


Application Deadline: 2nd Tuesday in March for the following academic year (Fall and Spring)

	Secondary Education Department / Program Recommendation for Admission to Student Teaching
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Recommendation for: _____
Student's Name

Department/Licensure Area _____

Students

- Write your name within the “Recommendation for:” text box above. Identify your “Department/Licensure Area”. (Biology, Chemistry, Communication Arts & Literature, Mathematics, Music, Social Studies, and Educational Media)
- Ask your department chair, licensure coordinator, or academic advisor within your academic major to complete this and the attached form and forward them to the Education department.
- Students should complete the attached form indicating:
 - Grade-summary showing your earned grades for required courses
 - EDU dispositions - please review these and self-evaluate your dispositions
 - Licensure standards associated with your field of study - please review these and self-evaluate your attainment of these standards

Faculty (Department Chair, Licensure Coordinator, or Academic Advisor)

- Faculty making recommendations should review the student's grades in their major, the EDU dispositions, and the content area licensure standards in the process of making their recommendation. A check box in front of each EDU disposition and licensure standard is provided. Please feel free to utilize these boxes to indicate a student's dispositions or attainment of the standards.

Utilizing the resources provided (course grades, EDU dispositions, and licensure standards) and your experiences with this student's ability and performance in your department / program, do you recommend that she/he be permitted to student teach at the middle/secondary level in your academic/licensure area?

- Yes
- Yes, but with reservations
- No

Please provide narrative information supporting the recommendation identified above.
(Use back if necessary)

Signature _____ Date _____
Department Chair/Licensure Coordinator/Academic Advisor

(Please forward to the Education Department. Thank you!)

Social Studies

Education Department

Social Studies		Student	Faculty
Course	Grade		
HIS 1101		<input type="checkbox"/>	<input type="checkbox"/>
HIS 1102		<input type="checkbox"/>	<input type="checkbox"/>
HIS 1110		<input type="checkbox"/>	<input type="checkbox"/>
HIS 1111		<input type="checkbox"/>	<input type="checkbox"/>
HIS 2201		<input type="checkbox"/>	<input type="checkbox"/>
HIS 2202		<input type="checkbox"/>	<input type="checkbox"/>
HIS 2214		<input type="checkbox"/>	<input type="checkbox"/>
HIS 3206		<input type="checkbox"/>	<input type="checkbox"/>
HIS 3327		<input type="checkbox"/>	<input type="checkbox"/>
HUM 1174		<input type="checkbox"/>	<input type="checkbox"/>
POL 2001		<input type="checkbox"/>	<input type="checkbox"/>
POL 3331		<input type="checkbox"/>	<input type="checkbox"/>
PSY 1105		<input type="checkbox"/>	<input type="checkbox"/>
SOC 1125		<input type="checkbox"/>	<input type="checkbox"/>
SOC 2231		<input type="checkbox"/>	<input type="checkbox"/>
HIS		<input type="checkbox"/>	<input type="checkbox"/>
HIS		<input type="checkbox"/>	<input type="checkbox"/>
HIS		<input type="checkbox"/>	<input type="checkbox"/>

- Disposition One:** The teacher is disposed toward being a lifelong learner who has a passion for subject matter.
- Disposition Two:** The teacher is disposed to healthy and helping relationships with children/youth.
- Disposition Three:** The teacher is disposed toward opportunities to grow in understanding and appreciation of human diversity.
- Disposition Four:** The teacher is disposed toward creativity, problem solving, and/or divergent thinking.
- Disposition Five:** The teacher is disposed toward promoting positive social interaction.
- Disposition Six:** The teacher is disposed toward effective communication.
- Disposition Seven:** The teacher is disposed toward planning, organizing, and goal setting.
- Disposition Eight:** The teacher is disposed toward recognizing and promoting growth in others.
- Disposition Nine:** The teacher is disposed to reflection and self-development.
- Disposition Ten:** The teacher is disposed toward integrity and collaboration for student/child advocacy.

Student	Faculty	A teacher of Social Studies understands:
<input type="checkbox"/>	<input type="checkbox"/>	A. How human beings create, learn, and adapt culture.
<input type="checkbox"/>	<input type="checkbox"/>	B. Historical roots based on what things were like in the past and how things change and develop over time.
<input type="checkbox"/>	<input type="checkbox"/>	C. The world within and beyond personal locations.
<input type="checkbox"/>	<input type="checkbox"/>	D. That personal identify is shaped by an individual's culture, by groups, and by institutional influences.
<input type="checkbox"/>	<input type="checkbox"/>	E. How institutions are formed, what controls and influences them, how control and influence individuals and culture, and how institutions can be maintained or changed.
<input type="checkbox"/>	<input type="checkbox"/>	F. The historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society and other parts of the world.
<input type="checkbox"/>	<input type="checkbox"/>	G. How people organize for the production, distribution, and consumption of goods and services.
<input type="checkbox"/>	<input type="checkbox"/>	H. The relationships among science, technology, and society.
<input type="checkbox"/>	<input type="checkbox"/>	I. The relationship of global connections among world societies to global interdependence.
<input type="checkbox"/>	<input type="checkbox"/>	J. That civic ideals and practices of citizenship is critical to full participation in society and is the central purpose of the social studies.

