

ADOLESCENCE EDUCATION MAJOR (GRADES 7-12) - B.S. Mathematics Specialization

Primary Faculty, Rockland: Dr. James Nichols (Dept. Chair), Dr. Dion Harrigan
Primary Faculty, NYC: Dr. Marie White

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Adolescence Education curriculum is an approved program under the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. This curriculum leads to recommendation for the initial certificate for teaching (7-12) adolescents in the schools of New York. The State of New York certification procedures require that recommended candidates make personal application for this initial certificate. Nyack College is not required to make recommendation for certification of a candidate not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that initial certification will be granted in New York on the basis of passing scores on the certification exams: Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), Content Specialty Test (CST), and Teacher Performance Assessment (edTPA). The candidate must take the ALST before the end of the sophomore year and pass the exam prior to admission to methods courses. It is recommended that the candidate take the EAS and CST during junior year, as passing scores are required for admission to student teaching. The edTPA is a video-taped assessment which is completed during student teaching.

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teach preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs within the previous reporting year, in official documents. Nyack College's Adolescence Education B.S. programs each had fewer than ten program completers in 2011-2012 and are prohibited from publishing individual program pass rate data. However, the institutional pass rates for undergraduate and graduate program completers combined are below:

Graduation Years	<u>2011-2012</u>	<u>2010-2011</u>	<u>2009-2010</u>
Nyack College Overall Pass Rates	88% (n=25)	80% (n= 35)	89% (n=28)
NY State Average Overall Pass Rates	--	93%	94%

Certification exams are changing for the May 2014 cohort and beyond.

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state.

The teacher education programs of Nyack College have also been accredited by the Association of Christian Schools International (ACSI) for the preparation of teachers for a ministry in Christian school education. Candidates, upon successful completion of the program of study, will also be awarded an ACSI teaching certificate.

Adolescence Education candidates must complete a minimum of 36 semester hours in an approved major field of study (specialization), a minimum of 18 hours in Education, a minimum of 6 credit hours or competency in the same foreign language, and a supervised student teaching experience. One semester of the senior year is devoted to full-time supervised student teaching in public, private and/or Christian school systems at two different levels.

Admission to the Adolescence Education Program

In addition to the general admission requirements listed in the catalog, admission to the Adolescence Education program requires the following items:

1. Submission of departmental application.
2. Completion of 30 Community Service to Students Hours (pre-approved).
3. Satisfactory grade point average (overall GPA of 3.0, 3.0 in Education, and 3.0 in area of specialization). Specifically, a grade of C or better is required in each education course, or the course must be repeated.
4. Passing score on the Academic Literacy Skills Test certification exam for NY.
5. Satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations.
6. Approval by School of Education faculty.

Applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 1500 or more for all three sections, or ACT equivalent of at least 33) and a high school grade point average of not less than 2.75 on a four point scale. Applicants wishing to transfer into the program will be expected to present a college grade point average of not less than 2.75 on a four point scale. Each education and education-related course must be a grade of C or better in order to transfer as applicable to the Education programs. Students transferring in large numbers of credits should present a GPA closer to the 3.0 requirements outlined below so admission to the School of Education is not delayed.

Before admission to the department and to third-year Adolescence Education methods courses, the candidate must have a cumulative grade point average of at least 3.0, 3.0 in courses of the academic area of specialization, and 3.0 in education courses.

Field Experiences

In addition to 30 Community Service to Students Hours, candidates engage in field experiences in conjunction with most education courses. The candidate must accumulate a minimum of 100 hours of field experiences beyond the 30 Community Service to Students Hours.

All field experiences require access to one's own transportation. The candidate must plan accordingly for this possibility.

Program Assessment

Students in this program are assessed using a variety of instruments, including a competency attainment checklist and a teacher work sample. Student samples will be electronically collected and randomly selected (see School of Education Electronically Collected Material Policy).

In addition to evaluation of content, pedagogical, and professional knowledge and skills, Adolescence Education majors are evaluated on their attitudes and behaviors in class, in field experience, and in relating to peers, faculty, and college/schools staff as indicators of the appropriateness of their dispositions for the education profession. The Undergraduate Assessment of Dispositions form will be utilized in five phases:

Phase I- Introduction to the School of Ed: candidate self-assessment

Phase II- Exiting EDU 246 Foundations of Ed: professor assessment

Phase III- Application for Admission to the School of Ed: faculty assessment by committee

Phase IV- Application for Admission to Student Teaching: faculty assessment by committee

Phase V- Program Completion: faculty assessment by committee

Candidates must meet at least 80% of the dispositional expectations at Phase III and IV reviews.

Language Requirements

Education candidates can fulfill their language requirement through one of the following ways:

- 6 credits in the same language.
- Passing grade in an Advanced Placement exam.
- Competency shown through NY State-recognized exam.
- C or better at Elementary level II or one course at the Intermediate level or above.

Admission to Student Teaching (EDS 470, 494, 495)

Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:

1. The candidate must receive a satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations. One Faculty recommendation form must also be submitted from a specialization professor.
2. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 6 months prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching.
3. All prerequisites to supervised student teaching must be satisfied, including 100 hours of supervised field experience. A grade of C or better is required in each education course, or the course must be repeated.
4. The candidate must have an overall cumulative grade point average of not less than 3.0, an average of not less than 3.0 in his or her area of specialization and, and an average of not less than 3.0 in education.
5. The candidate must have passing scores on the Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), and Content Specialty Test (CST).
6. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by February 1 Junior year for Fall student teaching or May 1 Junior year for Spring student teaching.

Other issues to consider with regard to student teaching include the following:

-The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.

-The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and distraction of being overscheduled during this capstone experience, where possible.

ADOLESCENCE EDUCATION - B.S. Mathematics Specialization

Primary Faculty, Rockland: Dr. James Nichols (Adolescence Dept. Chair), Dr. In Hak Moon (Math Dept. Chair), Dr. Dion Harrigan, Dr. JungHang Lee

This program is nationally recognized by the National Council for Teachers of Mathematics (NCTM)

Program Assessment

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
Content Specialty Test (CST)	Licensure Test	Junior year
Competency Attainment Checklist	Student Teaching	Senior year
Clinically-based project: Teacher Work Sample (TWS)	Senior Seminar	Senior year

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category.

Assessment		Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. CST	11-12 (n=0)	-	-	-	-
	10-11 (n=2)	50%	-	50%	-
2. CAC	11-12 (n=0)	-	-	-	-
	10-11 (n=2)	-	100%	-	-
3. TWS	11-12 (n=0)	-	-	-	-
	10-11 (n=2)	-	100%	-	-

Liberal Arts and Science Core Component[^]..... 32

[^]Adolescence Ed/Math majors take HIS 213 (U.S. History I) instead of HIS 114 (World Civilization II), EDU 445 (Educating a Diverse Society) in place of SOC 347 (Contemporary American Society), MAT 110 (College Algebra) as major-specific Math elective and PSY 101 (General Psychology) as the major-specific Social Science elective. PHI 101 is replaced with an additional liberal arts requirement within the major.

Foreign Language Component 6
 1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum 12

Major Field Component (36 credits)

MAT 120 - College Geometry	3
MAT 231 - Pre-Calculus	3
MAT 246 - Calculus I	4
MAT 247 - Calculus II	4
MAT 248 - Calculus III	4
MAT 310 - Linear Algebra	3
MAT 311 - Math History.....	3
MAT 330 - Statistics	3
MAT 212 - Math for Secondary Teachers	3
MAT 345 - Discrete Mathematics.....	3
MAT 470 - Mathematics Seminar	3

Education Component (41 credits)

EDU 221- Intro to Teaching with Technology.....	1
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EDU 246 - Foundations of Education	3
EDU 247 - Health Issues	1
EDU 258 - Development and Learning Theory	3
EDU 259 - Teaching and Learning Strategies	3
EDU 321 - Technology Application for Teachers 1	1
EDU 441 - The Christian Teacher (Worldview requirement)	2
EDU 421 - Technology Application for Teachers 2.....	1
EDS 318 – General Methods in Teaching Grades 7-12	3
EDU 353 – Exceptional Child	3
EDS 321 - Special Methods for Teaching Math for Middle & Adol. Ed. ..	3
EDS 334 - Literacy Integration in the 7-12 Curriculum.....	3
EDS 494 - Supervised Student Teaching: Middle School.....	5
EDS 495 - Supervised Student Teaching: High School.....	5
EDS 470 - Seminar in Student Teaching.....	2
Field Experience – EDU 191, 292, EDS 391 (1), and 392 (1)	2

Total credits required 127

**Adolescent Education Major Suggested Program Plan
Mathematics Specialization**

FIRST YEAR: Fall

PMN 101-Intro to Spiritual Form.2
 ENG 101-College Writing I3
 Foreign Language3
 MAT 110-College Algebra3
 PSY 101-General Psychology...3

SECOND YEAR: Fall

EDU 221-Teaching w/ Techno ..1
 EDU 258-Dev & Lrng Theory....3
 ENG 201 or 202-Global Lit. I or II3
 HIS 213-US History I.....3
 MAT 231-Pre-Calculus.....3
 MAT 120 -College Geometry3

THIRD YEAR: Fall

EDU 321-Tech Apps for Tchrs ..1
 EDU 353- Exceptional Child3
 EDS 391-3rd Yr Field Exper1
 EDS 318-General Methods.....3
 MAT 247-Calculus II.....4
 MAT 310-Linear Algebra.....3
 MAT 330-Prob & Statistics.....3

FOURTH YEAR: Fall

MAT 470-Mathematics Seminar3
 BIB 303 - Christian Thought3
 EDU 441-Christian Teacher.....2
 EDU 445-Educating Div Soc3
 MAT 345-Discrete Math.....3

FIRST YEAR: Spring

BIB 102-Old Testament Lit.3
 EDU 191-1st Yr Field Experience
 EDU 246-Found. of Education ..3
 ENG 102-College Writing II3
 HIS 113-Hist. of World Civ. I.....3
 Foreign Language.....3
 PMN 201-Nyack Heritage.....1
 LIB 101-Info Literacy.....1

SECOND YEAR: Spring

BIB 201-New Testament Lit.3
 EDU 259-Tchg & Lrng Strategies3
 EDU 292-2nd Yr Field Experience
 Art History requirement.....3
 MAT 246-Calculus I4
 Laboratory Science.....4

THIRD YEAR: Spring

EDS 321-Special Meth.: Math...3
 EDS 334-Literacy Integration3
 EDS 392-3rd Yr Field Exper1
 EDU 247-Health Issues1
 MAT 248-Calculus III4
 MAT 311-Math History.....3
 MAT 212- Math for Secondary..3

FOURTH YEAR: Spring

EDS 494-Student Teaching.....5
 EDS 495-Student Teaching.....5
 EDS 470-Seminar2
 EDU 421-Tech Apps 2.....1