

NEW CERTIFICATION STRUCTURE

Adopted by BESE May 2001

Effective July 1, 2002; Revised February 2004

AREAS		GRADES PK - 3 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-5 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - TWO IN-DEPTH TEACHING AREAS)	GRADES 6-12 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)					
GENERAL EDUCATION COURSEWORK	English	12 Hours	12 hours	12 hours	6 hours					
	Mathematics	9 Hours	12 hours	12 hours	6 hours					
	Sciences	9 Hours	15 hours	15 hours	9 hours					
	Social Studies	6 Hours	12 hours	12 hours	6 hours					
	Arts	3 Hours	3 hours	3 hours	3 hours					
FOCUS AREAS		Young Child		Reading/Language Arts and Mathematics		Two In-depth Teaching Areas		Primary Teaching Area and Secondary Teaching Area		
		Nursery School and Kindergarten	12 hours	Reading/ Language Arts (Additional Content and Teaching Methodology)	12 hours	In-depth Teaching Area #1		Primary Teaching Area	22 or more hours if in Science OR 25 or more hours if in English, Social Studies, or Math. OR 31 or more hours if in other areas	
		Reading/Language Arts (Additional Content and Teaching Methodology)	12 Hours			English/ Social Studies/ Mathematics OR Science	7 or more hours OR 4 or more hours			
		Mathematics (Additional Content and Teaching Methodology)	9 hours	Mathematics (Additional Content and Teaching Methodology)	9 hours	In-depth Teaching Area #2:		Secondary Teaching Area	13 or more hours if in English, Social Studies, or Math OR 10 or more hours if in Science OR 19 or more hours if in other areas	
		English/ Social Studies/ Mathematics OR Science	7 or more hours 4 or more hours			<i>General Education (if applicable) and Focus Area hours should equal 19 total hours.</i>				

NEW CERTIFICATION STRUCTURE (continued):

AREAS		GRADES PK - 3 CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-5 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - TWO IN-DEPTH TEACHING AREAS)	GRADES 6-12 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRONMENT <i>(These hours may be integrated into other areas when developing new courses.)</i>	Child/Adolescent Development/Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education (Note: All of these areas should address the needs of the regular and exceptional child.)	15 hours Emphasis Upon Early Childhood	15 hours Emphasis Upon Elementary School Student	15 hours Emphasis Upon Middle School Student	15 hours Emphasis Upon Middle and High School Student
METHODOLOGY AND TEACHING	Reading			6 hours	3 hours
	Teaching Methodology	6 hours	6 hours	9 hours	6 hours
	Student Teaching**	9 hours	9 hours	9 hours	9 hours
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE		22 hours***	19 hours	17-23 hours	17-26 hours
TOTAL HOURS****		124 hours	124 hours	124 hours	124 hours

* If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

** Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

*** Three of the flexible hours must be in the humanities. This must occur to meet General Education Requirements for the Board of Regents.

**** In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

Notes: *Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program. The Board of Regents defines a "major" as being 25% of the total number of hours in a degree program; thus, 25% of 124 credit hours is 31 credit hours. The Board of Regents defines a "minor" as being 15% of the total number of hours in a degree program; thus 15% of 124 credit hours is 19 credit hours.*

No final grade below a "C" will be accepted by the State Department of Education in any coursework within the undergraduate program, with the exception of the general education requirements.

ADDITIONAL CERTIFICATIONS WITHIN THE UNDERGRADUATE PREPARATION PROGRAM

It is recommended that universities consider using their flexible hours to provide pre-service teachers opportunities to select additional areas to add to their certification—either special education or extended grade level certifications—when they obtain the baccalaureate degree. The additional hours would provide pre-service teachers with the necessary core knowledge to teach the additional content necessary for the new certification areas.

BASIC CERTIFICATIONS	ADD-ON CERTIFICATIONS		TOTAL HOURS
	NEW CERTIFICATIONS	ADDITIONAL COURSES AND HOURS	
GRADES PK - 3	GRADES 1-5	Content Emphasis: Sciences Hours 6 Social Studies Hours 6 Mathematics Hours 3	15 Hours
GRADES 1-5	GRADES PK - 3	Content Emphasis: Nursery School and Kindergarten Hours 12	12 Hours
GRADES 4-8	GRADES 1-5	Reading and Math Emphasis (Additional Content and Teaching Methodology): Reading Mathematics Accumulate a total of 12 Hours 21 Hours	Up to 15 Hours
GRADES 1-5, GRADES 4-8, OR GRADES 6-12	Mild/Moderate Special Education	Special Education Emphasis*: Methods and Materials for Mild/Moderate Exceptional Children, Assessment and Evaluation of Exceptional Learners, Behavioral Management of Mild/Moderate Exceptional Children, and Vocational and Transition Services for Students with Disabilities 12 Hours Practicum in Assessment and Evaluation of Mild/Moderate Exceptional Children (Note: This should not be required if students participate in student teaching that combines regular and special education teaching experiences.) 3 Hours * General knowledge of exceptional students and classroom organization should be addressed in the curriculum for all teachers under "Knowledge of Learner and the Learning Environment."	12 Hours (Additional 3 Hour Practicum if not Integrated Into Other Field-Based Experiences and Student Teaching)

**ALL-LEVEL (K-12) CERTIFICATION AREAS
Adopted November 2003**

All-Level Undergraduate Program Structure[†]		Art	Dance	Foreign Language	Health and Physical Education	Vocal and/or Instrumental Music
General Education Coursework	English	6 hours	6 hours	6 hours	6 hours	6 hours
	Mathematics	6 hours	6 hours	6 hours	6 hours	6 hours
	Sciences	9 hours	9 hours	9 hours	9 hours	9 hours
	Social Studies	6 hours	6 hours	6 hours	6 hours	6 hours
	Arts	3 hours	3 hours	3 hours	3 hours	3 hours
FOCUS AREA		31 semester hours of Art Coursework	31 semester hours Dance Coursework	31 semester hours Foreign Language Coursework*	31 semester hours H&PE Coursework	31 semester vocal music; or 31 semester hours instrumental music; or 50 hours Vocal and Instrumental Music,
Knowledge of the Learner and the Learning Environment <i>(These hours may be integrated into other areas in developing new courses)</i>	Child Development/Psychology, Adolescent Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, and Multicultural Education (Note: Courses should address needs of both the regular and exceptional child, and be provided across all K-12 grade levels	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12
Methodology and Teaching	Reading	3 hours	3 hours	3 hours	3 hours	3 hours
	Teaching Methodology and Strategies	6 hours	6 hours	6 hours	6 hours	6 hours
	Student teaching**	9 hours	9 hours	9 hours	9 hours	9 hours
Flexible Hours for the University's Use***		27 hours	27 hours	27 hours	27 hours	8-27 hours
TOTAL HOURS[†]		124 hours	124 hours	124 hours	124 hours	124 hours

Note: If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

* If foreign language is French, at least 12 hours must be earned through a two-semester residence in a university abroad OR through two summers of intensive immersion study on a LA university campus, an out-of-state university, or abroad.

** Students must spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

*** In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

†*Candidates who complete all-level programs will be certified for regular education across grades K-12 and are eligible to add endorsements for 7-12 teaching areas. Candidates may devote flexible hours toward acquisition of a second academic focus in a 7-12 teaching area.*