



**TEACHER EDUCATION
HANDBOOK**

BREWTON-PARKER COLLEGE

2004 - 2005

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FACULTY AND SUPPORT SERVICES

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SECONDARY MATH EDUCATION
PROFESSOR OF MATHEMATICS

TECHNOLOGY LABORATORIES

Candidates have access to six computer labs on the main campus: the Holliman-Fountain Education Center lab, the Music Division lab in Miller Music Building, three labs in the Jordan Business Building, and the computer lab in the Morgan-Moses Math/Science Building. There are computer labs located at the Liberty campus and the Norman Park campus.

MEDIA MATERIALS

Candidates enrolled in off-campus centers may request materials from the main campus Curriculum Lab in the Holliman-Fountain Education Center by submitting the “Materials Request Form” that can be found on the Brewton-Parker College library website. A Curriculum Lab is located at all sites. The Curriculum Lab on the Mount Vernon campus has additional media services such as scanning, laminating, and instructional videotapes.

UPDATE MEETINGS

(Unit and Program Delivery Assistance to Teacher Education)

A meeting of education majors is held periodically at each of the three education centers for the purpose of orienting new students to the teacher preparation program and for providing updated information to all other education majors.

Meeting dates are published each semester and are posted on bulletin boards in all three education centers. These meetings are also designed to clarify all requirements, changes, and other information with education majors at all campuses. All education majors are notified and are expected to attend.

CAREER SERVICES CENTER

The Counseling Center provides services at no cost to enrolled students. The Career Counselor assists students in planning, reviewing, and implementing career goals. Assistance is available in areas such as selecting a major, gaining part-time employment, writing a resume, practicing interviewing skills, and more. Career-related resources are also available in the career center library. Teacher Recruitment Job Fairs are hosted each spring semester.

The Counseling Center is located in the Cook Building on the Mount Vernon campus. The Career Counselor visits the Liberty campus and Norman Park campus if requested.

CONCEPTUAL FRAMEWORK

The Conceptual Framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The Conceptual Framework is knowledge-based, articulated, shared, coherent, consistent with the College's Mission, and continuously evaluated. (NCATE, 2002)

**Conceptual Framework
2004-2005**

Reflective Pathways

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher reflects a Christian worldview in seeking to enhance the success of his or her future students.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher demonstrates Christian dispositions that reflect a caring nature toward students.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. The teacher utilizes technology in instructional strategies.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The teacher reflectively enriches the learning environment.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher possesses a disposition for involvement in local communities.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher develops fair assessments.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being. The teacher demonstrates Christian attitudes and values that allow him or her to respond to a rapidly changing state, nation, and world.

The Conceptual Framework of the Education Division forms the basis of all teacher preparation activities at Brewton-Parker College. It is centered on the knowledge, skills, and dispositions as outlined in the INTASC Standards. Our conceptual framework shapes each part of the preparation of the reflective educator with a Christian worldview.

The Mission Statement of the Education Division is to produce effective and reflective teachers through programs that will allow them to: acquire a strong foundation of research-based knowledge with a Christian worldview; strengthen philosophical attitudes and Christian values; and demonstrate strong pedagogical practices. A reflective teacher is one who critically examines the practices of teaching and is able to make informed decisions and solve problems.

The Philosophy of the Education Division is we believe all children can learn to a high standard and a logical consequence of these beliefs is that effective and reflective teachers possess the appropriate combination of experiences, academic preparation in a Christian environment and dispositions of Christian moral and ethical responsibilities to achieve this goal. Thus, the faculty of the Education Division and its partners believe that all programs must articulate appropriate knowledge, skills, and dispositions related to how our graduates will impact and promote all components of teaching and learning.

GOVERNING AGENCIES
AND
SUPPORT SERVICES

Southern Association of Colleges and Schools

The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); therefore, the Education Division complies with rules, regulations, and policies required by SACS.

Georgia Professional Standards Commission

The Georgia Professional Standards Commission (PSC) is the agency which approves and governs teacher education units and programs in Georgia colleges and universities. The Education Division of Brewton-Parker College complies with the Professional Standards Commission procedures and standards in order to receive approval for the education unit and all of the programs for which degrees and certification/licensure are earned.

The PSC also issues teaching certificates to applicants who have completed an approved teacher education program. The applicant must have passed PRAXIS I and PRAXIS II and be recommended by the Brewton-Parker certification officer.

Professional Program Committee

The Professional Program Committee (PPC) is charged with the responsibility for admitting students into the Teacher Education program. It continually monitors student progress and keeps candidates informed of their admission status. The committee is composed of at least seven faculty members, one student, and one local practitioner.

Advisory Council

The Education Division seeks input from public schools in which its students are placed for field experiences. The Advisory Council is composed of school superintendents, principals, curriculum directors, teachers, Brewton-Parker students, the Education Division faculty, and selected Arts and Sciences faculty. It meets once each semester on the main campus. Advisory seminars foster collegiality among professors, candidates, and public school educators.

Community Partnership Committee

The College also participates in a Community Partnership Committee with the Montgomery County Board of Education. This committee is chaired by the President of the College and meets twice each semester. The Chairman of the Education Division serves on this committee. Many collaborative events are planned and implemented by this group.

**STUDENT PROFESSIONAL
ORGANIZATIONS**

Professional Organizations

The State of Georgia has two professional organizations which offer student membership to education majors:

Professional Association of Georgia Educators (PAGE)
Georgia Association of Educators (GAE)

Education majors at Brewton-Parker College are **required** to join the professional organization of their choice for the purpose of:

- receiving \$1,000,000.00 in liability insurance coverage for professional lab experience in the public schools
- keeping the education major aware of current issues in public education through publications provided by the professional organization
- initiating a feeling of professionalism in the student through attendance at conferences, meetings, retreats, workshops, and conventions sponsored by the professional organization

Current membership in a professional organization which provides liability insurance is a **MUST** for the education major. Membership must be renewed annually. Without proof of membership, the student will not be allowed to take any education course that requires a field experience.

Education majors in all three education centers can obtain a student membership application blank for either organization by contacting the secretary of the Education Division at 1-800-342-1087, Ext. 165.

**PROGRAMS
OF
STUDY**

An Overview of Teacher Education Majors

The following seven teacher education degrees are offered:

Bachelor of Science

- Early Childhood (PreK-5)
- Middle Grades (4-8)
- Secondary Education (6-12) in
 - Broad-Field Science
 - Broad-Field Social Science
 - Math
 - English

Bachelor of Music Education

- Music Education (P-12)

Students who have completed Level IV of the Admission process and have earned any of the above degrees are eligible to apply for certification to teach in Georgia schools.

Other Ways to Earn State Certification

The Division also offers preparation for alternative certification. For persons with college degrees to become certified to teach, Brewton-Parker College offers programs leading to certification. Evaluation of transcripts determines both specific courses and the number of hours required. Please see the College Catalog for more information or contact the Certification Officer.

Education 101 is waived as a prerequisite for any of these certification areas. An overall GPA of 2.5 and acceptable scores on the PRAXIS I tests are required for admission to this program.

- * For English majors only and waived if the Professional Standards Commission regulation is met another way.

Programs of Study

Every candidate at all three education centers seeking an education degree is assigned an academic advisor, who is a full-time faculty member, and is required to participate in the advisement process each semester.

Candidates seeking a degree in education will follow the Core Curriculum for the Bachelor of Arts degree program as stated in the current college catalog, taking into careful consideration prerequisite courses for specific programs. Their involvement in helping advisors select courses during academic advisement is required.

Early Childhood Education (PreK-5)

Early Childhood candidates plan their course of study with their academic advisors. Advisors not only suggest the best course schedule for the candidate each semester, but they also discuss matters regarding student growth such as admission status to the Teacher Education Program, (GPA, PRAXIS I, etc.) and progress toward completion of the Bachelor of Science Degree in Education. (See **Appendix E** for Early Childhood Education guidesheet.)

Middle Grades Education (4-8)

For a major in Middle Grades Education, the candidate must choose two areas of concentration from social studies, mathematics, science, or language arts. At the Liberty-Hinesville and Norman Park Centers, Middle Grades majors must take concentrations in language arts and social studies. The areas of concentration will affect the choice of some courses in the college core curriculum. Advisors explain the various academic requirements and help candidates understand the *College Catalog* and plan their course of study. (See **Appendix E** for the Middle Grades guidesheet)

Some courses required for this major are offered only once a year. Some of these are offered and scheduled by other college divisions. Advisors will keep candidates abreast of these special planning considerations so these students can complete graduation requirements in the shortest possible time.

Secondary Education (6-12)

Secondary Education majors are advised by Arts and Sciences faculty in their content areas. The advisor plans the course of study for the candidates and keeps them abreast of special situations such as reminding the student about taking prerequisite courses and courses that are taught only once a year (See **Appendix E** for Secondary guidesheets.)

Music Education (P-12)

The music education program is accredited by the National Association of Schools of Music (NASM). The program addresses current philosophies, research, methodologies, and content requirements set forth by the NASM. All Music Education majors are advised by professors in the Division of Music.

The musician-teacher should understand the total contemporary educational program - including relationships among the arts - in order to apply music competencies in teaching situations, and to integrate music instruction into the total process of education. Essential competencies are

1. ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.
2. an understanding of child growth and development and an understanding of principles of learning as they relate to music.
3. the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4. knowledge of current methodologies and resources and understanding of levels of music education.
5. the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6. an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

The guidesheet for Music Education is found in Appendix E

**ADMISSION
REQUIREMENTS
TO
TEACHER EDUCATION**

Criteria for Admission to Teacher Education

A student who desires admission to the Brewton-Parker College Teacher Education Degree program must meet the following requirements and assume responsibility for following guidelines established by the Division of Education.

Criteria and Procedures for Admission to the Teacher Education Program

Level I: Pre-Admission to Teacher Education Program

Pre-Admission to the Teacher Education Program is the first level of admission for the student pursuing a college degree in education. A student may apply for Pre-Admission to the Teacher Education Program by completing the following requirements. For Georgia students seeking the Promise Scholarship, the Pre-Admission will not meet the current requirement that a student be admitted into a Teacher Education Program.

Required for Pre-admission to the Teacher Education Program

1. Complete the application of admission to Teacher Education Program.
2. Cumulative GPA of 2.5 or higher (includes all college/universities attended).
3. Completed and earned a course grade of “C” or higher in the following courses:
 - a. Education 101
 - b. English 101 and 102
 - c. Communications 101
 - d. Math (core course)
 - e. Business 101
4. Background check (No criminal record or discharge from the armed services that would prevent teacher certification) or signature on Statement of Criminal Background Form.
5. Proof of tort insurance
6. Portfolio initiated
7. Obtain a copy of the Brewton-Parker College Teacher Education Handbook
8. Attended Teacher Education Orientation sessions
9. Take PRAXIS I or SAT score of 1000 or ACT score of 43.

* Transfer students and students returning to college after a time lapse will have their course work evaluated on an individual basis. Pre-Admission or admission to the Teacher Education Program may be approved pending the completion of specific requirements.

Level II - Admission to the Teacher Education Program

A student who desires admission to the Brewton-Parker College Teacher Education Program must meet the following requirements and assume responsibility for following guidelines established by the Division of Education.

Students may not be allowed to take Education courses at the 300/400 level until the student is officially admitted to the Teacher Education Program.

Requirements for Admission to the Teacher Education Program:

Full admission is required before a student can enroll 300 level or higher education courses. The student will receive written notification of the decision from the Professional Program Committee chair. For Georgia students applying for the Promise Scholarship, full admission to the Teacher Education Program is the only status that will meet the current requirement that a student be admitted into a Teacher Education program.

1. Met all requirements for Pre-Admission
2. Maintain GPA of 2.5 or higher
3. Minimum grade of "C" in all major course requirements
4. Submit three favorable Evaluation of Teaching Potential Forms.
 - a. Two submitted by Brewton-Parker College education faculty
 - b. One may be completed by a non-education Brewton-Parker College faculty member

Exception: A certification only, alternative-certification, or a Promise Scholarship applicant has the option of using approval from a committee interview in lieu of the three required recommendations. The interview committee will consist of three members of the Professional Program Committee.

5. Passing score on all three parts of the Praxis I subtest (Reading, Writing, and Mathematics) or a composite score that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from the Praxis I requirement by providing sufficient scores on the SAT, GRE, or ACT as defined by the PSC. Proof of tort insurance
6. Portfolio assessment
7. Advisor review
8. Take PRAXIS II

Level III – Admission to Student Teaching

Requirements for Admission to Student Teaching

1. Maintain GPA of 2.5 or higher
2. Completed all major course requirements and earned a minimum grade of “C”
3. Completed Level II requirements for admission to the Teacher Education Program
4. Completed all practicum/field experiences
5. Second Background check
6. Completion of 50 hours Volunteer Service hours (hours completed during college experience)
7. Portfolio
8. **Must have passed Praxis II prior to acceptance for student teaching.**
9. Attend Student Teacher Seminar
10. Proof of tort insurance
11. Advisor Review

Level IV – Recommendation for Georgia Teaching Certificate

Requirements for Recommendation for Georgia Teaching Certificate College Degree:

1. Successfully completed student teaching
2. Degree requirements met – College Diploma received
3. Maintain GPA 2.5 or higher
4. Portfolio complete
5. Application for certification
6. Resume
7. Completed Student Teacher Seminar
8. Advisor review

PRAXIS I

DESCRIPTION: Assessments of basic academic skills will be administered in the areas of reading, writing, and mathematics. The reading and mathematics components are made up of multiple choice items, and the writing component contains both essay and multiple choice items.

FORMATS: Candidates are given a choice of two test formats:

- (1) pencil and paper, referred to as the Pre-Professional Skills Tests (PPST) which is given 6 times per year at designated sites, or

- (2) computer-based referred to as the Computer-Based Academic Skills Test (CBT) is given by appointment 6-7 days a week throughout the year at designated colleges and Sylvan Learning Centers Candidates are encouraged to visit the PRAXIS Series website at www.teachingandlearning.org for information concerning:
- cost of tests
 - how to register to take the tests
 - the test series
 - how the assessments are used
 - how to get your scores
 - state-by-state requirements and qualifying scores
 - computer-based testing (CBT)
 - review and download Tests At A Glance and more

Education majors may also call Educational Testing Service at (609) 771-7395, visit the Education Division on the main campus, or contact site coordinators at two off-campus education centers for Registration Bulletins. Candidates may consult the PRAXIS Registration Bulletin or the Georgia Professional Standards Commission (www.gapsc.com) for cut-off scores.

FIELD EXPERIENCES

GENERAL INFORMATION

The following terms and definitions, as established by the Professional Standards Commission, have been included to assist the reader:

- **Candidates** - Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from students in P-12 schools.
- **Clinical Faculty** - School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.
- **School Faculty** - Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.
- **School Partners** - P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

FIELD EXPERIENCE PLACEMENT

The placement of the candidate in a field experience is the combined effort of the Brewton-Parker College clinical faculty, the candidate, and the school faculty. After the candidate is placed, a copy of this handbook will be provided to the school faculty.

LENGTH OF EXPERIENCE

Candidates enrolled in methods courses and field experience courses will work in school partner classrooms for the required number of observations each semester. These days, which will be determined jointly by the Director of Field Experiences, clinical faculty, school faculty, and the candidate, will begin the fourth week of the college semester. The first three weeks of the semester will be reserved for orientation and placement.

PARTICIPATION

All candidates enrolled in the designated methods courses requiring field experience must satisfactorily complete each required field experience and supply the clinical faculty of the course:

- required elements of a portfolio.
- a copy of the reflective paper written about the experience. (EDU 306, EDU 312, EDU 315 and EDU 475)
- completed candidate and school faculty evaluation forms.

These copies will be placed in the candidate's field experience notebook. Candidates in both day and evening classes are required to complete all field experience requirements.

FIELD EXPERIENCE ASSIGNMENT

Candidates may choose the school partner site for their field experience assignments with the following stipulations:

- all field experiences must be completed in different partner school settings. (No more than two field experiences within the same partner school system.)
- all Early Childhood field experiences must be done at the three levels: PK-K, 1-3, 4-5.

WAIVER

Candidates may be allowed one field experience waiver for the following reasons:

- working as a paraprofessional in a public school for six months or more in the same assignment.
- working as a long-term substitute for six weeks or more in the same assignment.

Required Field Experience Courses for All Education Degree Programs

EDU 101 - Introduction to Education: Candidates are required to complete 30 observations with school partners. This will be divided as follows: 10 observations at the elementary school level, 10 observations at the middle grades level, and 10 observations at the secondary level.

EDU 337 - Teaching Exceptional Children: Candidates are required to complete 15 observations with school partners in the area of special needs children. Observations will be divided equally among the elementary, middle, and secondary school levels.

August Experience: Prior to student teaching, all candidates are required to complete an August Experience. The August Experience will be completed with a school partner and shall consist of a minimum of three (3) days of preplanning and at least seven (7) days while students are attending classes.

EDU 475 - Student Teaching: This experience for all candidates consists of a minimum of 650 hours of classroom observing, assisting, planning, teaching, assessing and participating in other school activities.

Early Childhood Education

EDU 306 - Field Experience I: This course is designed to give early childhood candidates 50 observations involving assisting with activities and other assignments in PreK-5 classrooms.

EDU 307 - Field Experience II: This course is designed to give early childhood candidates 50 observations involving instruction for individual students and small groups in PreK-5 classrooms.

EDU 308 - Field Experience III: This course is designed to give early childhood candidates 50 observations involving whole group instruction and management in PreK-5 classrooms **EDU 405 -**

Diagnostic and Prescriptive Reading: This course requires a minimum of ten observations with a student from a school partner.

Middle Grades Education

EDU 312 - Middle Grades Teaching Methods: This course requires 50 observations.

EDU 344 Science Methods for Middle Grades: This course requires 50 observations.

EDU 345 Social Studies Methods for Middle Grades: This course requires 50 observations .

EDU 348 Math Methods for Middle Grades: NCTM. This course requires 50 observations.

EDU 349 Language Arts Methods for Middle Grades: This course requires 50 observations.

*** Candidates will select the two courses that correspond with their two areas of concentration.**

Secondary Education

EDU 315 Secondary Curriculum and Methods: This course requires 50 observations in secondary classrooms.

EDU 306 - Field Experience I: This course is designed to give secondary education candidates 50 observations and whole group instruction and management in secondary classrooms

MUSIC EDUCATION

MUSIC 341 – Elementary Music Methods and Curriculum: This course requires 50 hours of practicum in the elementary school.

MUSIC 342 – Secondary Music Methods and Curriculum: This course requires 50 hours of practicum in the middle and secondary schools.

LICENSURE-CERTIFICATION

Certification Officer's Recommendation

The Certification Official/Director of Student Teaching establishes a portfolio for each candidate when he/she is admitted to the Teacher Education Program. A checklist is placed in each student's portfolio which indicates all criteria necessary for recommendation for certification.

When student teachers enroll in EDU 474 – the instructor discusses the progress each candidate has made toward meeting certification criteria. All criteria must be met by the end of the student teaching experience in order for the candidate to be recommended to the Professional Standards Commission for a professional teaching certificate.

Upon successful completion of the student teaching experience (EDU 475) or the internship (EDU 476), the candidate will be recommended to the Georgia Professional Standards Commission for licensure/certification.

PRAXIS II

DESCRIPTION:

This test is required for all candidates applying for certification. Candidates must pass this test in order to be recommended for professional certification. The test includes performance on general knowledge, communication skills, and professional knowledge designed for each education major. Its two components consist of (a) multiple choice items related to the candidate's area, and (b) a written essay. Candidates must pass both part of the PRAXIS II for Early Childhood. Middle Grades majors must pass PRAXIS II in their chosen areas. If they pass only one part, they will be certified only in that one area. Secondary majors must pass PRAXIS II in their area of concentration.

REGISTRATION INFORMATION:

Education majors are invited to visit the PRAXIS Series Online at www.teachingandlearning.org, call ETS at (609)771-7395, or the Education Division at (800)342-1087 for instant information concerning test costs and registration.

APPENDICES

Appendix A

**APPLICATION FOR ADMISSION TO TEACHER EDUCATION
Brewton-Parker College
Theme: "Reflective Pathways from Theory to Practice"**

Name _____ Date _____

Social Security# _____

Address _____

Telephone (home) _____ (work) _____

Academic Advisor's Name _____

Please circle your major area of specialization.

Early Childhood Education (PreK-5)
Middle Grades Education (4th - 8th grades)
Music Education (PK-12)

Secondary Education (7-12)

English
Broad-field Social Science
Broad-field Sciences
Mathematics

Anticipated Date of Graduation _____

Anticipated Semester for Student Teaching _____

The Professional Program Committee of Brewton-Parker College meets once each semester to consider the applications of qualified candidates for formal admission to Teacher Education.

If you wish to have your application considered during any semester, you should submit the completed application to the secretary of the Education Division no later than the first week of the semester in which you wish to be considered for admission.

Personal background checks for identification of misdemeanors or felonies will be made on applicants for certification. School systems considering candidates for hiring may also make background checks.

Please circle the name of the Brewton-Parker College campus on which you have completed or plan to complete your education courses.

Mt. Vernon

Liberty/Hinesville

Norman Park

**Brewton-Parker College
Teacher Education Program
“Reflective Pathways From Theory to Practice”**

**PROFESSIONAL PROGRAM COMMITTEE POLICIES
AND TRANSCRIPT RELEASE FORM**

By signing this release form I agree to the conditions in effect at the time of this application and I agree to abide by any changes approved by the Professional Program Committee. I also understand that the Professional Program Committee reserves the right to review my progress for the purpose of determining my continued acceptance in the Teacher Education Program.

I give permission for the Professional Program Committee to obtain a copy of my transcript from the Registrar’s office for the purpose of considering my application for Admission to Teacher Education. I also give the Professional Program Committee permission to periodically obtain a copy of my transcript for the purpose of determining my continued acceptance in the Teacher Education Program.

(Candidate’s signature)

Date

Appendix D

**BREWTON-PARKER COLLEGE
EDUCATION DIVISION
MATERIALS REQUEST FORM**

Name_____ Course_____

Location_____ Date Needed_____

MATERIAL REQUESTED:

Title_____

Author_____

Subject_____

Please check format:

Book_____ Video tape_____ Magazine_____ Other_____

If material requested is not available, may we substitute something else on the subject?

Yes_____ No_____

Date material sent_____

Return due date_____

Comments:

APPENDIX E

VOLUNTEER SERVICE VERIFICATION

Student's Name _____ **Major** _____

Place where volunteer service was completed _____

Address _____

Contact person _____ **Phone** _____

Dates of volunteer service _____ **to** _____

Brief description of service:

I verify that the above student has completed _____ hours of volunteer service as described above.

Name _____

Signature _____

APPENDIX F

**GUIDESHEETS FOR
EDUCATION DEGREES**