

\* The student MUST take an additional 16 credit hours of biological and physical science courses from the following list: BI 101, BI 103, BI 106, BI 141, CH 124, CH 141, NS 101, NS 140.

At least one course must be in the biological sciences, and at least one course must be in the physical sciences.

**A.S.: Natural Resources Management Total**

**74**

## SCHOOL OF EDUCATION

The Northern Marianas College (NMC) School of Education (SOE) is dedicated to enhancing the quality of education in the Commonwealth of the Northern Mariana Islands (CNMI) by providing a Bachelor of Science (BS) degree in Education with four concentration areas: Elementary Education, Early Childhood Education, Special Education and Rehabilitation and Human Services.

The NMC program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom, and to collaborate with others in supporting students and families with special needs. The program offers course work and student teaching field experiences, which is cohesively designed, well-coordinated, and based on sound theoretical principles and practices.

The teacher preparation program prepares professionals to work directly with learners from diverse ethnic, socioeconomic, linguistic, and cultural backgrounds and to integrate appropriate modifications to meet the needs of students with exceptional needs.

Cooperating teachers, supervisors, and faculty at Northern Marianas College School of Education collaborate to guide and support learners in developing proficiencies in the following four goal areas:

1. Methods and materials.
2. Models for instruction, technology, classroom management and discipline.
3. Interpersonal communication skills.
4. Professional attitudes and conduct.

### MISSION STATEMENT

The mission of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

**STATEMENT OF PHILOSOPHY**

The Commonwealth of the Northern Mariana Islands is geographically isolated, culturally diverse, and rich in human resources, with constant challenges to traditional ways, and fresh opportunities for insights and growth. For a society to prosper and thrive, it requires individuals who can sustain tradition while accommodating change. As the primary provider for initial teacher and rehabilitation and human service education in the CNMI, the Northern Marianas College School of Education is dedicated to preparing knowledgeable and dedicated educators and rehabilitation and human service providers for the community.

Teachers are essential conduits of culture. They provide insights into the past; they enlarge worldviews; they deepen understanding of both the familiar and the arcane. They develop all the intelligences that make up humanity. At their best, they lead students to an awareness of the way life works. They not only give academic guidance and leadership, they also help students gain the emotional skills needed to understand themselves and to have healthy and appropriate interactions with peers and adults to contribute fully to society, individuals need a foundation of knowledge, good communication and interpersonal skills, the capacity to think critically and creatively, and the ability to solve problems.

The School of Education (SOE) endeavors to provide teachers-in-training with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their students. The SOE Teacher Preparation Program strives to instill in its participants the fundamental competence they need to observe, contemplate, evaluate, and instruct learners of all ages, backgrounds, and abilities.

The SOE faculty and staff are equally dedicated to personal growth and self-improvement. Faculty work to keep abreast of insights and innovations in the fields of Early Childhood, Elementary, English as a Second Language, Multicultural and Special Education. They seek to use and instill what is viewed as the most effective practices in all areas of education. Faculty work to implement fresh directions in curriculum and instruction. Innovative approaches and research-based practices are the foundation of the SOE curriculum. SOE faculty set high standards and hold high expectations for all students and cooperating teachers.

**TEACHER PREPARATION PROGRAM**

The NMC School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Education. A Curriculum Resource Center (CRC) supports the Teacher Preparation Program. The CRC serves as a specialized resource center that is linked to the main NMC library system. Its holdings include texts for educational research and curriculum materials to enhance constructivist-teaching methodology and provide primary resources for education students, teachers-in-training, and cooperating teachers. Any student registered for an education course has access to the resources available in the CRC. The Education Program is designed to engage students enrolled as education majors in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The Bachelor of Science in Education degree program is based upon the latest research and current best educational and classroom practices. The educational faculty designed each course to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices, incorporating the latest research-based methodologies.

## PROGRAM STANDARDS

The School of Education serves the CNMI by providing a teacher education program for students seeking baccalaureate degrees in Education. In preparing this program's curriculum, the School's faculty has been guided by standards developed by the National Council for Accreditation of Teacher Education (NCATE) and their affiliates. The NCATE has also been involved in creating Program Standards for Elementary Teacher Preparation. A committee comprising representatives from 19 national standard-setting associations, organizations, and projects has prepared these standards, a work in progress. The School of Education wholly endorses these standards as program guidelines.

**Standard 1. DEVELOPMENT, LEARNING, AND MOTIVATION.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**Standard 2. CURRICULUM.** Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-8 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels:

2. a. Candidates demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. b. Candidates know, understand, and use the fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;
2. c. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;
2. d. Candidates know, understand, and use the central concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
2. e. Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, function, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;
2. f. Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and the practice of skills that contribute to good health;
2. g. Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and

enhanced quality of life for elementary students;

2. h. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

**Standard 3. INSTRUCTION.** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community:

3. a. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;

3. b. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;

3. c. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**Standard 4. ASSESSMENT.** Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

**Standard 5. PROFESSIONALISM.** Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher:

5. a. Candidates are aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;

5. b. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of children;

5. c. Candidates foster relationships with schools, colleagues, and agencies in the larger community to support students' learning and well-being.

## PROGRAM LEARNING OUTCOMES

SOE PLO 1. Design & create coherent resources, instruction, and assessment of student learning

SOE PLO 2. Demonstrating knowledge of students

SOE PLO 3. Demonstrating knowledge of content & pedagogy

SOE PLO 4. Creating an environment of respect and rapport to establish a culture of learning

SOE PLO 5. Manage the classroom (procedures, student behavior, and space)

SOE PLO 6. Communicating effectively and providing feedback (questions and discussions)

SOE PLO 7. Engage students in learning

SOE PLO 8. Professionalism (developing, demonstrating, and reflecting)

SOE PLO 9. Communicates and builds relationship with the community

## STUDENT LEARNING OUTCOMES

As indicated by the standards listed above, the SOE provides students with courses rich in both theoretical foundations and practical experiences. In line with this, the SOE states that, upon completion of the B.S. degree in Education, students will be able to:

**1.0 Cognitive (Knowledge/Understanding)**

- 1.A Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
- 1.B Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
- 1.C Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development; analyze and explain the impact that current global, regional, national, and local issues have on students, families and schools in the CNMI.

**2.0 Skills/Abilities**

- 2.A Explain and demonstrate basic educational methods and techniques.
- 2.B Identify regional and national subject matter standards and plan and teach lessons that meet those standards.
- 2.C Develop and write teaching plans, long- and short-term integrated units, lesson and activity objectives, and plan, teach and evaluate classroom lessons at all levels K-8.
- 2.D Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.
- 2.E Design and teach lessons that reflect and respect the various cultural influences that make up modern society.
- 2.F Design and teach lessons and activities that develop deductive reasoning, problem solving and critical thinking skills.
- 2.G Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.
- 2.H Design and teach lessons that encourage the development and growth of inquiry strategies.
- 2.I Use a variety of assessment tools and techniques to evaluate student work and achievement.

**3.0 Affective Outcomes (Beliefs, Values, Opinions)**

- 3.A Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.
- 3.B Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

## **CURRICULUM GUIDELINES**

**Integrated Curriculum**

An integrated approach allows learners to put ideas into perspective and to see and make connections across content areas. Integrated, thematic teaching approaches help learners to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher preparation program, a similar approach would be effective with teachers-in-training. Thus, SOE faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

**Model Teaching**

School of Education faculty share a belief that learners will teach as they have been taught. They exhibit model teaching for their learners and provide a variety of approaches as they present the content of their courses.

**Cultural Diversity**

The SOE recognizes that learners come from a variety of cultural backgrounds. Diversity in the classroom is a strength because varying worldviews and perceptions of different learners combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. Cultural diversity is valued and provides teachers-in-training with the knowledge skills needed to take advantage of the cultural strengths that they will find in their classes.

**Purposeful Learning**

Students learn best when they learn, create, and produce products for a purpose. Purposeful learning enhances intrinsic motivation. The SOE will provide learning experiences to aid learners in working with purpose towards objectives and gain practical experience and develop the confidence that results

**Cooperative and Collaborative Learning**

Learners of every age thrive in social settings. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. Thus SOE instructors encourage a healthy mix of group and individual work in classes.

**Writing Across the Curriculum**

The most important skill that can be learned in school is literacy. The ability to read and write is the main indicator of success in school and life itself. Teachers will model and encourage effective writing whenever possible. SOE instructors explicitly develop reading and writing approaches for their topics to give prospective teachers a broad range of experience. In some courses learners may keep reflective, interactive journals to consider ideas, express opinions, and link to and make connections among the various curriculum topics covered in the program.

**Multiple Intelligences**

Intelligence is more than the ability to choose correct answers on an IQ test. It is a bio-psychological potential to process information to be used in a cultural setting to solve problems or create products that are of value. Areas of intelligence include the verbal-linguistic, mathematical-logical, spatial, musical, bodily kinesthetic, naturalistic, interpersonal, and intrapersonal. Information and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners.

**Authentic and Portfolio Assessment**

Because intelligence is multiple learners cannot express the totality of what they know or can do on simple pen and paper tests, instructors therefore use a variety of approaches and the use of authentic assessment that are determined during the planning stage and are in line with course objectives. One assessment technique is the development of portfolios, preferably e-portfolios, of materials, activities, and projects they have.

**Field Experience**

Field experience or practicum is an essential and key part of the SOE program. From Introduction to Teaching to Student Teaching, learners are actively involved in field experiences. Opportunities are provided in conjunction with the CNMI Public School System, private schools, government agencies, for and non-profit agencies to provide for observation, internship and practice teaching.

**Ongoing Development**

SOE instructors are sincerely dedicated to providing the CNMI with the best possible teachers. They strive to accomplish this by assisting teachers-in-training to develop, recognize, and realize their



strengths as teachers and as human beings. They examine and evaluate approaches and methods and stay active professionally and personally.

## ADMISSION REQUIREMENTS

All learners who plan to major in Education MUST first be accepted into the Northern Marianas College. Learners may then declare Education as their major. The requirements:

- Acceptance Application for the School of Education Program
- Successfully complete ED 211 Introduction to Teaching with a grade of B or higher
- Two (2) Letters of Recommendations
- Official Transcript
- Passport Size Photo
- Statement of Interest Essay
- Cumulative Grade of 2.8\*

Deadlines for submission of application and all required materials are May 30<sup>th</sup> for Fall admission and December 20<sup>th</sup> for Spring admission.

*\*Teach Grant requires a Cumulative GPA of 3.25. For admissions, please see Ms. Amanda Angel-Diaz*

## Teacher Candidate

### Admission to Teacher Candidacy Status

Application for Teacher Candidacy should take place during the semester the learner completes 40 semester hours of applicable college credits towards the B.S. degree in Education and meets all the specific pre-requisite requirements. Application may be obtained from the SOE administration office, currently located in Building J. The completed application is to be submitted to the School of Education Director or designee prior to the announced deadline. All pre-service teachers should inquire about this process early in the semester. All pre-service teachers wishing to register for School of Education 300 and 400 level classes are required to submit an application for admission to the SOE demonstrating that he or she has met the following requirements:

- Completion with a grade of “C” or higher of EN 202 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher of MA 132 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher all pre-requisite courses for 300/400 level education courses with the exception of ED 480 (Educational Technology).
  - These pre-requisite courses are ED 480, ED 205, ED 211, ED 282 and ED 300.
- Exceptions are those pre-service teachers who have completed with a grade of “C” or higher pre-requisite courses from a U.S. accredited institution.
- Hold a cumulative grade point average (GPA) of 2.8 or higher at the time of application.
- Submit an official copy of scores for PRAXIS I – PPST (Pre-professional Skills
- Test, Basic Skills and General Knowledge) in reading, writing and mathematics.
  - Although the PRAXIS may be taken repeatedly, pre-service teacher will not be accepted in 300 and 400 level classes until they have evidence of meeting the following established baseline scores: Reading score of 170, Writing score of 170 and Mathematic score of 170.
- Submit to OAR official transcripts for all credits earned outside of NMC.

\*NMC School of Education pre-service teachers who have successfully completed 12 credit hours of 300/400 level classes as of December 15, 2003 are exempt from PRAXIS I. After November of 2003 all pre-service teachers must meet all prerequisite course requirements for any 300/400 level courses. Deadlines for submission of application and all required materials are April 1<sup>st</sup> for Fall admission and November 1<sup>st</sup> for Spring admission.

A review by the SOE is required of each application, followed by an interview of the applicant by the SOE Director or designee. The learner will be provided with a certification of full admission to Teacher Candidacy, a letter of provisional admission to Teacher Candidacy or a denial letter with cause, no later than seven (7) calendar days from the date of the interview.

*For Teacher Candidacy, please see Ms. Cyndi Deleon Guerrero.*

### PRAXIS Series:

The PRAXIS I requirement became effective for the spring term 2005. The SOE has adopted the PRAXIS series examinations. A requirement for Teacher Candidacy is a successful pass rate of 170 Reading (test code 710), 170 Writing (test code 720), 170 Mathematics (test code 730).

In ED 471 – Integrated Lessons and Activities (course prior to Student Teaching), the PRAXIS II test is required for the Elementary Education concentration. Elementary Content (test code 0014) with a passing score of 146. Other identified PRAXIS II tests and passing scores are as follows:

- Principles of Learning and Teaching – Early Childhood Education (test code 0521) with a pass score of 163;
- SPED: Knowledge and Application (test code 0352) with a passing score of 150; and
- School Social Worker Content Knowledge (test code 0211) with a passing score of 156.

### Provisional Admission to Teacher Candidacy

Pre-service teachers in the following categories will be admitted as provisional members of the SOE in accordance with the requirements listed below. Applications may be obtained from the SOE administration office, currently in Building J. The complete application is to be submitted to the Director or designee of the School of Education prior to the announced deadline.

(A) Transfer learners with 60 or more semester hours of earned credit acceptable for admission to teacher candidacy but who do not meet all course pre-requisites shall:

- Follow all application procedures and rules.
- Submit results of the PRAXIS I.
- Verify the successful completion of EN 202 and MA 132 or higher or the equivalent from and accredited U.S. institution through the OAR.
- Register for pre-requisite courses.
- When all requirements are met, the transfer pre-service teacher will become a teacher candidate.

(B) Holders of baccalaureate degree in the field of Education or a related field from an accredited U.S. institution, recognized non-U.S. institution, or an unaccredited institution must submit an application and meet all entrance and GPA requirements.



A review by the SOE is required of each application followed by an interview of the applicant by the SOE. The student will be provided with a certification of full admission to teacher candidacy, letter of provisional admission to teacher candidacy, or denial letter with cause no later than seven (7) calendar days from the date of the interview.

ED 315 – Inclusive Practices for Students with Learning Problems and/or ED 480 – Educational Technology may be taken while under provisional admissions into Teacher Candidacy.

## **FIELD EXPERIENCE(S) (Observation, Practicum and Internship Courses)**

In recent years the value of experiences in the field has been increasingly recognized and as a result field experiences are a critical component of teacher education program. Multiple opportunities are provided for teacher education candidates to be in the field throughout their programs. Through fieldwork experiences, teacher education candidates are exposed to a range of diverse learners, cultures and learning environments. Several courses have been identified to provide these multicultural and multi-dimensional experiences.

### **Placements:**

To provide learners with the best opportunities for growth and exposure to grade levels and individual school environments, the SOE Instructors will place learners at different locations.

### **Early Childhood Education**

ED211 – Introduction to Teaching  
ED351 – Instructional Strategies & Classroom Management  
ED451 - Integrated Science and Math for Young Children  
ED471 – Integrated Lessons and Activities  
ED492 – Student Teaching  
ED493 – Community Practicum

### **Elementary Education**

ED211 – Introduction to Teaching  
ED321 – Literature and Language Arts for Elementary Teachers  
ED351 – Instructional Strategies & Classroom Management  
ED353 – P.E. and Health for Elementary Teachers  
ED435 – Diagnostics and Prescriptive Reading  
ED471 – Integrated Lessons and Activities  
ED492 – Student Teaching  
ED493 – Community Practicum

### **Rehabilitation & Human Services**

ED211 – Introduction to Teaching  
ED351 – Instructional Strategies & Classroom Management  
ED353 – P.E. and Health for Elementary Teachers  
ED471 – Integrated Lessons and Activities  
ED493 – Community Education Practicum

### **Special Education**

ED211 – Introduction to Teaching  
ED321 – Literature & Language Arts for Elementary Teachers  
ED351 – Instructional Strategies & Classroom Management

ED353 – P.E. and Health for Elementary Teachers  
 ED435 – Diagnostics & Prescriptive Reading  
 ED471 – Integrated Lessons and Activities  
 ED492 – Student Teaching  
 ED493 – Community Practicum

### GRADUATION REQUIREMENTS

Only courses passed with a grade of “C” or better will be accepted for graduation for the baccalaureate degree. All potential graduates must pass all the core courses, general education courses, and required Education courses listed on the IDP.

It is recommended that graduates seeking CNMI Teacher Certification obtain Teacher Certification requirements from the Public School System.

### BACCALAUREATE DEGREE COURSES IN EDUCATION

The NMC School of Education offers the Bachelor of Science degree in Education. Students take core courses and general education courses in the Arts and Sciences before completing their required education courses, including the 12-credit student teaching or community practicum requirement. Students successfully completing all of the requirements then receive an accredited Baccalaureate Degree in Education in their respective concentration of choice. Students must complete all courses identified on IDP within seven years, the first year commencing on taking Intro to Teaching.

### 100/200-LEVEL PREREQUISITES AND REQUIREMENTS

CORE COURSES	COURSE NUMBER	CREDITS
College Success	BE 111	3
Fundamentals of Speech	CO 210	3
English Composition I	EN 101	3
Contemporary Mathematics	MA 132	4
Current Issues in the CNMI	SO 297	<u>3</u>
<b>Subtotal</b>		<b>16 credits</b>

### GENERAL EDUCATION REQUIREMENTS

Political Science	PS 110	3
Literature	Any 3 credits	3
Biological Science	Any 4 credits	4
Physical Science	Any 4 credits	4
English Composition II	EN 202	3
World Regional Geography	GE 101/201	3
Psychology	PY 101	3
History	Any 3 credits	3
NMI History	HI 255	3
Fine Arts/Performing Art	Any 3 credits	3
Language I	Any 4 credits	<u>4</u>
<b>Subtotal</b>		<b>36 credits</b>

<i>PROGRAM REQUIREMENTS</i>		<i>Credits</i>
Child Development	ED 205	3
Introduction to Teaching	ED 211	4

Multicultural Foundations	ED 282	3
Educational Psychology	ED 300	3
Inclusive Pract. For Child. W/Learn. Diff.	ED 315	3
Instructional Strategies & Classroom Mgmt	ED 351	4
Health and PE Meths. for Elem. Teachers	ED 353	5
Integrated Planning & Programs	ED 370	3
Teaching Methods in Special Education	ED 401	3
Teaching Linguistically Diverse Students	ED 406	3
Assessment and Evaluation	ED 450	3
Integrated Lessons & Activities	ED 471	5
Educational Technology	ED 480	<u>3</u>
<b>Subtotal</b>		<b>45 credits</b>

<b>B.S. in Education, Elementary Education Concentration</b>	<b>Total</b>	<b>131 Credits</b>
Fine Arts for Elementary Teachers	ED 320	3
Literature & Language Arts for Elem Teach	ED 321	5
Teaching Elem & Middle School Math	ED 432	3
Science as Inquiry Methodology	ED 433	3
Social Studies in Action	ED 434	3
Diagnostics & Prescriptive Reading	ED 435	5
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493	<u>12</u>
<b>Subtotal</b>		<b>34 credits</b>

<b>B.S. Education, Early Childhood Education Concentration</b>	<b>Total</b>	<b>132 Credits</b>
Administration in ECE	ED 246	3
Fine Arts for Elementary Teachers	ED 320	3
Literature & Language Arts for Elem Teach	ED 321	5
Guiding & Nurturing Young Children	ED 343	3
Education for Parenthood	ED 345	3
Social Studies in Action	ED 434	3
Integrated Science & Math for Young Child	ED 451	3
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493	<u>12</u>
<b>Subtotal</b>		<b>35 credits</b>

<b>B.S. Education, Rehabilitation &amp; Human Services Concentration</b>	<b>Total</b>	<b>134 Credits</b>
Medical Implications of SPED	ED 247	3
Introduction to Human Services	RH 215	3
Theories & Techniques of Counseling	RH 310	3
Community Resources	RH 320	3
Case Management	RH 400	3
Human Services Program Management	RH 420	3
Medical & Psychosocial Aspects of Dis	RH 430	3
Field Work	RH 440	4
Community Education Practicum	ED 493	<u>12</u>
<b>Subtotal</b>		<b>37 credits</b>

<b>B.S. Education, Special Education Concentration</b>	<b>Total</b>	<b>134 Credits</b>
Medical Implication of SPED	ED 247	3
Literature & Language Arts for Elem Teach	ED 321	5

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Current Issues in SPED	ED 397	3
Teaching Elem & Middle School Math	ED 432	3
Diagnostics & Prescriptive Reading	ED 435	5
SPED Diagnosis & Assessment	ED 456	3
Community Resources	RH 320	3
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493	<u>12</u>
<b>Subtotal</b>		<b>37 credits</b>
<i>The BS in Education consists of a total of 132-133 credits.</i>		

**Northern Marianas College  
School of Education  
Individualized Degree Plan  
Bachelor of Science in Education**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ EN/MA Placement Level: \_\_\_\_\_ Number: \_\_\_\_\_

*Only courses with a grade of C or better may be applied to this IDP						
Course Title	Course ID	Credits	Term Recommended*	Term & Year	Grade	Alternative
<b>Core Course Requirements</b>						
College Success	BE 111	3	Freshman - 1			
Fundamentals of Speech Communication	CO 210	3	Sophomore - 1			
English Composition I	EN 101	3	Freshman - 1			
Mathematics	MA 132 or above	4	Freshman - 3			
Current Issues in the CNMI	SO 297	3	Sophomore - 2			
<b>TOTAL</b>		<b>16</b>				
<b>General Education Requirements</b>						
Political Science	PS 110	3	Sophomore - 2			
Literature	Any 3 credits	3	Sophomore - 1			
Biological Science	Any 4 credits	4	Freshman - 3			
Physical Science	Any 4 credits	4	Sophomore - 1			
English Composition II	EN 202	3	Freshman - 2			
Psychology	PY 101	3	Freshman - 3			
Geography	GE 101/201	3	Freshman - 3			
History	Any 3 credits	3	Freshman - 2			
Northern Mariana Islands History	HI 255	3	Sophomore - 1			
Fine Arts/Performing Arts	Any 3 credits	3	Freshman - 2			
Language	Any 4 credits	4	Freshman - 2			
<b>TOTAL</b>		<b>36</b>				
<b>Program Requirements</b>						
Child Development	ED 205	3	Sophomore - 2			
Introduction to Teaching	ED 211	4	Freshman - 1			
Multicultural Foundations	ED 282	3	Sophomore - 2			
Educational Psychology	ED 300	3	Sophomore - 2			
<b>TOTAL</b>		<b>13</b>				
<i>Teacher Candidacy must be achieved before taking any course above ED 300. Praxis I must be successfully completed.</i>						
Inclusive Practices for Students with Learning Problems	ED 315	3	Junior - 1			
Instructional Strategies and Classroom Management	ED 351	4	Junior - 1			
Health and PE Methods for Elementary Teachers	ED 353	5	Junior - 2			
Integrated Planning and Programs	ED 370	3	Junior - 1			
Teaching Methods in Special Education	ED 401	3	Junior - 2			
Teaching Linguistically Diverse Students	ED 406	3	Senior - 1			
Assessment and Evaluation	ED 450	3	Junior - 1			
Integrated Lessons and Activities	ED 471	5	Senior - 1			
Educational Technology	ED 480	3	Freshman - 1			
<b>TOTAL</b>						
<b>TOTAL CREDIT HOURS</b>		<b>32</b>				
<b>Concentration Requirements</b>						
<b>Early Childhood Education Concentration</b>	<b>Elementary Education Concentration</b>		<b>Rehabilitation and Human Services Concentration</b>		<b>Special Education Concentration</b>	
ED 320 Fine Arts for Elem. Teachers - 3 ED 321 Lit. & Language Arts for Elem. Teachers - 5 ED 451 Integrated Science & Math for Young Children - 3 ED 434 Soc. Studies in Action - 3 ED 246 Administration in ECE - 3 ED 343 Guiding & Nurturing Young Children - 3 ED 345 Education for Parenthood - 3	ED 320 Fine Arts for Elem. Teachers - 3 ED 321 Lit. & Language Arts for Elem. Teachers - 5 ED 432 Teaching Elem. & Middle School Math - 3 ED 433 Science as Inquiry Methodology - 3 ED 434 Soc. Studies in Action - 3 ED 435 Diag. & Pres. Reading - 5		ED 247 Medical Implications of SPED - 3 RH 215 Intro. to Human Services - 3 RH 310 Theories & Techniques of Counseling - 3 RH 320 Community Resources - 3 RH 400 Case Management - 3 RH 420 Human Services Program Management - 3 RH 430 Medical & Psychosocial Aspects of Disability - 3 RH 440 Field work - 4		ED 247 Medical Implications of SPED - 3 ED 321 Lit. & Language Arts for Elem. Teachers - 5 ED 397 Current Issues in SPED - 3 ED 432 Teaching Elem. & Middle School Math - 3 ED 435 Diag. & Pres. Reading - 5 ED 456 SPED Diagnosis & Assessment - 3 RH 320 Community Resources - 3	
<b>Teaching Practicum</b>	ED 492/493/495		12		Senior - 2	
Concentration Total = 23	TOTAL = 132		Concentration Total = 22		TOTAL = 131	
		Concentration Total = 25		TOTAL = 134		
		Concentration Total = 25		TOTAL = 134		

\*This will be considered in advisement and is only a recommended sequence. For Fall 2013 new SOE students - PRAXIS II requirements for identified concentration(s) must be successfully completed prior to the completion of ED 471.

Academic Advisor

Date

  
Barbara Mertalen  
Dean, Academic Programs and Services

4.17.13  
Date

Revised/Adopted: [March 14, 2013]  
Effective Date: Summer 2013