

THE DEPARTMENT
OF
TEACHING AND LEARNING
STUDENT
HANDBOOK
2013 – 2014

The information in this handbook is intended to assist Teacher Candidates and is subject to change.

Please check with your advisor to stay apprised of current information.

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Student Advising and Mentoring

Is it mandatory for students to be advised? Yes.

Each Teacher Candidate within the Teaching and Learning Department is assigned a faculty member as an advisor by the undergraduate coordinator.

All students in The Department of Teaching and Learning must be advised every semester **before** they are able to register for classes. For the first 30 hours (or 2 semesters), advisees will be advised by **BOTH** The Department of Teaching and Learning AND The Center for Student Excellence. This also includes transfer students with less than 30 hours. After 30 hours or two semesters, they will be advised exclusively in the department of teaching and learning. Transfer students with 30 hours or more, initially meet with the undergraduate coordinator.

Students can be advised in a number of ways:

Face to face – Students should be encouraged to meet with their assigned advisor during office hours. However, it may be necessary to meet with the students at scheduled appointment times other than regular office hours.

On-line – Students may choose to be advised through the on-line system. Instructions are included in this manual.

E-Mail – Rather than use the on-line format for advising, a student may prefer to e-mail his/her advisor. This is also an acceptable method, but be sure to keep copies of the e-mail communication in the student's file.

PRAXIS Scores

NOTE: Students should be referred to the following link for current scores and test numbers

<http://www.doe.state.la.us/lde/uploads/11502.pdf>

What are the required PRAXIS exams and scores?

Early Childhood Education

Praxis I **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Reading (0710)- 176 OR CBT Reading (#5710)- 176

Writing (0720)-175 OR CBT Writing (#5720)-175

Math (0730)- 175 OR CBT Math (#5730)-175

Content Knowledge -Paper (#0014)- 150 OR

Content Knowledge- Computer (#5014)-150

PLT (#0621 or 5621)- 157

Elementary Grades 1-5

Praxis I **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Reading (0710)- 176 OR CBT Reading (#5710)- 176

Writing (0720)-175 OR CBT Writing (#5720)-175

Math (0730)- 175 OR CBT Math (#5730)-175

Elementary Content Knowledge- Paper (#0014)-150 OR

Elementary Content Knowledge- Computer- (#5014)-150

PLT K-6 (#0622 or 5622)- 160

Middle School Education

Praxis I **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Reading (0710)- 176 OR CBT Reading (#5710)- 176

Writing (0720)-175 OR CBT Writing (#5720)-175

Math (0730)- 175 OR CBT Math (#5730)-175

Content Knowledge (Select 2 areas)

Language Arts (#0049 or 5049)-160

Social Studies (#0089 or 5089)-149

Math (#0069)-148

Science (#0439)-150

PLT 5-9 (#0623 or 5623)- 160

Special Education with Add on of Middle School of Elementary Grades 1-5

Praxis I **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Reading (0710)- 176 OR CBT Reading (#5710)- 176
Writing (0720)-175 OR CBT Writing (#5720)-175
Math (0730)- 175 OR CBT Math (#5730)-175

Elementary Content Knowledge-Paper- (#0014)- 150 OR
Elementary Content Knowledge- Computer- (#5014)-150

Mild to Moderate Disabilities (#0543 or 5543)-153
PLT K-6-(#0622 or 5622)- 160

Special Education with Add on of Middle School Grades 4-8

Praxis I **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Reading (0710)- 176 OR CBT Reading (#5710)- 176
Writing (0720)-175 OR CBT Writing (#5720)-175
Math (0730)- 175 OR CBT Math (#5730)-175

Content Knowledge (Select 1 area)
Language Arts (#0049 or 5049)-160
Social Studies (#0089 or 5089)-149
Math (#0069)-148
Science (#0439)-150

Mild to Moderate Disabilities (#0543 or 5543)- 153
PLT Grades 5-9 (#0623 or 5623)-160

When should students take the PRAXIS tests?

PRAXIS I- during EDUC 203 **NOTE: Students with a composite ACT of 22 or higher (SAT combined verbal and math score of 1030 or higher) are exempt from taking Praxis I.**

Content Knowledge- it is recommended but NOT required that students take the Content Knowledge test(s) during the EDUC 323, EDUC 326, or EDUC 328 semester. Students must achieve passing scores on all tests prior to student teaching.

PLT- during the EDUC 415, EDUC 484, or ECE 422 semester. Students must achieve passing scores on **all** tests prior to student teaching.

LOUISIANA REQUIREMENTS—PRAXIS EXAMS and SCORES

PRE-PROFESSIONAL SKILLS TESTS

(Teacher applicants in all content areas must pass all three Praxis I Pre-Professional Skills Tests.)

To differentiate the computer delivered tests, Educational Testing Service has placed the number “5” or “6” preceding the current test code. The Department will accept computer-delivered passing test scores for licensure.

PRE-PROFESSIONAL SKILLS TEST (PPST)	Test #	Score	Effective Date
PPST:R – Pre-Professional Skills Test: Reading	0710 or 5710	176	Effective 7/1/10
PPST:W – Pre-Professional Skills Test: Writing	0720 or 5720	175	
PPST:M – Pre-Professional Skills Test: Mathematics	0730 or 5730	175	

Effective September 1, 2006 : An ACT composite score of 22 or a SAT combined verbal and math score of 1030 may be used in lieu of Praxis 1 PPST Exams by prospective teachers in Louisiana.

PRINCIPLES OF LEARNING AND TEACHING (PLT) EXAMS

Principles of Learning & Teaching: Early Childhood	0621 or 5621	157	Effective 1/1/12
Principles of Learning & Teaching: K-6	0622 or 5622	160	
Principles of Learning & Teaching: 5-9	0623 or 5623	160	
Principles of Learning & Teaching: 7-12	0624 or 5624	157	

CONTENT AND PEDAGOGY REQUIREMENTS

Certification Area	Name of Praxis Test	Content Exam Score	Pedagogy: Principles of Learning & Teaching		
			PLT K-6 (#0622/5622)	PLT 5-9 (#0623/5623)	PLT 7-12 (#0624/5624)
Early Childhood Grades PK-3	Elementary Content Knowledge (0014 or 5014)	150	PLT Early Childhood 0621 or 5621 (Score 157)		
Elementary Grades 1-5	Elementary Content Knowledge (0014 or 5014)	150	160	---	---
GRADES 4-8 CERTIFICATION AREAS		Score	PLT 5-9		
Grades 4-8 Mathematics	Middle School Mathematics (0069)	148	---	160	---
Grades 4-8 Science	Middle School Science (0439)	150	---	160	---
Grades 4-8 Social Studies	Middle School Social Studies (0089 or 5089)	149	---	160	---
Grades 4-8 English/Language Arts	Middle School English/Language Arts (0049 or 5049)	160	---	160	---

GRADES 6-12 CERTIFICATION AREAS		Score	PLT 7-12		
Agriculture	Agriculture (0700)	510	---	---	157
Business	Business Education: Content Knowledge (0101 or 5101)	154	---	---	157
English	English Language, Literature, & Composition: Content Knowledge (0041 or 5041) * Pedagogy (0043) *retired by ETS – last admin 7/20/13	160 130*	—	—	157
Family & Consumer Sciences	Family & Consumer Sciences (0121 or 5121)	141	---	---	157
Chinese	Chinese (Mandarin): World Language (5665)	164	PLT 7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
French	French: World Language (5174)	157			
German	German: World Language (5183)	157			
Latin	None Available**	—			
Spanish	Spanish: World Language (5195)	157			
Mathematics	Mathematics: Content Knowledge (0061 or 5061)	135	—	—	157
Social Studies	Social Studies: Content and Interpretation (0086 or 5086)	160	---	---	157
Speech	Speech Communications (0221)	146	---	---	157
Technology Education	Technology Education (0051)	159	---	---	157
SCIENCE CERTIFICATION AREAS					
Biology	Biology: Content Knowledge (0235 or 5235)	150	---	---	157
Chemistry	Chemistry: Content Knowledge (0245 or 5245)	151			157
Earth Science	None Available**				157
Environmental	None Available**				157
General Science	General Science: Content Knowledge (0435 or 5435)	156			157
Physics	Physics: Content Knowledge (0265 or 5265)	141			157
Computer Science, Journalism, Marketing	At this time, a content area exam is not required for certification in Louisiana.	---	---	---	157

ALL-LEVEL K-12 CERTIFICATION AREAS		Score	PLT K-6		PLT 5-9		PLT 7-12	
Grades K-12 Art	Art: Content Knowledge (0134 or 5134)	159	160	or	160	or	157	
Grades K-12 Dance	None Available**	---	160	or	160	or	157	
Grades K-12 Foreign Languages (Latin- no content exam**)	Chinese: (Mandarin): World Language (5665)	164	PLT K-6 (Score 160) or PLT 5-9 (Score 160) or PLT 7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)					
	French: World Language (5174)	157						
	German: World Language (5183)	157						
	Spanish: World Language (5195)	157						
Grades K-12 Music	Music: Content Knowledge (0113 or 5113)	151	160	or	160	or	157	
Grades K-12 Health and Physical Education	Physical Education: Content Knowledge (0091 or 5091)	146	160	or	160	or	157	

**At this time, a content area exam is not required for certification in Louisiana (31 credit hours in the content area used in lieu of exam for certification).

SPECIAL EDUCATION AREAS

Area	Content Exam	Score	Pedagogy Requirement	Score
Early Interventionist Birth – 5yrs	Elementary Education: Content Knowledge (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) <u>and</u> PLT: Early Childhood (0621 or 5621)	145 157
Hearing Impaired K-12	Elementary Education: Content Knowledge (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) <u>and</u> Education of Deaf and Hard of Hearing Students (0271)	145 160
Mild to Moderate Disabilities 1-5, 4-8 and 6-12	ALL Candidates must pass a content area exam appropriate to certification level 1-5, 4-8, 6-12 (e.g., 0014/5014, or core subject-specific exams for middle or secondary grades – ELA, math, science, social studies, etc.)		Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543)	153
Significant Disabilities 1-12	Elementary Education: Content Knowledge (0014 or 5014)	150	Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545)	153
Visual Impairments/Blind K-12	Elementary Education: Content Knowledge (0014 or 5014)	150	Special Education: Core Content Knowledge and Applications (0354 or 5354)	145

To differentiate the above computer based tests, Educational Testing Service has placed the number "5" preceding the current test code. The Department will accept computer based passing test scores for licensure.

ADMINISTRATIVE AND INSTRUCTIONAL SUPPORT AREAS

Certification Area	Name of Praxis Test	Area Test Score
Educational Leader – Level 1	School Leaders Licensure Assessment (1011 or 6011)	166
Educational Leader – Level 3	School Superintendent Assessment (6021)	160
Ancillary School Librarian	Library Media Specialist (0311 or 5311)	136

ALTERNATE CERTIFICATION CANDIDATES

Certification Areas	Name of Praxis Test	Area Test Score
Early Childhood PK-3, Elementary 1-5 & Special Education – (Reading Competency Assessment Option for Alternate Candidates)	Teaching Reading (0204 or 5204)	157

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate's application.

Log in to <http://www.ets.org/praxis/la> to ensure you are registering and taking the appropriate test(s) required for Louisiana licensure.

New Praxis Exams Coming in January 2012

The current test titles listed below are being discontinued and replaced with new exams and new scores. The new exams and passing scores, along with an effective date of January 1, 2012 were adopted by the Board of Elementary and Secondary Education (BESE) on June 14, 2011. Upon **final approval** by BESE, the exams will go into effect as a rule.

Applicants must register and take the current tests until November 2011.

Current Tests	New Tests Proposed Date - January 2012	Proposed Passing Score
0133 Art: Content Knowledge	0134 Art: Content Knowledge	159
0050 Technology Education	0051 Technology Education	159
0081 Social Studies: Content Knowledge 0083 Social Studies: Interpretation of Materials	0086 Social Studies: Content and Interpretation <i>(Test 0086 replaces both 0081 and 0083.)</i>	160
0521 Principles of Learning and Teaching: Early Childhood	0621 Principles of Learning and Teaching: Early Childhood	157
0522 Principles of Learning and Teaching: Grades K-6	0622 Principles of Learning and Teaching: Grades K-6	160
0523 Principles of Learning and Teaching: Grades 5-9	0623 Principles of Learning and Teaching: Grades 5-9	160
0524 Principles of Learning and Teaching: Grades 7-12	0624 Principles of Learning and Teaching: Grades 7-12	157

GPA

What is the difference between a degree grade point average (GPA) and a cumulative grade point average (GPA)?

The grade point average computed on all hours attempted is the **Cumulative Grade Point Average**. The Cumulative Grade Point Average is the only Grade Point Average that will appear on the academic transcript prior to graduation. Academic standing, campus awards, and honors will be determined by the cumulative GPA.

The **Degree Grade Point Average** is calculated using the last passing grade earned for courses required within a curriculum and is used to determine a student's eligibility for an undergraduate degree. All prior attempts of courses repeated for credit are disregarded when calculating the degree GPA through LEONet.

Procedure:

Candidates, who wish to request their degree grade point average, should fill out paper work in The Department of Teaching and Learning's office. Degree GPAs are calculated and processed after final grades of a semester are in the computer.

Students can view their degree grade point average by completing the following steps:

- Click on LEONet for students
- Log into LEONet using the student W# and password
- Click on Self Service
- Click on Degree progress / graduation
- Click on View Degree Progress Report
- Click the drop down box for academic institution and choose Southeastern
- Click the drop down box in the Report Type and select Academic Advisement
- Click "GO"
- The report should appear. Scroll down to degree GPA.

What happens if I have a GPA lower than 2.5?

If the GPA slips below 2.5, the student may need to take extra coursework to raise the cumulative GPA. Below is a list of good electives student may want to consider (not easy courses but those that will provide a varied and enriching background for those planning to become educators). Courses not in the student's degree plan/curriculum will not count toward a degree GPA.

FCS 304- Parenting: Issues and Education: 3 hrs.

FCS 321- Child Development: 3 hrs.

FCS 322- Advanced Child Development: 3 hrs.

FCS 344- Child Nutrition: 3 hrs.

FCS 441- Family Relations: 3 hrs.

ART 111- Basic Drawing: 3 hrs.

ART 115- Basic Ceramics: 3 hrs.

ART 121- Basic Photography/ photojournalism: 3 hrs.

CMPS 101- Introduction to Computer Science: 3 hrs.

CMPS 105- Computers in Society: 3 hrs.

HS 162- Drugs in Society: 3 hrs.

HS 251- Health and Human Sexuality-Contemporary Perspectives: 3 hrs.

HS 252- Health and Stress: 3 hrs.

PSYCH 101- General Psychology: 3 hrs.

SOC 101- Introductory Sociology: 3 hrs.

SOC 222- Marriage and Family Life: 3 hrs.

SOC 411- Race and Ethnic Relations: 3 hrs.

SOC 440- Juvenile Delinquency: 3 hrs.

COMM 410 – Intercultural Communication 3 hrs.

What if a student wants to know how many A's or B's he/she will need to take to raise a GPA?

Use the following to calculate the hours needed:

GPA) (hrs attemp) + 4x = (2.5) (hrs attemp + x) = hours needs with grade of A.

Use the following link:

<http://www.algebrahelp.com/calculators/equation/calc.do;jsessionid=090A158A0226DF6C848892BB99B748E5?equation=%282.430%29%28165%29+%2B+4x+%3D+%282.5%29%28165+%2B+x%29&solvf=AUTO>

Course Prerequisites

If a student wants to take

He/She will need

EDUC 203/212	2.5 degree or cum GPA "C" or better in Eng 102 30 hours
EDUC 304	EDUC 203/212 or EDUC 201/211 Full SARTE Status
EDUC 307	EDUC 203/212 or EDUC 201/211 EPSY 301 or 304 Full SARTE Status
EDUC 308	EDUC 203/212 or EDUC 201/211 Full SARTE Status
EDUC 322	Introductory Portfolio Full SARTE Status EPSY 315 EDUC 304 EDUC 307 Math 167 and Math 168
EDUC 320	Introductory Portfolio Full SARTE Status EPSY 301 and EPSY 315 EDUC 304 EDUC 307 Math 167 and Math 168
EDUC 323	Introductory Portfolio Full SARTE Status ECE 106 EPSY 304 and EPSY 314 EDUC 304 EDUC 307 Math 167 and Math 168
EDUC 326	Introductory Portfolio Full SARTE Status EPSY 315 EDUC 304 EDUC 307 LSED 401 Math 167 and Math 168
EDUC 328	Introductory Portfolio Full SARTE Status EPSY 315 EDUC 308 EDUC 307 LSED 402 Math 167 and Math 168

EDUC 407	EDUC 203/212 or EDUC 201/211 EPSY 301 or 311 Full SARTE Status
EDUC 415	Full SARTE status Music 291 EDUC 326, 320 and 328
EDUC 484	Full SARTE status EDUC 328 and 320
ECE 106	ECE majors only
ECE 400	EDUC 320 and 323 Full SARTE status
ECE 411	EDUC 320 and 323 Full SARTE status
ECE 430	EDUC 320 and 323 Full SARTE status
ECE 422	ECE 400, 411 AND 420 Full SARTE status Music 291
SPED 210	30 hours
EPSY 301	EDUC 203/212 and EDUC 201/211 Provisional SARTE status
EPSY 304	EDUC 203/212 and EDUC 201/211 Provisional SARTE status
EPSY 311	EDUC 203/212 and EDUC 201/211 Provisional SARTE status
EPSY 315	EDUC 203/212 and EDUC 201/211 Full SARTE status
Math 167	Math 161 or Math 155
Math 168	Math 167
Math 267	Math 168
SPED 490	Special Education Majors only
SPED 365	SPED 210
SPED 366	SPED 210
SPED 367	SPED 210
SPED 442	SPED 210
SPED 441	SPED 210 and SPED 365
SPED 465	SPED 210 and SPED 365
SPED 495	Full SARTE status SPED 210 Music 291 EDUC 326, 320, and 322
Student teaching	See current catalogue

SUGGESTED SEQUENCE FOR EDUCATION COURSES

Suggested sequence of courses for ELED 1-5

EDUC 203 (2) EDUC 212 (1)	EPSY 301 (3) SPED 210 (2)	EDUC 307 (3) EPSY 315 (3) EDUC 304 (3) Intro. Portfolio	EDUC 326 (6) EDUC 320 (3) EDUC 322 (3)	EDUC 415 (9) SPED 495 (3) Dev. Portfolio	Student Teaching Comp. Portfolio
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Suggested sequence of courses for PRE K-3

EDUC 203 (2) EDUC 212 (1) SPED 210 (2)	EPSY 304 or 301(3) EPSY 314 or 315 (3) EDUC 304 (3) EDUC 307 (3) Intro. Portfolio	EDUC 323 (6) EDUC 320 (3)	ECE 400 (6) ECE 420 (3) ECE 411 (3)	ECE 422 (9) SPED 495 (3) Dev. Portfolio	Student Teaching Comp. Portfolio
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Suggested sequence of courses for 4-8

EDUC 203 (2) EDUC 212 (1) SPED 210 (2)	EPSY 301 (3)	EDUC 307 (3) EPSY 315 (3) EDUC 308 (3) Intro. Portfolio	EDUC 328 (6) EDUC 320 (3)	EDUC 484 (9) SPED 495 (3) Dev. Portfolio	Student Teaching Comp. Portfolio
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Suggested sequence of courses for SPED 1-5

FALL	SPRING	FALL	SPRING	SUMMER	FALL	SPRING
EDUC 203 (2) EDUC 212 (1) SPED 490 (1) SPED 210 (2)	EPSY 301 (3) EDUC 304 (3) SPED 365 (3)	SPED 366 (3) SPED 367 (3) EDUC 307 (3) EPSY 315 (3) Intro. Portfolio	EDUC 326 (6) EDUC 320 (3) EDUC 322 (3) SPED 442 (3)	SPED 441(3) SPED 465 (3) (Only offered in Summer semester)	EDUC 415 (9) SPED 495 (3) Dev. Portfolio	Student Teaching Comp. Portfolio

Suggested sequence of courses for SPED 4-8

FALL	SPRING	FALL	SPRING	SUMMER	FALL	SPRING
EDUC 203 (2) EDUC 212 (1) SPED 210 (2) SPED 490 (1)	EPSY 301 (3) EDUC 308 (3) SPED 365 (3)	SPED 366 (3) SPED 367 (3) EDUC 307 (3) EPSY 315 (3) Intro. Portfolio	EDUC 328 (6) EDUC 320 (3) SPED 442 (3)	SPED 441 (3) SPED 465 (3) (Only offered in summer semester)	EDUC 484(6) SPED 495 (3) Dev. Portfolio	Student Teaching Comp. Portfolio

Suggested sequence for Secondary Majors

EDUC 203 (2) EDUC 212 (1)	EPSY 311 (3) SPED 210 (2)	EDUC 407 (3) EPSY 315 (3) EDUC 475 (3) Intro. Portfolio	EDUC 472 (3) EDUC 490 (3) Dev. Portfolio	Student Teaching Comp. Portfolio
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Course Offerings

Summer

EDUC 307/407
EDUC 304
EPSY 301
EPSY 304
EPSY 311
EPSY 315
SPED 210
SPED 441
SPED 465

Fall

EDUC 203
EDUC 212
EDUC 304
EDUC 307
EDUC 308
EDUC 320
EDUC 322
EDUC 323
EDUC 326
EDUC 328
EDUC 407
EDUC 415
EDUC 472
EDUC 475
EDUC 484
EDUC 490
ECE 106
ECE 400
ECE 411
ECE 420
ECE 422
LSED 401
LSED 402
EPSY 301
EPSY 304
EPSY 311
EPSY 315
SPED 210
SPED 490
SPED 366
SPED 367
SPED 495
Student Teaching

Spring

EDUC 203
EDUC 212
EDUC 304
EDUC 307
EDUC 308
EDUC 320
EDUC 322
EDUC 323
EDUC 326
EDUC 328
EDUC 407
EDUC 415
EDUC 472
EDUC 475
EDUC 484
EDUC 490
ECE 106
ECE 400
ECE 411
ECE 420
ECE 422
LSED 401
LSED 402
EPSY 301
EPSY 304
EPSY 311
EPSY 315
SPED 210
SPED 365
SPED 442
SPED 495
Student Teaching

CURRICULUM MAP

Use below to determine graduation semester.

FALL 11	SPRING 12	SUMMER 12	FALL 12
SPRING 13	SUMMER 13	FALL 13	SPRING 14

Reminders:

- **Check Pre-requisites for courses.**
- **Add when the portfolio(s) are due. It is a pre-requisite for some courses**
- **Check course offering chart. Some courses are not offered in the summer and some courses may only be offered fall or spring semester.**
- **It is not advisable for students to take a heavy course load during the methods semesters.**
- **During the student teaching semester, it is not advisable for students to take other courses; unless needed to be full time.**

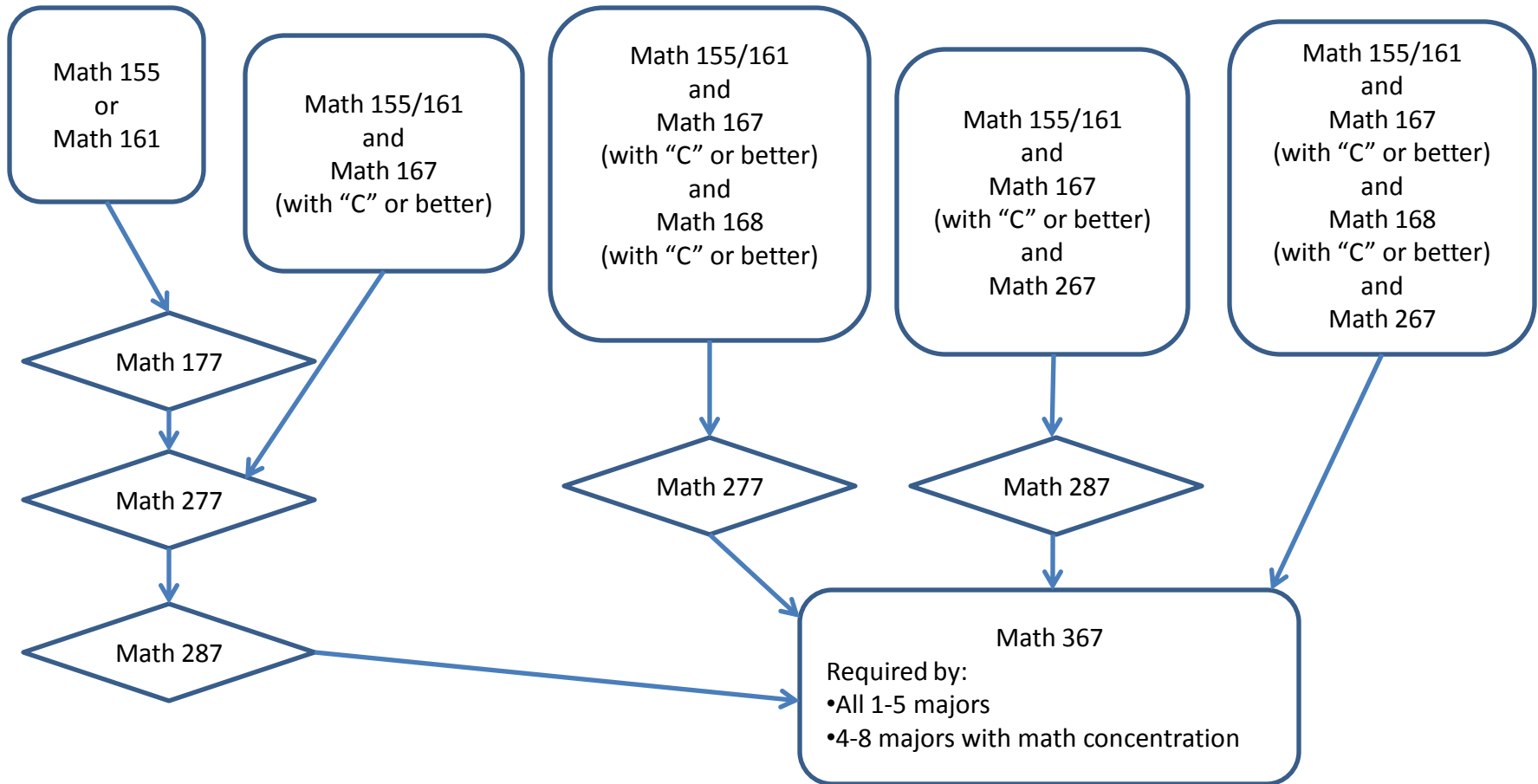
Possible Electives

In the 2011-2012 Pre-K and 1-5 curriculum, teacher candidates need a 1 hour elective. If they do not have any extra courses, they can choose a course. These courses can be used as an elective. Students should read the course descriptions to get more information on meeting times per week. The level of difficulty of each course is not known.

LS 102	1 hour credit	Introduction to Information Research
KINL 102	1 hour credit	Beginning Badminton
KINL 103	1 hour credit	Jogging
KINL 107	1 hour credit	Beginning Golf
KINL 108	1 hour credit	Beginning Gymnastics
KINL 110	1 hour credit	Beginning Tennis
KINL 111	1 hour credit	Swim Fitness
KINL 112	1 hour credit	Bowling
KINL 113	1 hour credit	Weight Training
KINL 115	1 hour credit	Aerobic Dance
KINL 120	1 hour credit	Beginning Swimming
KINL 133	1 hour credit	Walking for Fitness
KINL 134	1 hour credit	Pump and Run
DNC 105	1 hour credit	Pilates 1
DNC 107	1 hour credit	Introduction to Yoga
DNC 110	1 hour credit	Tap Dance 1
DNC 120	1 hour credit	Jazz Dance 1

New Math Course Flowchart

For students majoring in the Department of Teaching & Learning 2013-2014



NOTES:

- Students who passed Math 167 with the grade of “D” should now take Math 177
- Students who passed Math 168 with the grade of “D” and who have not taken Math 277 should take Math 277 and then take Math 287
- In general, here are the substitutions: 167=177, 267=277, and 168=287
- Transfer students who wish to begin the program must take the Basic Skills Test

Online Advising System for Students

Understanding your curriculum and departmental policies are critical for using the online advising system. Incorrect selection of courses will result in a disapproved form. ***You will not be able to submit more than one form during an open registration period, but you can make changes to your submitted form UNTIL it is reviewed by your advisor.***

Instructions:

1. Logon to LeoNet for Students
2. Click on Self-Service
3. Click on Online Advising New
4. Click on Search
5. Select correct semester (during spring semesters, terms for summer and fall will both show)
6. Enter all fields in online advising form
 - a. **Advisor's name (If this field is not complete, your advisor's response may be delayed)**
 - b. Total number of hours intending to register
 - c. Select courses (select one or two courses as alternate courses, and check the box beside those courses to let your advisor know they are your alternate choices)
 - i. Click on magnifying glass
 - ii. Enter prefix for course in subject box (or enter the first letter of the course)
 - iii. Click on Lookup
 - iv. Select course and you will then return to the main page – the course you selected will be there
 - v. Add another course by clicking on the (+) at the end of the row
 - vi. Delete a course by clicking on the (-) at the end of the row
 - vii. **After entering all courses, be sure to check your alternate courses!**
 - d. In the comment box, explain your purpose for listing any courses that are not required in your curriculum
 - e. Review the page – make sure you have listed your advisor's name, the total number of hours you plan to take, and check your list of courses.
 - f. Click "save"

Your online form will be reviewed by the advisor whose name you entered in your form. If you left the advisor name box unfilled, your online form may not be reviewed.

If you realize you have made a mistake, you can go back into the online form BEFORE your advisor responds to make changes. AFTER your advisor responds, you will not be able to change the form, but you can send corrections to your advisor through an email. Your advisor can copy and paste your email corrections into his or her comment box and approve your courses.

After you submit your online advising form (by clicking on "save"), and your advisor has reviewed your courses, you will get an email from your advisor telling you that he or she has responded and that you should go back into the online advising system to read your advisor's response.

If your courses are **approved, the "Remove Advising Hold" button will be activated.** Click on that button and you will remove all academic advising holds.

(NOTE: Clicking on this button will NOT remove holds placed by the Controller's Office or holds placed by the Offices of Admissions or Records and Registration.)

If your online submission is **disapproved**, your advisor will give you instructions in the comment box on how to proceed to complete the advising process. **The "Remove Advising Hold" button will not be activated.**

During peak advising periods, it may take three or four days to get a response from your advisor. If you submit your courses during the week of priority registration, do not expect to get a response in time to register during that week. You should plan to submit your courses at least two weeks prior to priority registration week.

SARTE Status
Selective Admission and Retention in Teacher Education

DEFINITION: The screening process to be admitted into Southeastern's College of Education and Human Development

APPLICATION: A student will make application in EDUC 203 or if a transfer student with the undergraduate coordinator.

SARTE STATUS: Once a student has made proper application, one will be screened and placed in one of the categories below:

1. FULL STATUS:

- A. Minimum 2.5 GPA (based on a minimum of 30 hours credit)
- B. Maintain a 2.5 GPA
- C. Achieve a passing score on the PRAXIS I PPST or the CBPPST
- D. Achieve a "C" or better in English 102
- E. Achieve a "B" or better in Education 201 or 203 and Education 211 or 212.
- F. Have never been convicted of a felony.

- *FULL SARTE STATUS STUDENTS* can take "EDUC" prefix courses and "EPSY" prefix courses depending on prerequisites.

2. PROVISIONAL STATUS

- A. Minimum 2.5 GPA and deficient in one or more of the remaining screening areas.

Provisional students may only schedule EPSY 301, 304 or 311 (depending on curriculum) until they become eligible for FULL admission status.

3. INELIGIBLE STATUS

- A. Student does not meet criteria for either Full or Provisional status. OR
- B. A previously admitted student has failed to maintain standards of the professional education program.

DEPARTMENT OF TEACHING AND LEARNING
SARTE STATUS CHECKLIST

Student Name: _____ W# _____

SARTE is the screening process to be admitted into Southeastern Louisiana University's College of Education and Human Development. After application is made, a student will be given a status: Full, Provisional or Ineligible.

Check ALL that are applicable.

Student's Initials

- | | |
|--|---|
| <input type="checkbox"/> Advisee has a minimum of 2.5 cumulative or degree GPA. (based on a minimum of 30 credit hours) | □ |
| <input type="checkbox"/> Advisee must maintain a 2.5 cumulative or degree GPA. | □ |
| <input type="checkbox"/> Advisee must achieve a grade of "C" or better in English 102. | □ |
| <input type="checkbox"/> Advisee must achieve a grade of "B" or better in Education 203 & 212 or 201 & 211, or equivalent. | □ |
| <input type="checkbox"/> Advisee must achieve a passing score on PRAXIS I | □ |
| <input type="checkbox"/> Advisee must have ALL OFFICIAL PRAXIS scores into the Dean's Office. | □ |
| <input type="checkbox"/> Advisee must have never been convicted of a felony. | □ |

DEFINITION OF FULL SARTE STATUS: Indicates all screening components have been met and the candidate is eligible to schedule remaining education courses.

FULL SARTE STATUS STUDENTS ARE ELIGIBLE TO REGISTER FOR PROFESSIONAL EDUCATION COURSES (EDUC PREFIX COURSES).

DEFINITION OF PROVISIONAL SARTE STATUS: May be granted to a student who has a minimum cumulative grad-point average 2.5 or above and a B or better in Education 203 and EDUC 212, but who is deficient in one or more of the remaining screening components.

PROVISIONAL SARTE STATUS STUDENTS MAY NOT SCHEDULE ANY PROFESSIONAL EDUCATION COURSES (EDUC PREFIX COURSES), HOWEVER THEY MAY SCHEDULE EPSY 301, 304 OR 311 (DEPENDING ON INDIVIDUAL'S CURRICULUM).

DEFINITION OF INELIGIBLE SARTE STATUS: Indicates a student does not meet or maintain criteria for either full or provisional status.

SARTE Selective Admission and Retention in Teacher Education Policies and Procedures

SARTE COMMITTEE **(Selective Admission and Retention in Teacher Education Committee)**

The Teaching profession is highly demanding and remarkably complex. A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit, and retain the Professional Program in Teacher Education only those students who show evidence of being capable of performing in an acceptable manner

Information Procedures for Undergraduate Students

1. **SARTE procedures** are found in the Southeastern Catalogue and have been approved by the University Attorney.
2. **The SARTE Committee** is appointed by the Dean of the College of Education and Human Development. The committee has representatives from each of the colleges in which we have approved teacher education programs.
3. **Students in the College of Education and Human Development** or other colleges that have approved teacher education programs will make application in EDUC 203. Transfer students that have approved credit for EDUC 203 must apply four months prior to the semester they wish to enroll in an EDUC course.
4. **Admission Decisions:** SARTE selectively admits candidates (students) into the teacher education program and places them into one of three categories each semester: FULL, PROVISIONAL, and INELIGIBLE. FULL admission requires a minimum 2.5 GPA, maintain 2.5, achieve a passing score on the Praxis I PPST, achieve a "C" or better in English 102, achieve a "B" or better in EDUC 203 and EDUC 212, and have never been convicted of a felony. Provisional admission requires a 2.5 GPA, but the student is deficient in one or more additional items. Provisional students may only schedule EPSY 301, 304 or 311 (depending on curriculum) until they become eligible for FULL admission status. **The SARTE Committee Chairman signs off on behalf of the committee on these admission decisions based upon quantifiable data.**

5. **Retention Procedures:**

- A. On-going screening of each student utilizing the standards of the Professional Program in Teacher Education will occur each semester of a student's enrollment.
 - 1. Students will be permitted to enroll in any EDUC, ECE, EPSY, and SPED course only twice.
 - 2. Students will be permitted to repeat only two EDUC, ECE, EPSY, and SPED courses.
- B. Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for Professional Performance Review.

The review may result in:

- a. No action being taken but further observation.
- b. Recommendation of a Professional Improvement Plan monitored by the Coordinator of the Teacher Development Program.
- c. Referral to SARTE which may recommend
 - i. Probation with specified conditions.
 - ii. Temporary suspension from the Teacher Education program with specified conditions.
 - iii. Expulsion from the Teacher Education Program.

6. **Appeal Procedures:** Students who wish to appeal decisions of the SARTE committee may do in writing to the Dean of the College of Education and Human Development.

Commonly Asked Questions

When does a catalogue year begin? At the beginning of the summer term.

Can I student audit classes at SLU? Yes (p.63 of the 2010-2011 Course Catalogue)

How do I drop a class? Course withdrawal forms can be obtained from the department office. The student will receive a grade of "W".

How many times can I repeat a course in Teaching and Learning? Professional Courses in the department can be repeated only twice. This includes enrollment with a "W" grade. Students may appeal to the Department Head if extenuating circumstances such as personal illness during one of the semesters.

How does resignation from the university differ from course withdrawal? A resigning student is withdrawing from ALL classes. A resignation form can be obtained in Enrollment Services.

If I remain out of school for a period of time (for medical, military, or other reason), can a leave of absence be obtained? Yes, but it requires prior permission from the Department Head and Dean.

What is the University Grading scale? There is no University scale. Each individual instructor determines the percentage need for A, B, C, D, or F.

What is the minimum number of hours I can be enrolled in to be considered a full time student? Twelve hours for the fall and spring. Six hours for the summer.

What is the maximum number of hours I may take? Twenty-one hours in the fall and spring. Ten hours in the summer. Permission from the Dean's office is required for course loads over the maximum.

How can I receive advanced placement or credit for courses already taken? Contact the Office of Testing (www.selu.edu/testing)

How long can I remain in a catalogue before having to change to a new catalogue? Students must complete graduation requirements within 7 years or they will be required to move to another catalogue year.

Can an advisor discuss with a parent or guardian a student's academic progress, class attendance, etc.? No. We must at all times adhere to the Family Educational Rights and Privacy Act. (FERPA)

What if I would like to appeal a grade? Please follow the steps listed in the current catalogue.

When should I take Praxis I? During EDUC 203/212

When should I take Praxis II? Student should take the content knowledge portion of the praxis during their first set of methods and the PLT portion of the praxis during their second set of methods.

When should I take the GRE- Graduate Record Exam? Student should take before admission to grad school.

Informative Websites for Teacher Candidates

GPA Calculator Available at:

http://www.selu.edu/acad_research/programs/cse/acad_adv/calc/index.html

Add-on certification information

http://www.selu.edu/acad_research/colleges/edu_hd/cert_programs/add_on/index.html

Louisiana Requirements—PRAXIS/NTE Scores

Students should be referred to the following link for current scores and test numbers

<http://www.doe.state.la.us/lde/uploads/11502.pdf>

ETS/Louisiana Requirements in Licensure Areas

<http://www.ets.org/praxis/la/requirements>

Link here to find your licensure area to determine which test you need to take and see the minimum qualifying score. The Table includes the session, which is the time period for which the test is offered in the 2011-2012 testing year.

ETS/Test Centers and Dates

http://www.ets.org/praxis/la/centers_dates

Link here to obtain a list of Computer-delivered tests and Paper-delivered tests (both for Praxis I and Praxis II) by ETS.

IMPORTANT: You may only take each computer delivered Praxis test once every 30 consecutive days. (NOTE: if you take the combined PPST test, you cannot take an individual PPST test until after the 30-day period) If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded. This applies even if you cancelled your scores on a test taken previously.

There are not any session numbers for the computer-delivered tests, which are given by appointment through a network of Prometric™ Testing Centers.

COURSES OF FIELD EXPERIENCE IN EDUCATION
(REVISED Summer 2010)

COURSE	# and TYPE OF FIELD EXPERIENCE	Portfolio level
EDUC 203	10 hours Direct Teaching hours	1
EDUC 212	5 hours observation	1
EDUC 304	7 hours—5 direct teaching; 2 observation	1
EDUC 307	10 hrs. direct teaching	1
EDUC 308	10-12 hours	1
EDUC 313	10 hours observation	1
EDUC 320	10 hrs. direct teaching	II
EDUC 321	16 hrs. observation—12 hrs. direct teaching	II
EDUC 322	10 hrs. assessment	II
EDUC 323	16 hrs. observation---12 hrs. direct teaching	II
EDUC 326	4 hrs. observation---18 hrs. direct teaching	II
EDUC 328	16 hrs. observation---12 hrs. direct teaching	II
EDUC 407/533	15 observation/direct teaching	I
EDUC 415	40 hrs. direct teaching	D
EDUC 472	10 hrs. -8 observation; 2 direct teaching	II
EDUC 475	10 hours direct teaching	D
EDUC 484	40 hrs. direct teaching	II
EDUC 485	30 hrs. obser.; teacher assistance; practice teaching (1 class-3wks.)	II
EDUC 488	15 hrs. Observation and 25 hrs. Direct Teaching	II
EDUC 490	40 hours ob/dt	II
ECE 106	10 Direct teaching and observation	
ECE 400, 411, 420	60 hours ob/ direct teaching	D
ECE 422	60 hrs. ob./direct teaching	D
ETEC 306	10 hours direct teaching	I
EPSY 301	10 hrs. observation	I
EPSY 304	2- hrs. observation/2 direct teaching	I
EPSY 311	10 hours observations	I
EPSY 314	10 hours observation	I
EPSY 315	10 hrs. observation	I
LSED 401	1 to 2 hrs.	I
SPED 210	10 hours direct teaching	II
SPED 361	30 hrs. observation/direct teaching	II
SPED 363	26 hrs. observation/direct teaching	
SPED 440/550	20 hrs. observation/direct teaching	II
SPED 365	15 hr. observation/direct teaching	

SPED 441	20 hrs. direct teaching	
SPED 465	50 total= 50 hrs. direct student contact.	
SPED 495	20 hrs. direct student contact	
COMM 210	20 hrs. total==10observation----10 direct teaching	I
HIST 322	20 hrs. direct teaching-content methods	
SCIE 300	40 hrs. direct teaching – content methods	
MUS 303/304	20 hours	
MUS 446	10 hours	
MUS 448	10 hours	
HS 232	15 hours	
DNC 371		
KIN 190	10 hours	
KIN 351	20 hours	
KIN 401/02	15 hours	
KIN 431	10 hours	
KIN 451	20 hours	
KIN 460	20 hours	
KIN 491	15 hours	
ENG 312	15 hours direct teaching	
ENG 467	Content methods 20 hours-writing	
ENG 468	Content methods 20 hours-literature	
FREN 303	10 hours direct teaching	
SPAN 303	10 hours direct teachings	
FLAN 401	10 hours direct teaching	
FLAN 403	20 hours direct teaching	
ART 371	2 hours	
ART 373	20 hrs. direct teaching	
ART 374	20 hrs. direct teaching	
MTED 365	15 hours Term 1 -- content methods	
MATH 367	15 hours direct teaching	

The Center for Student Excellence

The Role:

The Center for Student Excellence provides career exploration and academic advising for students who need information for making life-impacting decisions. Learning Assistance in the form of tutoring and supplemental instruction promote academic success for our students.

Advising:

For the first 30 hours (or 2 semesters), advisees will be advised by **BOTH** The Department of Teaching and Learning AND The Center for Student Excellence. Student will need to see their advisor in The Teaching and Learning Department and their advisor in the Center for Student Excellence. This also includes transfer students with less than 30 hours. After 30 hours or two semesters, they will be advised exclusively in the department of teaching and learning.

Counselor Led, Academic Accountability Groups:

Is your current cumulative GPA below the University's undergraduate average? Did you make below a 2.5 last semester and want to learn how to make more A's and B's with less stress? If so, ask to be part of an academic accountability group for the upcoming semester. All classifications are welcome! (Freshman, Sophomore, Junior, & Senior).

Go to this website for more information www.selu.edu/cse_group

Contact Information:

The Center for Student Excellence is located in Southeastern Hall, Room 113. The contact number is 985-549-3981. The website is http://www.selu.edu/acad_research/programs/cse/. The advisor for education majors is Ms. Blanche Guillot. Her contact information is 985-549-3246. **Email:** Blanche.Guillot@selu.edu

Scholarships and Financial Aid

Scholarships

Advisees may request information concerning scholarships. There is departmental scholarship information available in the Department of Teaching and Learning's office. The advisee may also be directed to Southeastern's Scholarship Office for more information and application process. The website is www.selu.edu/scholarships. Contact number 985-549-5116. The scholarship office is located at North Campus, Room 120.

Financial Aid

Southeastern has opportunities for financial aid for students. Advisees should be directed the financial aid office. The website is www.selu.edu/financialaid. Contact number is 985-549-2244. The financial aid office is located on North Campus.

Progression Scholarship

The Progression Scholarship was created by Southeastern to promote retention and timely progression toward a four-year degree. Only students who enrolled in Summer or Fall 2007 as a beginning freshmen as well as beginning freshmen who enroll in future semesters are eligible for this unique scholarship. This scholarship will help students achieve their goal by funding a portion of their tuition and fees and enabling them to study more and work less. Additionally, for students who depend on student loans, graduating in four years could reduce their overall debt significantly!

- Students are not eligible to receive the scholarship if they attended another higher education institution after high school and before enrolling at Southeastern
- Student must have a declared major
- Student must have at least a 2.0 cumulative grade point average
- First eligibility for this award is one year after high school graduation

Scholarship Award Details:

**Note: The first award is given in the sophomore year (Year 2). Students who may not qualify for the Year 2 award may still be eligible for the Year 3 (junior year) or Year 4 (senior year) awards if they meet the criteria at those points in their academic career.*

Students who enrolled Summer 2013 or later

Year 2 (sophomore) - 3rd & 4th regular semesters

- 25% of degree hours required, not counting developmental hours, completed prior to the beginning of 3rd regular semester
- Scholarship = \$500 per year

Year 3 (junior) - 5th & 6th regular semesters

- 50% of degree hours required, not counting developmental hours, completed prior to the beginning of 5th regular semester
- Scholarship = \$500 per year

Year 4 (senior) - 7th & 8th regular semesters

- 75% of degree hours required, not counting developmental hours, completed prior to the beginning of the 7th regular semester
- Scholarship = \$500

Students who enrolled Summer 2011- Spring 2013

Year 2 (sophomore) - 3rd & 4th regular semesters

- 25% of degree hours required, not counting developmental hours, completed prior to beginning of 3rd regular semester
- scholarship = 10% of tuition

Year 3 (junior) - 5th & 6th regular semesters

- 50% of degree hours required, not counting developmental hours, completed prior to beginning of 5th regular semester
- scholarship = 30% of tuition

Year 4 (senior) - 7th & 8th regular semesters

- 75% of degree hours required, not counting developmental hours, completed prior to beginning of 7th regular semester
- scholarship = 50% of tuition

Students who enrolled Summer 2007- Spring 2011

Year 2 (sophomore) - 3rd & 4th regular semesters

- 30 hours, not counting developmental hours, completed prior to beginning of 3rd regular semester
- scholarship = 10% of tuition

Year 3 (junior) - 5th & 6th regular semesters

- 60 hours, not counting developmental hours, completed prior to beginning of 5th regular semester
- scholarship = 30% of tuition

Year 4 (senior) - 7th & 8th regular semesters

- 90 hours, not counting developmental hours, completed prior to beginning of 7th regular semester
- scholarship = 50% of tuition

Calculation of hours:

- Hours earned for MATH 92 and ENGL 92 will not be counted in hours earned toward degree
- Hours earned prior to graduation from high school may be counted in hours earned
- Transfer hours earned after first enrolling in Southeastern may be counted in hours earned
- Hours earned in the summer may be counted in hours earned

**Fall and Spring semesters are considered regular semesters. The award will not be given in summer semesters.*

Students who enter in the Summer or Fall semesters will receive the Year 2 award the following Fall semester (3rd regular semester). Students must maintain a 2.0 cumulative grade point average to continue receiving the award in the Spring semester. Students will be reevaluated for the Year 3 and Year 4 awards.

Students who enter in the Spring semester will receive the Year 2 award the following Spring semester (3rd regular semester). Students must maintain a 2.0 cumulative grade point average to continue receiving the award in the Fall semester. Students will be reevaluated for the Year 3 and Year 4 awards.

Other Scholarships

Southeastern offers a variety of other scholarships. For information on these scholarship opportunities, please contact the Office of Financial Aid, Scholarship Services, at (985) 549-5116 or 1-800-222-SELU.

Southeastern Merit Award

- National Merit finalist or semifinalist
- \$1000/semester for 8 semesters

Excellence in Commitment to Education & Leadership (ExCEL)

- Demonstrate leadership, citizenship and community service
- Nomination by Principal or Guidance Counselor (See Counselor for details)
- \$500/semester for 4 semesters

The Department of Teaching and Learning
Scholarhship Information

SCHOLARSHIP NAME: Deborah Rae Morris Endowed Scholarship in Special Education

CRITERIA: Full time (12 hours)
Special Education major
2.75 GPA
Junior standing preferred but not required
Submit one page written essay

RETENTION: 2.75 GPA
Full time

SCHOLARSHIP NAME: Joyce Helms Memorial Scholarship in Special Education

DEPARTMENT: Teaching and Learning

CRITERIA: Minimum 2.5 GPA
Freshman majoring in Education
Full time (12 hours)

RETENTION: 2.5 GPA
Full time

SCHOLARSHIP NAME: The Mollie Robicheaux Branch Endowed Scholarship in Education

CRITERIA: Major in Education
Completed 30 hours of undergraduate credits
Minimum 3.0 GPA
Good moral character
Full time (12 hours)
Preference given to student from East Baton Rouge parish
(known as "Central")

RETENTION: 6 semesters if criteria met
Maintains 2.75 GPA

SCHOLARSHIP NAME: W. L. "Buddy" Billups Scholarship in Special Education

DEPARTMENT: Teaching and Learning

CRITERIA: Major in Special Education
If possible, have an emphasis in retardation
Junior or senior standing
Louisiana resident
Minimum 3.0 GPA

RETENTION: Not specified

SCHOLARSHIP NAME: Noel & Essie Bickham Endowed Scholarship in Education

DEPARTMENT: Teaching and Learning

CRITERIA: Full time (12 hours)
Financial need considered
Graduated from high school in good standing
One page essay
Major in Education

RETENTION: Major in Education
Full time (12 hours)
Maintain 2.5 GPA

SCHOLARSHIP NAME: Bill and Katherine Clark Scholarship in Education

DEPARTMENT: Teaching and Learning

CRITERIA: Entering freshman
Majoring in Education
Graduate of St. Michael High School or St. Thomas High School.
Submit a one page essay.
Distributed in Fall only.

RETENTION: No retention. A new student is selected each year.

SCHOLARSHIP NAME: The SGA Endowed Scholarship in Education: Student Government Association

DEPARTMENT: Teaching and Learning

CRITERIA: Must have a 3.0 or higher Southeastern GPA
Must be majoring in one of the disciplines in the College of Education and Human Development
Must have completed 45 hours of coursework at Southeastern & must have junior standing.
Must have a record of active participation in registered Southeastern student organizations.
Must provide evidence of involvement in community service

RETENTION: Not specified

SCHOLARSHIP NAME: Simoneaux-Holmes Endowed Scholarship in Elementary Education

DEPARTMENT: Teaching and Learning

CRITERIA: Minimum College GPA of 3.0
Must be majoring in Elementary Education
Must be junior or senior standing
Must be full-time (12 hours)
Preference given to a male student from Assumption High School.

RETENTION: Not Specified

FEDERAL STUDENT AID

TEACH Fact Sheet

www.FederalStudentAid.ed.gov

TEACH GRANT PROGRAM

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If, after reading all of the information on this fact sheet, you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled starting with the 2008–2009 school year.

Effective Dates

The first TEACH Grants will be awarded to eligible students for the 2008–2009 school year.

Conditions

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- ▶ Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- ▶ Be a U.S. citizen or eligible non-citizen.
- ▶ Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program.
- ▶ Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- ▶ Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- ▶ Sign a TEACH Grant Agreement to Serve (see below for more information on the TEACH Grant Agreement to Serve).

High-Need Field

High-need fields are the specific areas identified below:

- ▶ Bilingual Education and English Language Acquisition
- ▶ Foreign Language
- ▶ Mathematics
- ▶ Reading Specialist
- ▶ Science
- ▶ Special Education



FEDERAL STUDENT AID

TEACH Fact Sheet

www.FederalStudentAid.ed.gov

- ▶ Other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's *Annual Teacher Shortage Area Nationwide Listing*. To access the listing, please go to www.ed.gov/about/offices/list/ope/pol/tsa.doc.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's *Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits*. To access the Directory, please go to www.tcli.ed.gov and click on the SEARCH button.

Teach Grant Agreement to Serve

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that will be available electronically on a Department of Education website. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. Specifically, the TEACH Grant Agreement to Serve will require the following:

- ▶ For each TEACH Grant-eligible program for which you received TEACH Grant funds, you must serve as a full-time teacher for a total of at least four academic years within eight calendar years after you completed or withdrew from the academic program for which you received the TEACH Grant.
- ▶ You must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.
- ▶ Your teaching service must be in a high-need field.
- ▶ You must comply with any other requirements that the Department of Education determines to be necessary.
- ▶ If you do not complete the required teaching service obligation, TEACH Grant funds you received will be converted to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement.

Additional Guidance and Implementing Regulations

The Department of Education will publish regulations to implement the TEACH Grant Program after providing an opportunity for public comment in accordance with legal requirements.

IMPORTANT REMINDER

If you receive a TEACH Grant but do not complete the required teaching service, as explained above, you will be required to repay the grants as a Federal Direct Unsubsidized Stafford Loan, with interest charged from the date of each TEACH Grant disbursement.

Next Steps

If you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled to find out if they will participate in the TEACH Grant Program for the 2008–2009 school year.

Disclaimer

This fact sheet provides a preliminary summary of the TEACH Grant Program based on the College Cost Reduction and Access Act of 2007. The information in this document is subject to change and is not binding on the Department of Education.

