROFESSIONAL EDUCATORS WHO ARE INTENTIONAL,
REFLECTIVE, AND GROWING IN THEIR TEACHING PRACTICE"**

Dear Education Major:

Thank you for choosing the Williams Teacher Education Program (WTEP) for your teacher preparation. When you have finished reading the Introduction to Teaching Handbook, sign below, signifying that you are aware of and understand the information presented in this handbook. The information presented in this handbook may be updated or changed periodically. Therefore, ***it is the student's responsibility*** to maintain contact with the WTEP concerning revisions. This signed page must be on file in the Education Office before you have completed the Introduction to Teaching course.

I have read and understand the information presented in the Introduction to Teaching handbook. I understand the WTEP admission requirements and transition points and know that I should apply for and interview for admission into the WTEP the semester immediate following Introduction to Teaching.

I understand that the Education Department faculty and staff are available to support me through my program progression. I understand that support is available through the Education Department Office, and is my responsibility to maintain contact with the Williams Teacher Education Program concerning revisions to handbook policies.

Name (printed)

Education Program Choice

Signature

Date

TABLE OF CONTENTS

<i>BEFORE YOU BEGIN</i>	4
<i>INTRODUCTION</i>	5
WTEP Progression and Transition Points.....	6
Philosophy.....	7
WTEP Mission.....	8
<i>GENERAL INFORMATION</i>	9
Terminology.....	10
WTEP Field Experience	12
<i>PROGRAM STANDARDS</i>	13
WTEP Gates.....	14
Retention Procedures	16
Dismissal Procedures	16
Exit Requirements.....	17
Required Assessments	18
<i>FORMS</i>	21
Admission Requirements.....	22
Admission Committee Form.....	23
Candidate Dispositions Assessment	24
Recommendation Form for Pre-Clinical Internship	26
<i>USEFUL INFORMATION</i>	27
Recommendations for Success	28
Field Experience Expectations.....	29
Diverse Learner Strategies	30
Arkansas Educator Code of Ethics	31
<i>DEGREE PLANS</i>	32
Elementary Education K-6.....	33
Middle Level Language, Literature, & Social Studies	34
Middle Level Math and Science 4-8.....	35

English Education	36
Health & Physical Education K-12.....	37
Social Studies Education.....	38
Vocal Music Education K-12.....	39
Instrumental Music Education K-12	40

Want to be a Teacher?



Please read the following information about Teacher Licensure and criminal background checks **BEFORE you begin your education classes.**

Arkansas law requires ALL first-time applicants for teacher licensure to undergo a statewide and nationwide criminal background check and a Child Maltreatment Central Registry check.

An application for an Arkansas teaching license will be DENIED for anyone who has been convicted of or pled guilty or nolo contendere to any of the listed offenses or has a *true* report in the Arkansas Child Maltreatment Central Registry. While this denial may be appealed to the Arkansas State Board of Education, there is no guarantee that the appeal will be granted.

Some of these offenses include:

- Any felony violation of the Uniform Controlled Substances Act
 - Rape
 - Felony Theft
 - First, Second, or Third Degree Sexual Assault
 - First or Second Degree Battery
 - Distribution to Minors
 - Aggravated Assault
 - Robbery
 - First Degree Assault
 - Breaking or Entering
 - First Degree Terroristic Threatening
- (see Ark. Code Ann. § 6-17-410(c) for the complete list of disqualifying offenses)*

Even if your record has been expunged or pardoned for any disqualifying offense, you will NOT be able to receive an Arkansas teaching license without your appeal being granted by the Arkansas State Board of Education.

If you have any questions about whether your prior criminal record will keep you from getting your teaching license, please read Ark. Code Ann. § 6-17-410 and/or consult your attorney.

The Arkansas Code can be found by accessing the following link and typing 6-17-410 in the search box: <http://www.lexisnexis.com/hottopics/arkcode/Default.asp>

INTRODUCTION

INTRODUCTION

This handbook has been developed as a guide for the student pursuing a degree in education. It has been designed to provide the student with an understanding of the Williams Teacher Education Program (WTEP) mission, philosophy, goals, and requirements. The handbook describes program requirements, expectations, progression and support through the WTEP. The handbook provides foundational information, strategies for progress through the program, and promotes uniformity of policy regarding the WTEP.

The Williams Baptist University Education Department offers courses and field experiences that are aligned with professional standards developed by InTASC, ISTE, CAEP, and Arkansas DESE. The WBU Education Department and the WTEP offer preparation of excellent quality to individuals who demonstrate sufficient interest and dispositions for teaching. Progression through the WTEP will enable teacher candidates to become **professional educators who are intentional, reflective, and growing in their teaching practice.**

Bachelor of Science in Education

Degree requirements are planned to prepare well-qualified applicants for positions of leadership in the field of education. The WTEP offers a Bachelor of Science in Education (BSE) that qualifies the graduate for Arkansas Department of Education Licensure. Possible licensure areas offered in the WTEP are: K-6 Elementary Education; 4-8 Middle Level Literacy and Social Studies; 4-8 Middle Level Mathematics and Science; K-12 Physical Education; K-12 Music; Secondary Social Studies 7-12; and Secondary English 7-12.

Progression through the Williams Teacher Education Program (WTEP)

All programs in the WTEP are substantive with a strong liberal arts foundation and provide support through academic advising by WBU faculty. Progression follows the transition points described below:

Education Major –

- General ed. requirements in a broad range of disciplines with C or above required in specific courses.
- ED 2203 Introduction to Teaching course including critical topics in the field of education like TESS, field experience in partner schools, assessment of professional dispositions, and portfolio creation.

Admission to the WTEP -

- Apply for and interview for admission into one of the degree programs within the WTEP.
- Specific requirements for admission must be met (see p. 23) to progress to teacher candidate.

Teacher Candidate –

- Specialization courses and advanced courses expand content knowledge (C or above required in all).
Specific course in Educational Technology (ED4333) that includes Google Certified Educator Level I training.
Specific course in teaching learners with diverse learning needs (ED2253) that includes IEP and SPED law.
- Field experiences in schools with diverse populations, face to face, and online delivery with opportunities to observe, teach, grow professional dispositions, and interact with professionals in the field of education.

Pre-Clinical Intern –

- Admission to capstone courses ED 4133 and ED 4113 (blocks) to develop and refine pedagogical skills, use of assessment for learning, TESS readiness, and reflect upon and continue to grow in professional dispositions.
- Pre-clinical internship field experience in the partner school classroom for your upcoming internship.
- Diverse learner project field experience conducted in a racially and economically diverse partner school district.

Clinical Intern –

- Admission to ED 4603, ED 4526, and ED 4536 (clinical internship and seminar). Placement in two classrooms for approximately 7 weeks each. Gradual release of responsibility to full teaching responsibility.
- Complete teacher work sample to provide evidence of impact on student learning, create a professional portfolio, create a video of your teaching, and self-assess professional dispositions and TESS domains 2 and 3.

WTEP Completer –

- Meeting all requirements and passing all AR required licensure exams will qualify candidates to apply for an Arkansas teaching license.
- The WTEP will continue to support and monitor your professional growth and impact on student learning through the first three years of your career. You will be asked to share your TESS evaluations with the WTEP.

Williams Teacher Education Program Philosophy

The WTEP programs provide realistic preparation for the rigors of the classroom, and candidates complete our programs with an accurate perspective of the challenges and rewards of the teaching profession. The high standards of the WTEP are coupled with a nurturing community of excellent faculty who are committed to investing in the success of candidates. Our small student numbers allow time for faculty and students to build quality relationships that are maintained long after graduation.

Our goal is for WTEP program completers to be skilled learning experience designers who are poised for long-term success in the field of education. Candidates create and implement a professional growth plan in Introduction to Teaching. As candidates progress through the program, faculty assist candidates in cultivating professional growth resources in an atmosphere of collaboration with other teacher candidates and professionals in the field. During capstone courses, candidates set goals and complete a capstone professional development project in which they compile, use, and share with peers specific professional growth resources such as journals, podcasts, webinars, and social media.

Through classroom experiences in their WTEP coursework, field experiences in local schools, and the support of faculty and school partners, WTEP completers exemplify the mission of the WTEP by serving the local and global community as professional educators who are intentional, reflective, and growing in their teaching practice. Candidates earn certifications through both Apple and Google Certified Teacher programs and complete FERPA, Ethics Training, and Child Maltreatment Mandated Reporter Training before internship.

The established learning objectives, high standards of excellence, commitment to developing professional educators, nurturing community of learners, and supportive faculty-student relationships are all hallmarks of the Williams Teacher Education experience. Professionalism is developed through experiences that allow candidates to interact with educators, state department employees, education cooperative learning specialists, and technology specialists. The candidates' preparation goes beyond the WBU classroom to provide opportunities for practicing professional dress, communication, maturity, responsiveness, and managing resources.

Williams Teacher Education Program Mission

Preparing professional educators who are intentional, reflective,
and growing in their teaching practice.

The mission of the Williams Teacher Education Program (WTEP) is to prepare professional educators who are intentional, reflective, and growing in their teaching practice. The WTEP has purposefully designed the education degree programs to develop a deep awareness and commitment to the three pillars of our mission. Our goal is for WTEP program completers to be **skilled learning experience designers** who are poised for long-term success in the field of education. The WTEP has developed an evidence-based system to ensure the quality of teacher preparation at WBU by choosing key assessments that are purposefully aligned to the InTASC Standards, ISTE Standards, CAEP Standards and the Arkansas TESS Rubric Descriptors and Teaching Standards.

The WTEP coursework is **a progression of learning experiences** that lead candidates to become intentional about planning instruction designed to meet the needs of a diverse community of learners, creating a classroom management plan that establishes an environment of respect and rapport, positive communication with students and families, developing a strong culture for learning, and demonstrating flexibility and resilience.

In the WTEP, candidates learn **the value of reflection as a catalyst for action and change**. They have multiple opportunities to reflect on their growth in teacher professionalism, planning for student learning, and the impact of their teaching on student learning. WTEP candidate growth is documented through six key program assessments with connections to the mission of the WTEP.

GENERAL INFORMATION

GENERAL INFORMATION **Terminology**

Teacher Candidate: An individual who has been admitted to a basic teacher education program and is in the process of preparing for initial licensure. Williams Teacher Education Program (WTEP) admission status distinguishes the teacher candidate from a student who is majoring in education and taking education courses. Students pursuing a Bachelor of Science in Education must complete the WTEP admission criteria shown in this handbook. Program admission is contingent upon the WTEP Admission Committee members' agreement that all criteria have been successfully met.

Teacher Education Program Admission Interview: WTEP Interviews are scheduled once each semester. Education majors should plan to apply for admission the semester immediately following successful completion of ED 2203 Introduction to Teaching. The application process is conducted with support from the Education Coordinator in the Office of Education.

Dispositions: Professional dispositions for education majors are assessed at three specific points in the undergraduate program including both candidate self-assessment and faculty assessment. Dispositions are assessed in six categories: professional preparation, professional responsiveness, professional maturity, professional presentation, professional communication, and professional growth. The three progression points include Introduction to Teaching, Admission to the WTEP, and Clinical Internship. Teacher candidates are responsible to document their growth in professional dispositions through evidence. (See Candidate Disposition Assessment form on page 24.)

Background Check: A mandatory FBI background check and Child Maltreatment check must be completed while enrolled in ED 2203 Introduction to Teaching and repeated at program completion for Arkansas licensure. The student is responsible for these fees paid through the Arkansas Department of Elementary and Secondary Education website.

Field Experiences: These may include, but are not limited to, classroom observations, tutoring, assisting school teachers and administrators, teaching in diverse placements, online classroom observations, virtual teaching, participating in school and community-wide activities, and pre-clinical and clinical internships.

Multicultural: Recognition of 1) the social, political, and economic realities individuals experience in culturally diverse and complex human encounters and 2) the importance of culture, race, gender, ethnicity, religion, socioeconomic status and exceptionalities in the education process.

Exceptionalities: Refers to students who exhibit physical, mental, or emotional needs that require special attention by school personnel.

Developmentally Appropriate Practices: Age appropriateness: Human development research indicates that there are universal, predictable sequences of growth and changes that occur throughout life. These predictable changes occur in all domains of development: physical, emotional, social and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness: Each student is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interaction with students should be responsive to individual differences. Student learning is the result of interaction between his/her prior experiences and background of knowledge, and present experiences. These experiences should match the student's developing abilities, while also challenging his/her interest and understanding.

Constructivism: A theory proposing that individuals construct meaning and understanding through their prior knowledge and apply this knowledge in new, current situations (Resnick). A constructivist approach to teaching education involves teachers and their students constructing meaning out of information they have been exposed to through active participation and interaction (Doyle).

Degree Plan: Each student pursuing the bachelor's degree is expected to file a degree plan as soon as the degree objective is decided. This plan should be filed in the Office of the Academic Dean before interviewing for admission to the WTEP. Transfer students entering as sophomores, juniors, or seniors must file during the first semester of attendance. The degree plan form must be completed in consultation with the student's academic advisor and the department chairperson and must be approved by the Academic Dean. The student is responsible for the content and successful completion of the degree plan. If no satisfactory plan can be agreed upon, the student may not be allowed to continue in the program. This degree plan provides the program which, if completed successfully, becomes the basis for the conferring of the degree. Any change in the degree program must be approved by the academic advisor, department chairperson, and the Academic Dean. A student may not graduate without an approved degree plan on file in the Academic Dean's office.

Prerequisite: A course that is basic or foundational to other courses. Many prerequisites are indicated in the WBU Catalog. However, a general rule to follow is that a course with a lower number must be taken before a course with a higher number. Courses are designed to become more rigorous as the numbering becomes higher. Consultation with an assigned academic advisor will help avoid errors in sequencing courses. Background knowledge through proper coursework preparation helps ensure student success.

Partnership Schools: A partnership school has a signed, formal agreement with WTEP and is committed to partner with WTEP in the preparation of professional educators who are intentional, reflective, and growing in their teaching practice.

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators and data-driven decision-making and instruction. The WTEP prepares candidates to function as a productive member of a professional learning community.

WTEP Field Experience

Observations, field experiences, and clinical internships are opportunities for WTEP student to interact with children, adolescents, and youth. Research and teacher candidate's reflections validate such experiences. A sequential and systematic plan details the program's course expectations and purpose for the observations and field experiences. Students/teacher candidates have input in the selection of the observation and field experience school sites. However, it is important to note that at least two **field experiences must be conducted in partnership schools that are above the state average in at least one of the following categories of diversity monitored by the WTEP:** 1) Disability (special education), 2) Economically Disadvantaged (socio-economic), 3) Limited English Proficient (LEP), and 4) Race/Ethnicity.

ED2203 Introduction to Teaching is the first in the sequence of clinical field experiences. **During this class, fifteen hours of field experience are required.** The observation process has been planned by WBU Department of Education faculty to include a variety of school settings in partnership school districts. Students will be fully prepared in class sessions prior to the scheduled observations.

Liability Insurance: Personal liability insurance is a requirement for observations and field experiences in school settings and for working with children.

Liability insurance is purchased through National Education Association (NEA) and its state affiliate, Arkansas Education Association (AEA). By purchasing student liability insurance through NEA, you will be eligible for many state and local benefits. You automatically become a member of the local chapter of AEA, Williams Educators Organization (WEO). WEO is involved in many community and campus service opportunities and projects.

The current membership year, 2021, runs from September 1, 2021 through August 31, 2022. Benefits of current-year membership are effective from the date application is made with payment through the end of the membership year.

Name Tag: WTEP Name tags are required for all field experiences and are initially purchased when liability insurance is purchased.

PROGRAM STANDARDS

WTEP GATES

All Education Majors (Freshmen-Seniors)

Students beginning at WBU who desire to seek admission into the Williams Teacher Education Program (WTEP) must complete at least forty-five semester hours and earn a minimum grade of "C" in the following courses: English Composition I and II, Speech and Communication, College Algebra or Contemporary Math, and Introduction to Teaching.

All students must take Introduction to Teaching at Williams. Students beginning as freshmen at Williams are encouraged to take Introduction to Teaching during the second semester of their sophomore year. Transfer students with an AA degree or junior status must take Introduction to Teaching during their first semester at WBU. Transfer students without an AA degree will be counseled individually about when to take Introduction to Teaching. Regardless, all transfer students will ultimately be required to complete the same basic requirements and steps as outlined for entering freshmen. In addition, a mandatory background check will be conducted on each student enrolled in ED 2203 Introduction to Teaching.

Students desiring to declare themselves as WTEP candidates must complete the appropriate Declaration Form and submit the form to the Department of Education/WTEP office.

GATE 1

Official **passing Praxis** Core scores (Reading – 168, Math – 162, and Writing – 165) or ACT scores (Reading – 20, Math – 20, and Writing – 6 on the 2-12 scale) must be on file in the Education Office prior to proceeding with WTEP program candidacy and interview. Praxis Core and ACT scores may be combined from passing scores in each section: Reading, Math and Writing. Highest test scores may be used from a combination of ACT exams using the highest score in each category.

(SAT scores may be used as a substitution if certain criteria are met. See the Education Coordinator in the Education Office for more information.)

A minimum score of 1650 on combined Math and Critical Reading, and Writing on the SAT and either:

- Math – 532.5, Critical Reading – 543.50, and Writing – 5.30 sections on the Scholastic Aptitude Test (SAT), OR
- For one or more of the Math, Critical Reading, or Writing sections with a score lower than the minimum, a passing score on the equivalent section of the Praxis Core or ACT will be accepted.

GATE 2

Once the official Praxis Core or ACT scores have been filed in the WBU Education Office, and all prerequisites for screening have been met, students may apply to be interviewed for admission into the WTEP. (These requirements are listed in the Introduction to Teaching Handbook and are available from the respective advisors and the Education Office.) Students may apply to be interviewed as early as the second semester of their sophomore year but are encouraged to apply no later than the second semester of their junior year. Screening application materials, including official Praxis Core or ACT scores, must be submitted on or before the application deadline. Interviews will take place during both fall and spring semesters.

Departments will be responsible for monitoring their teacher candidates and submitting disposition forms to the Education Office. Once a student is admitted into the WTEP, the respective department will complete two disposition forms for that student per semester. The department chair will review the disposition forms each semester and submit copies of these forms to the Education Office.

Should a problem arise with a candidate, the department chair and other members of the department will meet with the candidate and address the situation.

After being accepted into the Williams Teacher Education Program, a student **must maintain a 2.5 cumulative GPA to remain in the WTEP. If a student's GPA falls below 2.5 at any time, the student will be suspended from the WTEP until he/she is able to raise the cumulative GPA to at least 2.5. During the aforementioned suspension, a student will not be allowed to proceed to the block courses or Clinical Internship. Also, students whose cumulative GPA falls below 2.5 will not be allowed to graduate.*

GATE 3

Admission to ED 4113 Study of the School and ED 4133 Measurement and Evaluation will be allowed only after the student has been admitted into the Williams Teacher Education Program and has met all GPA and departmental requirements (**at least a grade of "C" in any specialization course, pre-professional course, and professional course already completed**). An official recommendation form for each candidate will be completed by the respective department chair and sent to the Education Office. Teacher candidates will not be allowed to enroll in these two courses until such a recommendation has been made.

GATE 4

Teacher candidates must take the required Praxis II content test, and *submit official scores for the same*, and complete all departmental requirements, including ***general education requirements, specialization requirements, pre-professional requirements, and professional requirements** with at least a grade of "C" prior to enrolling in Clinical Internship. ***(The only general education requirements that must be completed with at least a grade of "C" are English Composition I and II, Speech and Communication, and College Algebra or Contemporary Math.)**

Furthermore, a mandatory background check will be conducted on each teacher candidate enrolled in Clinical Internship.

GATE 5

Teacher candidates must take the Praxis II PLT, *and submit official scores for the same*, and fulfill WTEP Clinical Internship requirements to graduate and to be considered a WTEP Program Completer.

GATE 6

Teacher candidates must take all Arkansas Department of Education required Praxis II tests, as well as ***pass the Praxis II content exam***, *and submit official scores for the same* to apply for licensure. Candidates applying for a K-6 license must meet the Arkansas cut score for the Foundations of Reading Exam and submit official scores to apply for licensure.

Once a student has met the criteria for admission and has received written confirmation of WTEP acceptance, he or she will continue to advance toward the goals of the program and a degree if the following criteria are met:

1. Voluntary and continued enrollment and satisfactory participation in upper-level coursework at WBU that moves the student toward fulfilling the degree requirements of a Bachelor of Science in Education in his or her respective degree program.
2. Maintain a C or above in each required specialization and professional course. Furthermore, a 2.5 GPA must be maintained to advance to "block" courses and Clinical Internship. Adherence to WBU and WTEP policies for teacher candidates while engaged in field experiences.
3. Consultation with an education faculty advisor in the Teacher Education Program is necessary to assess status and progress toward program completion. One session each semester is required. Additional sessions may be scheduled as deemed necessary.

Dismissal Procedures

Dismissal of a teacher candidate from the WTEP is a result of the Teacher Education Admission Committee's recommendation. Steps preceding the recommendation include one or more conferences with the teacher candidate in question, based on the following conditions:

1. A teacher candidate requests withdrawal from WTEP
2. An unfortunate condition of physical or emotional health or disease that would prevent a teacher candidate from the normal day-to-day process of completing course work and participating in activities related to teaching. In this event, the student would be advised to redirect his or her abilities to another field or be advised to postpone the acquisition of a degree in education until such condition did not exist.
3. A teacher candidate demonstrates personal or professional behavior that unsatisfactorily represents the sequential professional development as expressed in the WTEP philosophy, goals, and objectives
4. Conduct that would not be consistent with WBU general college standards as described in the Williams Baptist University Academic Catalog and Student Handbook or a felony conviction.

WILLIAMS TEACHER EDUCATION PROGRAM Exit Requirements

Teacher candidates who fulfill the following requirements will receive a Bachelor of Science in Education from Williams Baptist University:

1. Meet admission requirements and coursework requirements outlined in the *Williams Baptist University Catalog*.
2. Fulfill each criterion of WTEP Admission Requirements, WTEP Retention Procedures, and WTEP Clinical Internship Admission Requirements.
3. Successfully complete a semester of Clinical Internship as described in the respective Professional Requirements sections of this catalog.
4. Official Praxis Content Knowledge scores must be received in the Education Office from ETS by the last day of finals in the capstone course semester. *Official Praxis PLT scores must be received by the last day of finals in the clinical internship semester. STUDENTS ARE REQUIRED TO ENSURE THE TIMELY SUBMISSION OF THE REQUIRED SCORES TO THE EDUCATION OFFICE BY SCHEDULING THE EXAM AND PROVIDING REGISTRATION INFORMATION FROM PRAXIS WHEN TWO-WEEK LESSON PLANS ARE DUE FOR THE FIRST ASSIGNMENT.*
5. Complete and file a Williams Baptist College Intent to Graduate form with the WBU Registrar by the prescribed date in the current WBU catalog.
6. Satisfy all Williams Baptist University financial obligations.
7. Successfully pass the English Proficiency Examination as well as all other Williams Baptist University requirements as stated in the catalog.
8. File an application form with Williams Baptist University to request Arkansas Teacher Licensure. (No application for Arkansas Teacher Licensure may be submitted prior to receipt of official Praxis II scores.) To be recommended for the Standard Arkansas License, teacher candidates must **pass** the required Praxis II content test and have scores on file in the Ed. Office for the Praxis PLT as well as meeting all ADE requirements for licensure. The state of Arkansas has a provisional license in place for candidates who do not meet all license requirements. Information on provisional licensure is available from the ADE website. WTEP completers are defined as teacher candidates who have completed all degree requirements.

Required Assessments

In addition to the assessment and testing requirements of each course taken at WBU, other assessments are required for education majors to obtain an Arkansas Teaching License.

1. **Praxis™ Core Academic Skills for Educators OR ACT tests:** [Praxis™ Core Academic Skills for Educators tests in Reading, Writing and Mathematics](#) OR the ACT (American College Testing) are tests for entry into the Williams Teacher Education Program. Either test may be taken to satisfy WTEP requirements, as described on page 23. Praxis Core Academic Skills test is required for the Non-Traditional Licensure Program and Master's Degree education programs. These tests are available in paper-delivered or computer-delivered formats. ACT and Praxis™ Core Academic Skills for Educators Tests measure academic skills in reading, writing, and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. The required minimum scores for the Williams Teacher Education Program are the same as the required scores for the Arkansas Department of Education Office for Professional Licensure. Information about Praxis Core tests, including test centers, dates, and sample questions, is available online at www.ETS.org. Questions regarding ACT are answered at www.act.org. *Students who do not have qualifying scores must register to take the ACT or Praxis Core and provide confirmation of registration before the end of the Intro to Teaching semester.*

2. **English Proficiency Exam (EPE):** All students seeking a baccalaureate degree must demonstrate proficiency in basic English grammar and usage by passing an English Proficiency Examination. Students should take the English Proficiency Examination as soon as they have completed Composition I and II with a grade of "C" or higher. Transfer students should take the examination during the first semester of attendance at Williams. This is a WBU English Department developed and administered test. It is administered each fall and spring on the WBU campus and may be taken on scheduled administration dates. All baccalaureate programs require students entering to satisfactorily demonstrate written communication and grammar skills prior to graduation. It is STRONGLY recommended that the EPE be taken the semester immediately following EN1123 English Composition II.

3. **Praxis II (Content and PLT):** *Praxis II*® Subject Assessments measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. The WTEP requires minimum scores mandated by the Arkansas Department of Education Office of Professional Licensure.

4. **Foundations of Reading Exam (For K-6 Elementary Education Only):** The Foundations of Reading test for Arkansas assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research. **Who Needs to Take the Test?** In accordance with Act 416 of 2017, a person who applies for an Elementary Education K–6 license is required to successfully pass a stand-alone teaching reading test—the Foundations of Reading. This requirement became effective September 1, 2017.

Arkansas Praxis Assessments

This list is provided as a guide only. Test codes change often, and **it is the responsibility of the teacher candidate to choose the correct test.** You may find the appropriate test code by visiting the Praxis website at <https://www.ets.org/praxis/ar/requirements>.

PRAXIS CORE EXAMS			
If you wish to take all three Praxis Core exams at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering.			
Certification Area	Required Test	Code (Computer)	Qualifying Score
Entry into Williams Teacher Education Program	Core Academic Skills for Educators: READING	5712	168
	and		
	Core Academic Skills for Educators: WRITING	5722	165
	and		
	Core Academic Skills for Educators: MATHEMATICS	5732	162
OR			
Entry into Williams Teacher Education Program	ACT Reading ACT Math ACT Writing	n/a	20 20 6

PRAXIS II: CONTENT TEST <i>(taken one semester prior to clinical internship)</i>			
Certification Area	Required Test	Code	Qualifying Score
Art K-12	Art: Content and Analysis	5134	158
Elementary Education K-6	Elementary Education: Multiple Subjects (On-screen scientific calculator provided.)	5001	*
	Mathematics Subtest (On-screen scientific calculator provided.)	5003	157
	Reading Language Arts Subtest	5002	157
	Science Subtest (On-screen scientific calculator provided.)	5005	159
	Social Studies Subtest	5004	155
	<i>* To pass the Elementary Education: Multiple Subjects test, you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.</i>		
English 7-12	English Language Arts: Content Knowledge	5039	168
Health and Physical Education K-12	Health & Physical Education: Content Knowledge	5857	155

Middle School Math/Science 4-8 And Middle School Language/Lit/SS	Middle School English Language Arts	5047	164
	Middle School Mathematics (On-screen scientific calculator provided.)	5169	165
	Middle School Science	5440	150
	Middle School Social Studies	5089	149
Music K-12	Music: Content Knowledge	5113	157
Social Studies 7-12	Social Studies: Content and Interpretation	5086	153

PRAXIS II: PRINCIPLES OF LEARNING AND TEACHING (taken during clinical internship)			
Certification Area	Required Test	Code (Computer)	Qualifying Score
Art K-12, Health & PE K-12, And Music K-12	Principles of Learning and Teaching: Grades K-6	5622	160
	Or		
	Principles of Learning and Teaching: Grades 5-9	5623	160
	Or		
	Principles of Learning and Teaching: Grades 7-12	5624	157
Elementary Education K-6	Principles of Learning and Teaching: Grades K-6	5622	160
English 7-12	Principles of Learning and Teaching: Grades 7-12	5624	157
Middle Level Math/Science And Middle Level Language/Lit/SS	Principles of Learning and Teaching: Grades 5-9	5623	160
Social Studies 7-12	Principles of Learning and Teaching: Grades 7-12	5624	157

Foundations of Reading Test (taken after completing ED 3053 Emergent Literacy and ED 3233 Reading Instruction: K-6 and before the start of the internship semester)		
Who takes the test?	Required Test	Qualifying Score
Elementary Education K-6 Majors	Foundations of Reading Test (assessment revised 2021)	240 (revised cut score)

ACT Testing information can be found at www.act.org

FORMS

WILLIAMS TEACHER EDUCATION PROGRAM
CANDIDATE ADMISSION AND INTERVIEW REQUIREMENTS

"Preparing Professional Educators who are Intentional, Reflective, and Growing in their Teaching Practice"

Student Name _____ Area of Study _____

ADMISSION TO THE WILLIAMS TEACHER EDUCATION PROGRAM WILL BE DELAYED IF ALL PREREQUISITES ARE NOT COMPLETED AND SUBMITTED IN A TIMELY MANNER.*

A candidate dispositions assessment will be completed by the student and WTEP Program Faculty on each teacher candidate requesting admission to the Williams Teacher Education Program. A copy of the disposition form can be found in the Intro to Teaching Handbook or obtained in the Education Office.

- Have completed 45 semester hours
- Submit a copy (unofficial) of your current transcript to the WTEP Office. A copy may be printed from your student online account or obtained from the Office of Academic Affairs.
- Have a grade of "C" or above in each of the following courses:
 - 1) EN1113 English Comp I
 - 2) EN1123 English Comp II
 - 3) SP2183 Speech & Communication
 - 4) MT1133 College Algebra or MT1153 Contemporary Math
 - 5) ED2203 Introduction to Teaching
- **GPA of 2.50** at time of admission request, which must be maintained through program completion.
- Official **passing** Praxis Core scores (Reading – 168, Math – 162, and Writing – 165) **OR** ACT scores (Reading – 20, Math – 20, and Writing – 6) submitted to the Education Office. (*SAT scores may be used as a substitution if certain criteria are met. See the Education Coordinator in the Education Office for more information.*)
- Degree plan on file in both the WTEP Office and the Office of Academic Affairs.
- Autobiography written in ED2203 Introduction to Teaching to include the following:
 - 1) Brief personal history
 - 2) Why you chose teaching & philosophy of teaching
 - 3) Goals and expectations for your life and education

The autobiography will be read by the committee; therefore, extremely personal information should not be included. After reviewing your autobiography, your advisor must sign below, signifying approval.

Advisor _____

Date _____

- Two letters of recommendation from Williams Faculty
- Electronic portfolio created in ED2203 Introduction to Teaching ready to present to WTEP Admissions Committee with at least two artifacts that demonstrate your aptitude for teaching.
- Complete an FBI Background Check and Child Maltreatment Registry Check as required by the Arkansas Department of Education.

***A WTEP Appeals Process exists** for students who have not completed one or more of the admissions requirements by the posted deadline. Students may inquire in the Education Office to determine if an appeal is possible. The appeals process allows students to submit a formal letter of appeal explaining why the admission requirement has not been met and the expected date it will be met. The appeal is reviewed by a WTEP Appeals Committee. If the appeal is granted, the student will be allowed to interview for conditional acceptance into the WTEP. If the appeal is denied, the student may re-apply to interview in the next semester's scheduled admissions interview if all requirements are met.

**Williams Teacher Education Program
Admission Committee Form**

The Williams Teacher Education Program Admission Committee met on _____ for the purpose of interviewing candidate, _____. The undersigned committee members determined that the student was:

- ADMITTED**
- DENIED**
- ADMITTED WITH CONDITIONS**

Explanation of the condition:

Deadline for completion of the condition:

Listed below are areas of concern. The student will present, within one week of the interview, an improvement plan which addresses the concern(s). At a designated time, a follow-up conference will be scheduled with committee members, which will allow the student to demonstrate marked improvement.

- 1) _____ NEEDS TO IMPROVE GRAMMAR USAGE
- 2) _____ IMPROVE APPEARANCE
- 3) _____ ABSENTEEISM
- 4) _____ PROFESSIONAL DEMEANOR
- 5) _____ OTHER

Department Chair _____

Committee Members _____



Student Name _____ Semester _____

Completed by _____ Date _____

Progression Point Completed:
Check one

Undergraduate: _____ ED 2203 Intro to Teaching _____ Admission to WTEP _____ Clinical Internship

Graduate: _____ Point 1 MAT 5043/MAT5013 _____ Point 2 MAT Clinical Track

WTEP Teacher Disposition Assessment
Launch a Life with Purpose

Component	Effective 3	Developing 2	Needs Improvement 1	Evidence to Support the Score
<p align="center">Professional Preparation TESS 1A, 1C, 1D, 4D 4F InTASC 4.5,6,7,8,9 and 10 ISTE 2, 4, 7</p> <p>_____</p> <p>Support this score with specific evidence in the evidence column</p>	<p>The teacher candidate consistently manages available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals, anticipates needs and assists others in obtaining or managing resources, and effectively seeks and obtains additional resources beyond those readily available when needed. Fulfills work criteria to the highest standards and is a role model for others. Exemplary pattern of attendance and participation. Makes timely arrangements when absence is necessary.</p>	<p>The teacher candidate consistently manages available resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and/or students. Consistently fulfills work criteria. Pattern of attendance, participation, and punctuality. Makes arrangements in the case of absence.</p>	<p>The teacher candidate does not adequately manage resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and/or students. Does not consistently fulfill work criteria. Pattern of absence, tardiness, or early departure. Level of participation is low.</p>	
<p align="center">Professional Responsiveness TESS 3E, 4A, 4D, 4E InTASC 9, 10</p> <p>_____</p>	<p>The teacher candidate is highly receptive to constructive criticism. Demonstrates self-reflective practices and adjusts performance accordingly. Candidate solicits feedback and resources from peers/mentors and takes action. Demonstrates initiative, flexibility, and perseverance.</p>	<p>The teacher candidate is receptive to constructive criticism but may be inconsistent in adjusting performance to move toward expected outcomes. Implements resources provided for growth.</p>	<p>The teacher candidate is unresponsive to constructive criticism. May not acknowledge or accept responsibility for needed change in practice. May not show initiative to move toward expected outcomes.</p>	

<p>Professional Maturity TESS 1A,1C, 2A, 4E, 4F InTASC 1, 2, 4, 5, 9, 10</p> <p>_____</p>	<p>Teacher candidate behavior demonstrates strong confidence in their competence in the field of study/education. Strong patterns of professional composure and behavior that are appropriate to the circumstance. Candidate takes responsibility for their actions and is a role model to peers and students.</p>	<p>Teacher candidate behavior demonstrates progressing confidence in their competence in the field of study/education. Progressing patterns of professional composure and behavior that are appropriate to the circumstance. Candidate takes responsibility for their actions.</p>	<p>Teacher candidate behavior demonstrates lack of confidence in their competence in the field of study/education. May exhibit inability to maintain professional composure and inappropriate patterns of behavior for the circumstance. May not take responsibility for actions or emotions.</p>	
<p>Professional Presentation TESS 2A, 4A, 4C, 4D, 4E, 4F InTASC 3,9,10 ISTE 2, 4, 6</p> <p>_____</p>	<p>The teacher candidate demonstrates exceptional dress and appearance (including hygiene) appropriate for the classroom or professional setting.</p>	<p>The teacher candidate demonstrates suitable dress and appearance (including hygiene) appropriate for the classroom or professional setting.</p>	<p>The teacher candidate does not consistently demonstrate suitable dress and appearance (including hygiene) appropriate for the classroom or professional setting.</p>	
<p>Professional Communication TESS 3A, 3C, 4C InTASC 9 ISTE 4</p> <p>_____</p>	<p>The teacher candidate demonstrates strong patterns of writing and speaking with appropriate clarity, fluency, grammar, and body language. Presents organized thoughts that are consistently appropriate for the setting. Role model for peers concerning effective communication.</p>	<p>The teacher candidate demonstrates progressing patterns of writing and speaking with appropriate clarity, fluency, grammar, and body language. Presents organized thoughts that are mostly appropriate for the setting. May demonstrate some grammar errors, but often self-corrects.</p>	<p>The teacher candidate demonstrates ineffective patterns of writing and speaking with appropriate clarity, fluency, grammar, and body language. Written communication consistently has inaccurate structure, spelling, punctuation, or grammar. May not demonstrate a desire to improve or self-correct.</p>	
<p>Professional Growth TESS 4A,4D,4E, 4F InTASC 9,10 ISTE 1,2,4</p> <p>_____</p>	<p>The teacher candidate demonstrates strong responsibility for professional growth. Actively seeks and takes advantage of professional learning opportunities and applies new knowledge to improve performance. Shares professional resources with peers and demonstrates leadership in professional and classroom settings.</p>	<p>The teacher candidate demonstrates consistent responsibility for professional growth. Consistently takes advantage of professional learning opportunities and applies new knowledge to improve performance.</p>	<p>The teacher candidate demonstrates inconsistent responsibility for professional growth. May not take advantage of professional learning opportunities. May not apply new knowledge to improve performance.</p>	

Revised 5/4/21

**Recommendation Form for Progression to Pre-Clinical Internship
Required for Registration in Capstone Courses (Block Classes)
ED 4133 and ED 4113**

Teacher Candidate: _____ Date: _____

Program: _____ Advisor: _____

RECOMMENDED **YES** _____ **NO** _____

**All unacceptable marks must be explained and addressed before registering for capstone courses. **

DISPOSITIONS Candidates should be able to provide their most recent assessment.	Acceptable (Level 2 or above)	Unacceptable (Below Level 2)
Professional Preparation		
Professional Responsiveness		
Professional Maturity		
Professional Presentation		
Professional Communication		
Professional Growth		

REQUIREMENTS FOR REGISTRATION IN CAPSTONE COURSES (BLOCKS)	Requirement met	Requirement not met
GPA (2.5)		
<i>C OR ABOVE</i> IN SPECIALIZATION, PRE-PROFESSIONAL, & PROFESSIONAL COURSES <i>ALREADY COMPLETED</i>		
All degree plan requirements will be completed by the end of the semester of the capstone courses except Clinical Internship/Seminar.		

Comments: _____

Department Chair or Advisor

Date

USEFUL INFORMATION

Recommendations for Success in the WTEP

Academic Advisor: Introduce yourself! Keep in touch. Ask for HELP! EACH semester schedule and keep an appointment. If you decide to change your major, ask for advice from an academic advisor in the new major.

Counseling: Williams Baptist University attempts to help students develop holistically. Students needing assistance with personal problems should consult the Director of Counseling or other college personnel. The Counseling Center at WBU serves the students in personal matters as well as in career counseling. *Tutoring is also available in the Joy Ring Student Success Center.*

Professional Organization: Ask which professional group serves your area of interest. Join and be active in the student organization of your profession. Check out the benefits and ways that you can make a contribution to the organization. Attend the organization's conferences when possible. Also, if you purchase your student liability insurance through National Education Association (NEA), then you are eligible to become a member of Williams Educators Organization (WEO), a local affiliate of NEA.

Northeast Arkansas Educational Cooperative: This is an excellent resource center. Call for days and hours of operation. Coop: 870-886-7717 Make-N-Take 870-886-7559

Observation and Field Experience Etiquette: Remember that you are a guest! Your appearance, speech, and behavior should reflect professionalism. Be dependable. If you have said you will be there, BE THERE! Always register at the office. Be as non-obtrusive as possible. Be as helpful as your competencies will allow. Be appreciative, and express your gratitude.

Williams Baptist University Education Curriculum Laboratory: The Ed Lab is located in the Sloan Center across from the Education Office. A variety of resources are available for education majors to use. Visit the lab and inquire about materials and services that will help you prepare to become an effective teacher.

Diverse field experiences are required. Observations and field experiences in schools with diverse populations are required. If your alma mater or a school you could recommend offers such experiences, discuss the school with your advisor or Education Department Chair as a possible site to be added to the list of partnership schools.

Financial Aid: The financial aid program at WBU has two objectives: 1) to reward outstanding students for past academic accomplishments, 2) to assist students who would be unable to attend college without such aid. Visit the Financial Aid Office to ask about current scholarships awarded based on academic major.

Many area schools partner with the Williams Teacher Education Program for teacher preparation, and the WTEP values their partnership. As their guests, there are several expectations for WTEP visitors. The requirements are in place to ensure both the safety of their students and an uninterrupted educational process. In addition, WTEP observers are asked to be courteous and to look for and document the positive qualities of the field experiences. These experiences inform and increase the understanding of school facilities and programs, the profession of teaching, and the characteristics of children and adolescents.

The following are the expectations for field experience visits:

1. The initial visit to each school must be to the school office. Every visit to the school after that must begin by stopping by the school office and registering as a visitor. This is for the safety of the children. Wear your WTEP nametag and dress professionally during each visit. Inquire at each school about school policy and rules to follow when engaged in field experiences. Also, inquire about the place a visitor should park while observing.
2. Following the initial visit with the classroom teacher to develop an agreed-upon observation schedule, be dependable. Keep appointments and schedules, be on time, dress professionally, exhibit interest and exemplary behavior, and be an asset by assisting if asked.
3. Look for positive features of the school. Be discreet! Events and circumstances must not be discussed or retold in casual conversation. Observation experiences are documented, critiqued, and discussed with your instructor and/or in your class, where constructive assessments can be made but not outside of coursework or class discussion.
4. Do not use your cell phone during your visit for any reason, and remember to turn it on silent.
5. Field Experiences documentation forms are provided and explained during ED 2203 Introduction to Teaching and all subsequent courses requiring field experience.

Strategies for Teaching Diverse Learners

Language delay	<p>Expand on what the child says; talk about what you are doing; model the correct usage and pronunciation instead of correcting. Provide frequent visual or concrete reinforcement. Keep directions simple: encourage child to repeat them for reinforcement. Explain new concepts or vocabulary.</p>
Attention problems	<p>Start with short group sessions and activities. Provide visual clues (e.g., define floor space with tape). Offer a limited number of choices. Provide positive reinforcement for sustained attention. Help child quiet down after vigorous play. Plan for transition times, including arrival and departure.</p>
Developmental delays and learning disabilities	<p>Allow for extra demonstrations and practice sessions. Keep all directions Simple, sequenced, and organized. Offer extra help in developing fine and gross motor skills, if needed.</p>
Emotional/social problems	<p>Provide extra structure by limiting toys and defining physical space for activities. Allow shy child to observe group activities until ready to participate. Help aggressive child control behavior through consistent enforcement of rules. Observe dramatic play for important clues about feelings and concerns. Help the child learn how to express feelings in appropriate ways.</p>
Intellectual Disability	<p>Establish realistic goals for each child. Provide frequent positive feedback. Sequence learning activities into small steps. Allow adequate time for performance and learning. Encourage cooperative play and help the child move from independent to parallel to group interaction.</p>
Impaired hearing	<p>Obtain child's attention when speaking: seat child close to voice or music. Repeat, rephrase as needed; alert other children to use the same technique. Learn some sign language and teacher signing to the entire class. Provide visual clues (e.g., pictures) to represent rhythm. Demonstrate new activities or tasks.</p>
Impaired vision	<p>Ensure child's safety at all times without being overprotective. Provide verbal clues for activities. Introduce the child to equipment and space verbally and through touch. Use a "buddy" system.</p>
Physical disability or poor Coordination	<p><i>Accessibility</i> Organize physical space to accommodate a child in a wheelchair. Use tables that accommodate wheelchairs or provide trays on wheelchairs. Use posters or other supports for floors activities. Provide adaptive equipment for standing. Learn about the availability of assistive technology and devices.</p> <p><i>Manual dexterity</i> Use magnetic toys to facilitate small muscle activities. Attach bells to wrist or ankles for musical activities. Use adaptive scissors or spoons as needed.</p>

**Code of Ethics
for Arkansas Educators**

Standard 1

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

Standard 2

An educator maintains competence regarding his or her professional practice, inclusive of professional and ethical behavior, skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4

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

Standard 5

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

Standard 6

An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8

An educator, while on school premises or at school-sponsored activities involving students, refrains from:

1. a) using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or
2. b) possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
3. c) abusing/misusing prescription medications or other authorized substances as evidenced by impairment

DEGREE PLANS

Bachelor of Science in Education (K–6 Elementary Education)

The Bachelor of Science in Education (K–6 Elementary Education) prepares professional educators to effectively instruct, assess, and manage students in K-6 classrooms. Through a rigorous foundation of content knowledge, teaching strategies, and clinical experiences, candidates are prepared to seek an Arkansas K-6 teaching license. Upon completion of this degree:

- Completers will demonstrate content knowledge in the areas of reading, mathematics, science, and social studies relevant to effective teaching in grades K-6.
- Completers will utilize effective pedagogical strategies to meet the needs of a diverse community of learners.
- Completers will model effective management of student behavior and classroom procedures to establish a positive culture for learning.

For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.

General Education Requirements (44 hrs.)

The Biblical World (6 hrs.)

The Biblical Story	3 hrs.
The Christian Worldview	3 hrs.

The Cultural World (15 hrs.)

English Composition I	3 hrs.
English Composition II	3 hrs.
World Literature I <u>or</u> II	3 hrs.
Speech Communication	3 hrs.
Humanities electives (choose one)	3 hrs.
<i>(Music appreciation, theater appreciation, or philosophy)</i>	

The Social World (9 hrs.)

American History & Politics (choose one)	3 hrs.
<i>(U.S. History Before 1865 or Since 1865 or Am. Govt.)</i>	
The West & Global Cultures	3 hrs.
<i>(Western Civilization I <u>or</u> II)</i>	
General Psychology	3 hrs.

The Natural World (14 hrs.)

Health and Physical Education	4 hrs.
<i>(one hour must be physical activity)</i>	
Natural science and mathematics	10 hrs.
<i>(Must include two science courses: chemistry, biological science, or physical science course with <u>one</u> laboratory class, <u>and</u> one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II. MT 1123 Intermediate Algebra may be required if the Math/ACT score is less than 19.)</i>	

Pre-Professional Requirements (15 hrs.)

Introduction to Teaching	3 hrs.
Introduction to the Exceptional Child	3 hrs.
Educational Technology	3 hrs.
Child Development and Learning Process	3 hrs.
Adolescent Development	3 hrs.

Specialization Requirements (31 hrs.)

Emergent Literacy	3 hrs.
Social Studies: K-6	3 hrs.
Reading Instruction: K-6	3 hrs.
Field Experience I	2 hrs.
Field Experience II	2 hrs.
Language Arts & Literature: K-6	3 hrs.
Science for Teachers: K-6	3 hrs.
World Geography	3 hrs.
History of Arkansas	3 hrs.
Math for Teachers I	3 hrs.
Math for Teachers II	3 hrs.

Professional Requirements (12 hrs.)

Study of the School (block course)	3 hrs.
Measurement and Evaluation (block course)	3 hrs.
Integrated Methods & Classroom Management	3 hrs.
Reading in the Content Area	3 hrs.

Interdisciplinary Electives (3-5 hrs.)

Clinical Internship (15 hrs.)

Clinical Internship I	6 hrs.
Clinical Internship II	6 hrs.
Internship Seminar	3 hrs.

Total Required Hours: 120-122

*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.

Bachelor of Science in Education (4–8 Middle-Level Literacy and Social Studies)

The Bachelor of Science in Education (4–8 Middle-Level Language, Literature, and Social Studies) prepares professional educators to effectively instruct, assess, and manage students in 4-8 classrooms. Through a rigorous foundation of literacy and social studies content knowledge, teaching strategies, and clinical experiences, candidates are prepared to seek an Arkansas middle school teaching license. Upon completion of this degree,

- Completers will demonstrate content knowledge in the areas of literacy and social studies relevant to effective teaching in grades 4-8.
- Completers will utilize effective pedagogical strategies to meet the needs of a diverse community
- Completers will model effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (47 hrs.)

The Biblical World (6 hrs.)

The Biblical Story	3 hrs.
The Christian Worldview	3 hrs.

The Cultural World (15 hrs.)

English Composition I	3 hrs.
English Composition II	3 hrs.
World Literature I <u>or</u> II	3 hrs.
Speech communication	3 hrs.
Humanities electives (<i>Art appreciation, music appreciation, theater appreciation, <u>or</u> philosophy</i>)	3 hrs.

The Social World (12 hrs.)

American History & Politics (<i>U.S. History Before 1865 <u>or</u> Since 1865</i>)	3 hrs.
American Government	3 hrs.
World Geography	3 hrs.
General Psychology	3 hrs.

The Natural World (14 hrs.)

Health and Physical Education (<i>one hour must be physical activity</i>)	4 hrs.
Natural science and mathematics (<i>Must include <u>two</u> science courses: chemistry, biological science, or physical science course with <u>one</u> laboratory class, <u>and</u> one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II. MT 1123 Intermediate Algebra may be required if the MathACT score is less than 19.</i>)	10 hrs.

Pre-Professional Requirements (12 hrs.)

Introduction to Teaching	3 hrs.
Introduction to the Exceptional Child	3 hrs.
Educational Technology	3 hrs.
Adolescent Development	3 hrs.

For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.

Specialization Requirements (28 hrs.)

Science for Teachers: 4-8	3 hrs.
Social Studies: 4-8	3 hrs.
Math for Teachers II	3 hrs.
Language Arts & Literature: 4-8	3 hrs.
U.S. History Before 1865 <u>or</u> Since 1865	3 hrs.
History of Arkansas	3 hrs.
Field Experience I	2 hrs.
Field Experience II	2 hrs.
Emergent Literacy	3 hrs.
Reading Instruction	3 hrs.

Professional Requirements (12 hrs.)

Study of the School (block course)	3 hrs.
Measurement and Evaluation (block course)	3 hrs.
Integrated Methods & Classroom Management	3 hrs.
Reading in the Content Area	3 hrs.

Interdisciplinary Electives (6-8 hrs.)

_____	_____
_____	_____

Clinical Internship (15 hrs.)

Clinical Internship I	6 hrs.
Clinical Internship II	6 hrs.
Internship Seminar	3 hrs.

Total Required Hours: 120-122

*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.

Bachelor of Science in Education (4–8 Middle-Level Math and Science)

The Bachelor of Science in Education (4–8 Middle-Level Math and Science) prepares professional educators to effectively instruct, assess, and manage students in 4-8 classrooms. Through a rigorous foundation of math and science content knowledge, teaching strategies, and clinical experiences, candidates are prepared to seek an Arkansas middle school teaching license. Upon completion of this degree,

- Completers will demonstrate content knowledge in the areas of mathematics and science relevant to effective teaching in grades 4-8.
- Completers will utilize effective pedagogical strategies to meet the needs of a diverse community of learners.
- Completers will model effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)		Specialization Requirements (33 hrs.)	
The Biblical World (6 hrs.)		Science for Teachers: 4-8.	3 hrs.
The Biblical Story	3 hrs.	Language Arts & Literature: 4-8	3 hrs.
The Christian Worldview	3 hrs.	Contemporary Math	3 hrs.
The Cultural World (15 hrs.)		Math for Teachers II	3 hrs.
English Composition I	3 hrs.	Foundations of Geometry	3 hrs.
English Composition II	3 hrs.	General Chemistry I	4 hrs.
World Literature I <u>or</u> II	3 hrs.	Environmental Science and Ecology	4 hrs.
Speech Communication	3 hrs.	Field Experience I	2 hrs.
Humanities electives (choose one)	3 hrs.	Field Experience II	2 hrs.
<i>(Music appreciation, theater appreciation, or philosophy)</i>		Social Studies: 4-8	3 hrs.
The Social World (9 hrs.)		History of Arkansas	3 hrs.
American History & Politics (choose one)	3 hrs.	Professional Requirements (12 hrs.)	
<i>(U.S. History Before 1865 or Since 1865 or Am. Govt.)</i>		Study of the School (block course)	3 hrs.
The West & Global Cultures	3 hrs.	Measurement and Evaluation (block course)	3 hrs.
<i>(Western Civilization I <u>or</u> II)</i>		Integrated Methods & Classroom Management	3 hrs.
General Psychology	3 hrs.	Reading in the Content Area	3 hrs.
The Natural World (14 hrs.)		Interdisciplinary Electives (4-6 hrs.)	
Health and Physical Education	4 hrs.		
<i>(one hour must be physical activity)</i>			
Natural science and mathematics	10 hrs.		
<i>(Must include two science courses: biological science, or physical science course with <u>one</u> laboratory class, <u>and</u> one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 1153 Cont. Math, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II. MT 1123 Intermediate Algebra may be required if the Math/ACT score is less than 19.)</i>			
Pre-Professional Requirements (12 hrs.)		Clinical Internship (15 hrs.)	
Introduction to Teaching	3 hrs.	Clinical Internship I	6 hrs.
Introduction to the Exceptional Child	3 hrs.	Clinical Internship II	6 hrs.
Educational Technology	3 hrs.	Internship Seminar	3 hrs.
Adolescent Development	3 hrs.	Total Required Hours: 120-122 hrs.	
<i>For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.</i>		*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.	

Bachelor of Science in Education in Secondary English

The Bachelor of Science in Education in Secondary English provides a broad range of content classes in English and focused professional education courses to meet the English requirement for secondary teaching certification and to equip outstanding professional educators who are intentional, reflective, and continuously growing. Upon completion of this degree,

- Students will demonstrate content knowledge in the area of English education relevant to effective teaching in grades 7-12.
- Students will model effective pedagogical strategies to meet the needs of a diverse community of learners.
- Students will demonstrate effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)		Specialization Requirements (33 hrs.*)	
The Biblical World (6 hrs.)		World Literature	
The Biblical Story	3 hrs.	World Literature II	3 hrs.
The Christian Worldview	3 hrs.	American Literature	
The Cultural World (15 hrs.)		American Literature I	3 hrs.
English Composition I and II	6 hrs.	American Literature II	3 hrs.
World Literature I	3 hrs.	English Literature	
Speech communication	3 hrs.	English Literature I	3 hrs.
Humanities elective	3 hrs.	English Literature II	3 hrs.
<i>(Any appreciation course or philosophy)</i>		Studies in Shakespeare	3 hrs.
The Social World (9 hrs.)		General English & Literature Studies	
American History & Politics	3 hrs.	Adolescent Literature	3 hrs.
<i>(U.S. History Before 1865 or Since 1865 or Am. Govt.)</i>		Systems of Grammar	3 hrs.
The West & Global Cultures	3 hrs.	Advanced Composition	3 hrs.
<i>(Western Civilization I or II or World Geography)</i>		Upper-level English elective	3 hrs.
General Psychology	3 hrs.	Genre Studies (<i>Drama, Poetry, or Novel</i>)	3 hrs.
The Natural World (14 hrs.)		Professional Requirements (21 hrs.**)	
Health and Physical Education	4 hrs.	Introduction to Teaching	3 hrs.
<i>(one hour must be physical activity)</i>		Introduction to Exceptional Child	3 hrs.
Natural science and mathematics	10 hrs.	Study of the School (block course)	3 hrs.
<i>(Must include at least one chemistry, biological science, or physical science course with a laboratory class, and one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II, GS 3213 Science for Teachers: K-6, and GS 3233 Science for Teachers: 4-8. MT 1123 Intermediate Algebra may be required if Math ACT score is less than 19. The mathematics requirement may be waived if Math ACT is 28 or higher.)</i>		Measurement and Evaluation (block course)	3 hrs.
Electives (7-9 hrs.)		Adolescent Development and Learning Process	3 hrs.
Interdisciplinary Liberal Arts Electives	4-6 hrs.	Integrated Methods & Classroom Management	3 hrs.
<i>(Upper-level electives outside of the English department.)</i>		Educational Technology	3 hrs.
General Electives (any upper-level course)	3 hrs.	Clinical Internship (15 hrs.)	
*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.		Clinical Internship I	6 hrs.
**For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.		Clinical Internship II	6 hrs.
		Internship Seminar	3 hrs.

Total Required Hours: 120-122 hrs.

Bachelor of Science in Health & Physical Education K–12

The Bachelor of Science in Health and Physical Education K–12 is a degree in education that will lead to teacher certification in Health and Physical Education K-12 and a coaching endorsement.

- Completers will demonstrate content knowledge in the area of health and physical education relevant to effective teaching in grades K–12.
- Completers will utilize effective pedagogical strategies to meet the needs of a diverse community of learners.
- Completers will model effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)		Specialization Requirements (43 hrs.)*	
The Biblical World (6 hrs.)			
The Biblical Story	3 hrs.	Activity Courses (4x)	4 hrs.
The Christian Worldview	3 hrs.	Concepts of Athletic Injuries	2 hrs.
The Cultural World (15 hrs.)		Principles of Physical Education	3 hrs.
English Composition I and II	6 hrs.	Kinesiology	3 hrs.
World Literature I or II	3 hrs.	Anatomy and Physiology	4 hrs.
Speech Communication	3 hrs.	Exercise Physiology	3 hrs.
Humanities elective (choose one) (Any appreciation course or philosophy)	3 hrs.	Rhythmical Activities for Elementary Grades	2 hrs.
The Social World (9 hrs.)		Theory and Practice of Coaching**	4 hrs.
American History & Politics (U.S. History Before 1865 or Since 1865 or Am. Govt.)	3 hrs.	School Health Education K–12	3 hrs.
The West & Global Cultures (Western Civilization I or II or World Geography)	3 hrs.	Motor Development	3 hrs.
General Psychology	3 hrs.	Adaptive Physical Education	3 hrs.
Sociology	3 hrs.	Health and Physical Education Methods I	3 hrs.
The Natural World (14 hrs.)		Health and Physical Education Methods II	3 hrs.
Health and Physical Education (one hour must be physical activity)	4 hrs.	Organization and Administration of P. E.	3 hrs.
Natural science and mathematics (Must include at least one chemistry, biological science, or physical science course with a laboratory class, and one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II, GS 3213 Science for Teachers: K-6, and GS 3233 Science for Teachers: 4-8. MT 1123 Intermediate Algebra may be required if Math ACT score is less than 19. The mathematics requirement may be waived if Math ACT is 28 or higher.)	10 hrs.	Pre-Professional & Professional Requirements (18 hrs.**)	
		Introduction to Teaching	3 hrs.
		Child Development and Learning Process	3 hrs.
		Integrated Methods & Classroom Management	3 hrs.
		Adolescent and Adult Development	3 hrs.
		Study of the School (block course)	3 hrs.
		Measurement and Evaluation (block course)	3 hrs.
		Clinical Internship (15 hrs.)	
		Clinical Internship I	6 hrs.
		Clinical Internship II	6 hrs.
		Internship Seminar	3 hrs.

Total Required Hours: 120 hrs.

*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. **A grade of C or better is required of all specialization courses.**

**For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.

***For coaching endorsement 4 hours of coaching theory must be completed.

Bachelor of Science in Education in Secondary Social Studies

The B.S.E. in Secondary Social Studies degree prepares students with a wide range of content-specific courses in American and World history, American politics, World Geography, and social sciences for teaching social studies in grades 7-12. Social Studies majors also complete courses in the methods and practices of pedagogy and classroom management, which include classroom field experiences and teaching internships. WBU's Secondary Social Studies program is approved by the National Council for the Social Studies. Upon completion of this degree,

- Students will demonstrate content knowledge in the area of social studies education relevant to effective teaching in grades 7-12.
- Students will utilize effective pedagogical strategies to meet the needs of a diverse community of learners.
- Students will model effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)

The Biblical World (6 hrs.)

The Biblical Story	3 hrs.
The Christian Worldview	3 hrs.

The Cultural World (15 hrs.)

English Composition I and II	6 hrs.
World Literature I or II	3 hrs.
Speech Communication	3 hrs.
Humanities elective (choose one)	3 hrs.

(Any appreciation course, philosophy, or speech communication)

The Social World (9 hrs.)

American Government	3 hrs.
World Geography and Culture	3 hrs.
General Psychology	3 hrs.

The Natural World (14 hrs.)

Health and Physical Education (one hour must be physical activity)	4 hrs.
Natural science and mathematics	10 hrs.

(Must include at least one chemistry, biological science, or physical science course with a laboratory class, and one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II, GS 3213 Science for Teachers: K-6, and GS 3233 Science for Teachers: 4-8. MT 1123 Intermediate Algebra may be required if Math ACT score is less than 19. The mathematics requirement may be waived if Math ACT is 28 or higher.)

Pre-Professional Requirements (9 hrs.)

Introduction to Teaching	3 hrs.
Introduction to the Exceptional Child	3 hrs.
Educational Technology	3 hrs.

Interdisciplinary Liberal Arts Electives (4 hrs.)

B.S.E. Social Studies majors are required to take at least 4 elective hours outside of the history department.

Specialization Requirements (39 hrs.)*

Arkansas History	3 hrs.
U. S. History I & II	6 hrs.
Western Civilization I & II	6 hrs.
Historical Research and Philosophy	3 hrs.
Macroeconomics or Microeconomics	3 hrs.
U.S. History Electives	9 hrs.
World History Electives	9 hrs.

Professional Requirements (9 hrs.**)

Study of the School (block course)	3 hrs.
Measurement and Evaluation (block course)	3 hrs.
Integrated Methods & Classroom Management	3 hrs.

Clinical Internship (15 hrs.)

Clinical Internship I	6 hrs.
Clinical Internship II	6 hrs.
Internship Seminar	3 hrs.

Total Required Hours: 120 hrs.

*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.

**For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education

Bachelor of Science in Education (Vocal Music K–12)

The Bachelor of Science in Education (Vocal Music K–12) prepares the student for a career in K-12 music education immediately following graduation, with an emphasis on vocal music. Upon completion of this degree,

- Students will demonstrate content knowledge in the area of vocal music relevant to effective teaching in grades K–12.
- Students will model effective pedagogical strategies to meet the needs of a diverse community of learners.
- Students will demonstrate effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)		Specialization Requirements (40 hrs.)*	
The Biblical World (6 hrs.)		Class Piano	1 hr.
The Biblical Story	3 hrs.	Applied Principal	4 hrs.
The Christian Worldview	3 hrs.	Secondary Applied Ensemble	3/4 hrs.
The Cultural World (18 hrs.)		Ensemble	4 hrs.
English Composition I and II	6 hrs.	Class Recital (7 semesters)	0 hrs.
World Literature I or II	3 hrs.	Fundamentals of Music	1 hr.
Speech Communication	3 hrs.	Aural Skills I	1 hr.
Music Appreciation	3 hrs.	Creative and Analytical Concepts I	3 hrs.
The Social World (9 hrs.)		Aural Skills II	1 hr.
American Government	3 hrs.	Creative and Analytical Concepts II	3 hrs.
The West & Global Cultures	3 hrs.	Aural Skills III	1 hr.
<i>(Western Civilization I or II or World Geography)</i>		Creative and Analytical Concepts III	3 hrs.
General Psychology	3 hrs.	Aural Skills IV	1 hr.
The Natural World (14 hrs.)		Creative and Analytical Concepts IV	3 hrs.
Health and Physical Education	4 hrs.	Choral Conducting	3 hrs.
<i>(one hour must be physical activity)</i>		Music History I	3 hrs.
Natural science and mathematics	10 hrs.	Music History II	3 hrs.
<i>(Must include at least one chemistry, biological science, or physical science course with a laboratory class, and one mathematics course MT1133 or higher, and excluding MT1123 Intermediate Algebra, MT 3133 Math for Teachers I, MT 4123 Math for Teachers II, GS 3213 Science for Teachers: K-6, and GS 3233 Science for Teachers: 4-8. MT 1123 Intermediate Algebra may be required if Math ACT score is less than 19. The mathematics requirement may be waived if Math ACT is 28 or higher.)</i>		Instrumental Conducting	2 hrs.
Pre-Professional Requirements (12 hrs.)		Professional Requirements** (15 hrs.)	
Introduction to Teaching	3 hrs.	Methods and Resources I	3 hrs.
Introduction to the Exceptional Child	3 hrs.	Methods and Resources II	3 hrs.
Child Development and Learning Process	3 hrs.	Integrated Methods & Classroom Management	3 hrs.
Adolescent and Adult Development	3 hrs.	Study of the School (block course)	3 hrs.
		Measurement and Evaluation (block course)	3 hrs.
		Clinical Internship (15 hrs.)	
		Clinical Internship I	6 hrs.
		Clinical Internship II	6 hrs.
		Internship Seminar	3 hrs.

*At least 21 of these hours must be taken at WBU. Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses.

Total Required Hours: 126 hrs.

**For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.

Bachelor of Science in Education (Instrumental Music K–12)

The Bachelor of Science in Education (Instrumental Music K–12) prepares the student for a career in K-12 music education immediately following graduation, with an emphasis on instrumental music. Upon completion of this degree,

- Students will demonstrate content knowledge in the area of instrumental music relevant to effective teaching in grades K–12.
- Students will model effective pedagogical strategies to meet the needs of a diverse community of learners.
- Students will demonstrate effective management of student behavior and classroom procedures to establish a positive culture for learning.

General Education Requirements (44 hrs.)		Specialization Requirements (41 hrs.)*	
The Biblical World (6 hrs.)		Applied Principal	2 hrs.
The Biblical Story	3 hrs.	Applied Secondary	2 hrs.
The Christian Worldview	3 hrs.	Ensemble	4 hrs.
The Cultural World (18 hrs.)		Class Recital (7 semesters)	0 hrs.
English Composition I and II	6 hrs.	Fundamentals of Music	1 hr.
World Literature I or II	3 hrs.	Aural Skills I	1 hr.
Speech Communication	3 hrs.	Creative and Analytical Concepts I	3 hrs.
Music Appreciation	3 hrs.	Aural Skills II	1 hr.
The Social World (9 hrs.)		Creative and Analytical Concepts II	3 hrs.
American Government	3 hrs.	Aural Skills III	1 hr.
The West & Global Cultures	3 hrs.	Creative and Analytical Concepts III	3 hrs.
(<i>Western Civilization I or II or World Geography</i>)		Aural Skills IV	1 hr.
General Psychology	3 hrs.	Creative and Analytical Concepts IV	3 hrs.
The Natural World (14 hrs.)		Applied Brass Techniques and Methods	1 hr.
Health and Physical Education	4 hrs.	Applied Percussion Techniques and Methods	1 hr.
(<i>one hour must be physical activity</i>)		Applied Woodwind Techniques and Methods	1 hr.
Mathematics	3 hrs.	Choral Conducting	3 hrs.
(<i>College Algebra or Contemporary Math</i>)		Music History I	3 hrs.
Natural sciences	7 hrs.	Music History II	3 hrs.
(<i>Chemistry, biological science, or physical science</i>)		Instrumental Conducting	2 hrs.
Pre-Professional Requirements (12 hrs.)		Band Rehearsal Techniques and Methods	2 hrs.
Introduction to Teaching	3 hrs.	Professional Requirements (15 hrs.)	
Introduction to the Exceptional Child	3 hrs.	Methods and Resources I	3 hrs.
Child Development and Learning Process	3 hrs.	Methods and Resources II	3 hrs.
Adolescent and Adult Development	3 hrs.	Integrated Methods & Classroom Management	3 hrs.
		Study of the School (block course)	3 hrs.
		Measurement and Evaluation (block course)	3 hrs.
		Clinical Internship (15 hrs.)	
		Clinical Internship I	6 hrs.
		Clinical Internship II	6 hrs.
		Internship Seminar	3 hrs.

*At least 21 of these hours must be taken at WBU.
Specialization courses to be transferred must be approved by the department chair. A grade of C or better is required of all specialization courses

Total Required Hours: 127 hrs.

**For the admission requirements, retention procedures, dismissal procedures, and exit requirements of the Teacher Education Program, see Department of Education.