

Proposal Summary

Revision of Admission Requirements for Undergraduate Teacher Education Programs in the College of Education, Health, and Human Services

Description of Action, Including Intended Effect

This proposal seeks to revise the admissions requirements for undergraduate initial licensure teacher education programs in the College of Education, Health, and Human Services [EH]. The following majors are included in this proposal (all concentrations, unless otherwise noted):

- School of Health Sciences [HS]: BSE School Health Education [SHED]
- School of Lifespan Development and Educational Sciences [LDES]: BSE Special Education [SPED]
- School of Teaching, Learning and Curriculum Studies [TLC]: BSE Early Childhood Education [ECDE], BSE Earth Science [ESCI], BSE Integrated Language Arts [INLA], BSE Integrated Mathematics [IMTH], BSE Integrated Science [ISCI], BSE Integrated Social Studies [INSS], BSE Life Science [LFSC], BSE Life Science/Chemistry [LSCM], BSE Middle Childhood Education [MCED], BS Physical Education (Health and Physical Education/Physical Education Teacher Licensure concentrations) [PEP HPE/PEL], BSE Physical Science [PHSC], BSE Trade and Industrial Education [TIED] (students who are seeking licensure; all others are held to minimum University admission requirements.

The State of Ohio has changed its requirements for students graduating from high school 2014 and beyond and no longer requires “16 units of college preparatory units.” Therefore, that language needs to be eliminated from our admission requirements listed in the University catalog. Additionally, KSU has raised its standards for admission so it is not necessary to require a specific ACT/SAT score for teacher education...the 2.75 minimum GPA requirement is sufficient.

The revised section of the policy will read: *“To qualify for a teacher education program, freshman applicants must be admitted to the University with a minimum 2.75 cumulative high school grade point average (on a 4.0 scale).*

Some programs have additional admission criteria which will remain in effect. The attached edited catalog pages indicate specific changes to the catalog requirements for each major.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

This language change will have no impact on the number and quality of students admitted into the EHHS teacher preparation programs nor will it have any impact on the students who have already been admitted into the EHHS teacher preparation programs.

Fiscal, Enrollment, Facilities and Staffing Considerations

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: *The proposal will go through the required curriculum approval process with changes to take effect fall 2014. The following is the anticipated schedule:*

Teacher Education Coordinators Approval: September 5, 2014

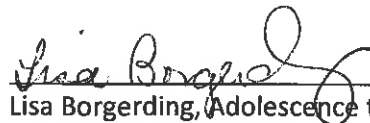
School Approval: September, 2014

Presented to CCC for approval: October 24, 2014

Presented to EPC for approval: November 17, 2014

EHHS Teacher Education Coordinators:

I approve this proposal:



Lisa Borgerding, Adolescence to Young Adult (ADED)



Patrick O'Connor, Career and Technical Teaching Educ. (CTTE)



Janice Kroeger, Early Childhood Education (ECED)



Sonya Wisdom, Special Education (SPED)



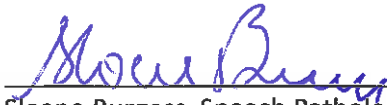
Steve Turner, Middle Childhood Education (MCED)



Steve Mitchell, Physical Education (PEP)



Angela Backus, HEDP - School Health Education (SHED)



Sloane Burgess, Speech Pathology and /Audiology (SPA)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Apr-14**

Curriculum Bulletin _____

Effective Date **Fall 2015**

Approved by EPC _____

Department **Health Sciences [HS], Lifespan Development & Educational Sciences [LDES], and Teaching, Learning & Curriculum Studies [TLC]**
College **EH - Education, Health and Human Services**
Proposal **Revise Policy**
Proposal Name **Revision of Admission Requirements for Undergraduate Teacher Education Programs**

Description of proposal:

This proposal seeks to revise the admissions requirements for undergraduate initial licensure teacher education programs in the College of Education, Health, and Human Services.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

None; this policy reflects changes made to the high school graduation requirements for students in the State of Ohio.

Units consulted (other departments, programs or campuses affected by this proposal):

Teacher Education Coordinators; HS: School Health Education Health and Physical Education concentration [SHED HPE]; LDES: Special Education [SPED]; TLC: Early Childhood Education [ECDE], Earth Science [ESC], Integrated Language Arts [INLA], Integrated Mathematics [IMTH], Integrated Science [ISCI], Integrated Social Studies [INSS], Life Science [LFSC], Life Science/Chemistry [LSCM], Middle Childhood Education [MCED], Physical Education Health and Physical Education/Physical Education Teacher Licensure concentrations [PEP HPE/PEL], Physical Science [PHSC], Trade and Industrial Education [TIED]

REQUIRED ENDORSEMENTS



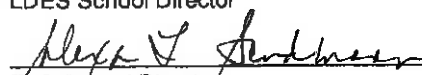
HS School Director

9/10/2014



LDES School Director

9/10/2014



TLC School Director

9/10/2014

College Dean (or designee)

1/1/

Provost and Senior Vice President for Academic Affairs (or designee)

1/1/

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Apr-14**

Curriculum Bulletin _____

Effective Date **Fall 2015**

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Department **Health Sciences [HS], Lifespan Development & Educational Sciences [LDES], and Teaching, Learning & Curriculum Studies [TLC]**

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REQUIRED ENDORSEMENTS

HS School Director

P. Dellmann-Junkins

LDES School Director

Alex S. Anderson

TLC School Director

College Dean (or designee)

Provost and Senior Vice President for Academic Affairs (or designee)

____/____/____

9/10/2014

9/10/2014

____/____/____

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Department School of Health Sciences
 100 Nixon Hall
 PH: 330-672-2197 | Fax: 330-672-2194
 Web: www.kent.edu/ehhs/hs/index.cfm

Description

This major prepares individuals to teach health education in the schools. Students completing the program in a satisfactory manner are awarded multi-age licensure. Students complete a variety of field experiences and a culminating student teaching experience. Kent State's School Health Education Program is known for producing teachers of the highest quality.

A combined health and physical education concentration in the school health education major is available to students who are seeking Ohio teacher licensure in both areas. The program is designed to be completed in five years and can allow students to satisfy up to 12 hours of program requirements with graduate courses.

Career Opportunities

School health educators work with groups of students with a range of abilities in preschool, elementary and secondary schools. In addition, they are professionally prepared to work in many community health agencies.

Admission Requirements

Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 46 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students are admitted to health and human services programs using the university admission criteria (see the Entering the University section of this Catalog). Selective admission criteria are used in some programs in the college. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required GPA.

Students are accepted into a teacher licensure program by transfer if they have achieved a minimum 2.750 GPA in previous college coursework. They must meet with an academic advisor in 304 White Hall as soon as possible to review specific requirements for admission to advanced study.

Graduation Requirements

Minimum 120 credit hours in School Health Education, minimum 157 credit hours in the Health and Physical Education concentration. Minimum 2.750 cumulative and major GPA. Student in the Health Physical Education concentration must provide evidence of certification in First Aid, CPR and minimum equivalence to level 5 competency in Red Cross Swimming.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities

There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies



Description The Bachelor of Science in Education in Special Education comprises six concentrations: Deaf Education, ASL/English Interpreting, Mild/Moderate Language Arts and Reading, Mild/Moderate Social Studies and Reading, Mild/Moderate Mathematics and Reading and Moderate/Intensive Educational Needs.

The Deaf Education concentration prepares candidates to work with deaf and hard-of-hearing students across inclusion, itinerant, resource room, and self-contained public and residential classroom settings. Extensive field and teaching lab experiences optimize this preparation in combination with coursework in literacy, mathematics, science, and social studies that result in eligibility to be designated as a "highly qualified" teacher in deaf education, reading, and mathematics. Instructional methods are comprehensive in nature and provide the unique strategies necessary to address issues concomitant with hearing loss including language development in both English and American Sign Language, use of bilingual-bicultural methodologies, and various assistive and instructional technologies. The hierarchical coursework sequence concludes with thematic unit instruction that prepares candidates to work with the Core Curriculum to address all academic content areas as well as transition, and students with additional needs. Students must pass the Sign Language Proficiency Interview at the Intermediate level prior to graduation and are eligible for preK-12 teaching licensure through the Ohio Department of Education.

The ASL/English Interpreting concentration prepares students to work with children and adults who have hearing loss or are deaf in both educational and community settings. Graduates may apply for licensure from the State of Ohio to interpret in pre K-12. Students also receive instruction and practice necessary to interpret in community settings, including medical and mental health venues, social service offices, job sites and universities to name a few. This intensive major challenges and prepares students for the dynamic and diverse field of sign language interpreting. All of the instructors are nationally certified interpreters with extensive careers in a wide variety of venues. The coursework and instructors guide students in developing interpreting expertise, sign language fluency and professional ethics. Students have three years of ASL instruction. Coursework encompasses interpreting process models and their application, analytical approaches to professional and ethical decision-making, interpreting comparative analysis of English and ASL through the study of linguistics, discourse structures and features, pragmatics and sociolinguistic. Students learn self-assessment strategies for lifelong learning and receive guidance in preparing for the RID NIC and EIPA national certifications. Students in this concentration have over 500 hours of practicum and experience with interpreter mentors. Students qualify for the advanced interpreting practicum in their final semester by passing the sign language proficiency interview (SLPI) at the intermediate level.

The Mild/Moderate Language Arts and Reading concentration is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with learning disabilities, emotional and behavioral disorders and mild cognitive delays. The program includes coursework from middle and early childhood education to ensure candidates are prepared to teach across the curricular areas of reading, math, science and social studies, but also requires extended coursework in English. In addition, specialized courses in characteristics of different disability and at-risk populations, collaborating with families and other professionals, identifying and assessing strengths and areas of need, and academic and behavioral interventions ensure that candidates are responsive to the learning and social skills of individuals with disabilities. Graduates are eligible for licensure through the Ohio Department of Education to teach K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be highly qualified to teach students with mild/moderate disabilities in the content areas of language arts and reading.

The Mild/Moderate Social Studies and Reading concentration is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with learning disabilities, emotional and behavioral disorders and mild cognitive delays. The program includes coursework from middle and early childhood education to ensure candidates are prepared to teach across the curricular areas of reading, math, science and social studies, but also requires extended coursework in history and related areas of study. In addition, specialized courses in characteristics of different disability and at-risk populations, collaborating with families and other professionals, identifying and assessing strengths and areas of need, and academic and behavioral interventions ensure that candidates are responsive to the learning and social skills of individuals with disabilities. Graduates are eligible for licensure through the Ohio Department of Education to teach K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be highly qualified to teach students with mild/moderate disabilities in the content areas of social studies and reading.

The Mild/Moderate Math and Reading concentration is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with learning disabilities, emotional and behavioral disorders and mild cognitive delays. The program includes coursework from middle and early childhood education to ensure candidates are prepared to teach across the curricular areas of reading, math, science and social studies, but also requires extended coursework in math. In addition, specialized courses in characteristics of different disability and at-risk populations, collaborating with families and other professionals, identifying and assessing strengths and areas of need, and academic and behavioral interventions ensure that candidates are responsive to the learning and social skills of individuals with disabilities. Graduates are eligible for licensure through the Ohio Department of Education to teach K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be highly qualified to teach students with mild/moderate disabilities in the content areas of math and reading.

The Moderate/Intensive Intervention Educational Needs concentration is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with significant learning and daily living needs. Students with more intensive needs include those with motor or sensory impairment, significant cognitive delays, autism spectrum disorders or multiple disabilities. The program includes preparation across curricular areas in addition to specialized coursework focused on academic accommodations, adaptive daily living skills, technology to assist with physical, communication and mobility, alternative assessment and transition from school to the world of work and adult living. Graduates are eligible for teacher licensure through the Ohio Department of Education for K-12 students with moderate/intensive needs. Graduates are also prepared to meet requirements to be highly qualified to teach students with mild/moderate disabilities in the content areas of reading.

Career Opportunities Nationally, special education teachers held a total of approximately 442,800 jobs in 2012. Nearly all work in public and private educational institutions. A few worked for individual and social assistance agencies or residential facilities, or in homebound or hospital environments. (Source: Bureau of Labor Statistics)

Admission Requirements

Students admitted to the College of Education, Health and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 24 ACT or 986 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.

Graduation Requirements

Minimum 123-131 credit hours (depending on concentration). Minimum 2.750 cumulative and a 3.000 major GPA. Students must earn a minimum C (2.000) grade in all major coursework unless indicated otherwise.

Students in the Deaf Education and ASL/English Interpreting concentrations must also pass the Sign Language Proficiency Interview (SLPI) at the intermediate level for graduation.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities

There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

Student Organizations

Kent Student Education Association

Advanced Degree Programs

[Special Education](#) (M.Ed., Ed.S., Ph.D.)



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Early Childhood Education - B.S.E.

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Department School of Teaching, Learning and Curriculum Studies
404 White Hall
Tel: 330-672-2580
E-mail: oss@kent.edu
Web: www.kent.edu/ehhs/tlcs/index.cfm

Description The Bachelor of Science in Early Childhood Education (ECDE) focuses on professional preparation and application of current theory, methods and practices for future teachers of pre-K-3 classrooms. Students form a cohort and complete the five-block sequence of courses while gaining teaching experiences linked to coursework. All students complete field and practicum experiences in diverse settings, including urban and inclusive programs, and accumulate approximately 1200 clock hours of field experience in preschool, kindergarten and primary classrooms. Upon successful completion of the program and passing the State of Ohio Assessment Test, students are eligible for Ohio licensure in Early Childhood, which is "valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs."

The curriculum leads to the Ohio license valid for teaching in settings for children age three through grade three.

After completing a lengthy holistic self study, the program was updated to reflect the changing nature of teaching due to globalization. Newly developed courses and renewed content reflect program area goals to be the first U.S. university to offer an International Baccalaureate (IB) recognition award at the undergraduate level.

Career Opportunities Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2008. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population. (Source: Bureau of Labor Statistics)

Changing trends in American and international contexts reflect a growing population diversity. As such, schools that serve young children and their families find themselves increasingly challenged to meet the needs of their student's learning. To be competitive and current an increasing number of schools in the U.S. have adopted the International Baccalaureate primary years model from which to teach. Globally, the International Baccalaureate school model is a highly sought curriculum model. Teachers will find that preparation for this prestigious award is valued throughout Europe, Canada, parts of the Middle East and Asia and in a quickly growing number of public and private schools through the Americas.

Admission Requirements As part of an enrollment management plan, early childhood majors are admitted to the program on a selective basis. A maximum of 100 students will be admitted to this program each academic year. A minimum ACT composite score of 21 (980 SAT combined critical reading and math score) OR a 2.75 cumulative high school grade point average and all 16 of the recommended college preparatory units is required. Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Because of the instituted enrollment management plan, meeting the above requirements does not automatically provide students' admittance to the early childhood education major. Faculty will select the most qualified applicants based upon the number of available student spaces, students' standardized test scores, essay, interview and cumulative GPA. Students should contact the Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study and selective admission to the early childhood education program. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.

Graduation Requirements Minimum 123 credit hours. Minimum 2.750 cumulative GPA. A minimum grade of C (2.000) grade is required in all courses. View the program requirements to see specific courses.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many Study Abroad/Away Opportunities, for more information contact the [Office of Global Education](#).

Accreditation National Council for Accreditation of Teacher Education

Student Organizations Kent Student Education Association; Consortium for Overseas Student Teaching (Kent State Affiliated Program)

Advanced Degree Programs [Early Childhood Education](#) (MA, MEd, and MAT.)

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Earth Science - B.S.E.

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Department	School of Teaching, Learning and Curriculum Studies 404 White Hall Tel: 330-672-2580 E-mail: oss@kent.edu Web: www.kent.edu/ehhs/tlcs/index.cfm	Roadmaps Program Requirements College Policies Academic Policies
Description	The Adolescence/Young Adult Education (ADED) Earth Science program prepares candidates for licensure in earth science, grades 7-12. Students take a broad range of courses from the biology, chemistry, geography and physics departments and specialize in geology content. Most content coursework is completed during their first three years, methods coursework begins during the spring of their third year. In the final year of the program, candidates complete remaining content courses, science teaching methods courses, and a year-long placement in a local school district, which concludes with 12 weeks of student teaching in the spring.	
Career Opportunities	Of the 1.2 million secondary schools teachers in the U.S., about 109,500 are science teachers in public and private schools. Currently, many school districts have difficulty hiring qualified teachers in some subject areas, most often mathematics, science (especially chemistry and physics), bilingual education and foreign languages. Accordingly, job prospects for ADED science majors are promising, especially in urban or rural school districts.	
Admission Requirements	<p>Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 24 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.</p> <p>Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills; sound content area knowledge (language arts, mathematics, science or social studies); a basic understanding of the teaching profession; a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.</p>	
Graduation Requirements	<p>Minimum 134 credit hours Minimum 2.600 major GPA Minimum 2.750 cumulative GPA. A minimum C (2.000) grade is required in some courses, view the program requirements to see specific courses.</p> <p>Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.</p>	
Study Abroad/Away Opportunities	There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education .	
Accreditation	National Council for Accreditation of Teacher Education	
Student Organizations	Kent Student Education Association	

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Integrated Language Arts - B.S.E.

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Department School of Teaching, Learning and Curriculum Studies
404 White Hall
Tel: 330-672-2580
E-mail: oss@kent.edu
Web: www.kent.edu/ehhs/tlcs/index.cfm

Description

This program prepares candidates for Ohio licensure in Integrated Language Arts (grades 7-12). The combination of content and methods courses provides a strong foundation for graduates of the program, who will be licensed to teach English/Language Arts, journalism, communication and theater. (Please note that Ohio Integrated Language Arts teachers are only licensed to teach theater at the middle school level.) The program uniquely features a methods course devoted to the teaching of new media.

Career Opportunities

Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2008. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population. (Source: Bureau of Labor Statistics)

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Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills, sound content area knowledge, a basic understanding of the teaching profession; a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies

Graduation Requirements

Minimum 121 credit hours. Minimum 2.600 major GPA. Minimum 2.750 cumulative GPA. A minimum grade of C (2.000) grade is required in some courses, view the program requirements to see specific courses.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities

There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

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Integrated Mathematics - B.S.E.

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College	College of Education, Health and Human Services	Resources
Department	School of Teaching, Learning and Curriculum Studies 404 White Hall Tel: 330-672-2580 E-mail: oss@kent.edu Web: www.kent.edu/ehhs/lcs/index.cfm	Roadmaps Program Requirements College Policies Academic Policies
Description	<p>The Integrated Mathematics (IMTH) program prepares students to become mathematics teachers in grades 7–12. Students take approximately 42 hours of mathematics-content coursework during the seven semesters prior to their internship (student teaching) semester. Students must earn a 2.75 overall GPA and a 2.6 GPA in mathematics to complete the program.</p> <p>Students who successfully complete the IMTH program and pass all required exams are eligible to apply for the 7–12 license in mathematics.</p>	
Career Opportunities	<p>Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2008. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population. (Source: Bureau of Labor Statistics)</p>	
Admission Requirements	<p>Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll as into EHHS General until which time they have the required 2.75 GPA.</p> <p>Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills; sound content area knowledge (language arts, mathematics, science or social studies); a basic understanding of the teaching profession, a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation; GPA; Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.</p>	
Graduation Requirements	<p>Minimum 121 credit hours. Minimum 2.750 cumulative and minimum 2.600 major GPA. A minimum grade of C (2.000) grade is required in some courses; view the program requirements to see specific courses.</p> <p>Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.</p>	
Study Abroad/Away Opportunities	<p>There are many study abroad/away opportunities, for more information contact the Office of Global Education.</p>	
Accreditation	<p>National Council for Accreditation of Teacher Education</p>	
Student Organizations	<p>Kent Student Education Association</p>	

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Integrated Science - B.S.E.

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Description The Adolescent/Adult Education (ADED) Integrated Science program is a five-year degree that prepares candidates for licensure in all areas of science, grades 7-12. Students take a broad range of science-content courses from the geology, geography, biology, chemistry, and physics departments and choose one area in which to specialize. Students complete most of their content coursework during their first four years and then begin their methods coursework during the spring of their fourth year. During the final year of the program, candidates complete remaining content courses, science teaching methods courses, and a year-long placement in a local school district, which concludes with 12 weeks of student teaching in the spring.

Integrated Science students are encouraged to meet with their faculty advisor early in their programs because many courses must be sequenced carefully.

Career Opportunities Of the 1.2 million secondary schools teachers in the U.S., about 109,500 are science teachers in public and private schools. Currently, many school districts have difficulty hiring qualified teachers in some subject areas; most often mathematics, science (especially chemistry and physics), bilingual education and foreign languages. Accordingly, job prospects for ADED science majors are promising, especially in urban or rural school districts.

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills, sound content area knowledge (language arts, mathematics, science or social studies), a basic understanding of the teaching profession, a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

Graduation Requirements Minimum 144 credit hours. Minimum 2.750 cumulative and 2.600 major GPA. Students must earn a minimum grade of C (2.000) in all major coursework. A minimum grade of C (2.000) is required in some courses; view the program requirements to see specific courses.

Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

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The economics concentration challenges students to build on and integrate their economics content knowledge as part of developing participatory, democratic citizens.

The geography concentration challenges students to build on and integrate their geography-content knowledge as part of developing participatory, democratic citizens.

The history concentration challenges students to build on and integrate their history-content knowledge as part of developing participatory, democratic citizens.

The political science concentration challenges students to build on and integrate their political science content knowledge as part of developing participatory, democratic citizens.

The sociology concentration challenges students to build on and integrate their sociology-content knowledge as part of developing participatory, democratic citizens.

Career Opportunities	Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2006. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population.
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(Source: Bureau of Labor Statistics)

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills, sound content area knowledge (language arts, mathematics, science or social studies); a basic understanding of the teaching profession; a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the AED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

Graduation Requirements Minimum 124 credit hours. Minimum 2.750 cumulative and minimum 2.600 major GPA. Students must earn a minimum grade of C (2.000) in all major coursework. A minimum grade of C (2.000) is required in some courses; view the program requirements to see specific courses.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

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Life Science - B.S.E.

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Description The adolescent/adult education (ADED) Life Science program is a four-year degree that prepares candidates for licensure in life science, grades 7-12. Students take a broad range of science-content courses from the geology, geography, chemistry and physics departments and specialize in biology content. Life Science majors complete most of their content coursework during their first three years; methods coursework typically begins during the spring of their third year. During the final year of the program, candidates complete remaining content courses, science teaching methods courses, a year-long placement in a local school district which concludes with 12 weeks of student teaching in the spring.

Life Science students are encouraged to meet with their faculty advisor early in their programs because many courses must be sequenced carefully.

Career Opportunities Of the 1.2 million secondary schools teachers in the U.S., about 109,500 are science teachers in public and private schools. Currently, many school districts have difficulty hiring qualified teachers in some subject areas; most often mathematics, science (especially chemistry and physics), bilingual education and foreign languages. Accordingly, job prospects for ADED science majors are promising, especially in urban or rural school districts.

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 48 units of college preparatory curriculum or a 24 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills, sound content area knowledge (language arts, mathematics, science or social studies); a basic understanding of the teaching profession; a basic understanding of adolescents; and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

Graduation Requirements Minimum 133 credit hours. Minimum 2.750 cumulative and 2.600 major GPA. A minimum grade of C (2.000) is required in some courses; view the program requirements to see specific courses.

Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

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Student Organizations Kent Student Education Association

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Life Science/Chemistry - B.S.E.

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Description The adolescent/adult education (ADED) Life Science/Chemistry program is a four-year degree that prepares candidates for licensure in life science and chemistry, grades 7-12. Students take a broad range of science-content courses from the geology, geography and physics departments and specialize in biology and chemistry content. Majors complete most content coursework during their first three years; methods coursework typically begins during the spring of their third year. During the final year of the program, candidates complete remaining content courses, science teaching methods courses, and a year-long placement in a local school district which concludes with 12 weeks of student teaching in the spring.

Life Science/Chemistry students are encouraged to meet with their faculty advisor early in their programs because many courses must be sequenced carefully.

Career Opportunities Of the 1.2 million secondary schools teachers in the U.S., about 109,500 are science teachers in public and private schools. Currently, many school districts have difficulty hiring qualified teachers in some subject areas; most often mathematics, science (especially chemistry and physics), bilingual education and foreign languages. Accordingly, job prospects for ADED science majors are promising, especially in urban or rural school districts.

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills; sound content area knowledge (language arts, mathematics, science or social studies); a basic understanding of the teaching profession; a basic understanding of adolescents; and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

Graduation Requirements Minimum 135 credit hours. Minimum 2.750 cumulative and 2.800 major GPA. A minimum grade of C (2.000) is required in some courses, view the program requirements to see specific courses

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many Study Abroad/Away Opportunities, for more information contact the [Office of Global Education](#).

Accreditation National Council for Accreditation of Teacher Education

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Physical Education - B.S.

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Description The Bachelor of Science in Physical Education comprises three concentrations: Health and Physical Education, Physical Education Teacher Licensure and Physical Activity and Sport Performance. Only the physical education teacher education and health and physical education concentrations lead to pre-kindergarten-through-grade-12 teaching licensure in Ohio.

A combined Health and Physical Education concentration in the physical education major is available to students who are seeking Ohio teacher licensure in both areas. The program is designed to be completed in five years and can allow students to satisfy up to 12 credit hours of program requirements with graduate courses. Graduates are eligible to sit for the pre-K-12 teacher licensing examinations.

The Physical Education Teacher Licensure program is a four year program for students who are seeking Ohio teacher licensure in physical education. Graduates are eligible to sit for the pre-K-12 teacher licensing examinations. The program includes multiple field experiences in a variety of school districts, followed by a full semester of student teaching.

The Physical Activity and Sport Performance (PASP) concentration is anchored by the notion that the study of physical activity and sports is important in and of itself, as these are important biological and social concepts. The PASP concentration shares the core course requirements of the Bachelor of Science degree in physical education. Students extend their area of study outside physical education through the selection of a minor. Popular minors include Athletic Coaching, Sport Administration, Sport Medicine, Recreation Management, Park Management, Event Planning and Community Health Education. However a minor can be selected from any offered at Kent State. Consultation with a faculty advisor is recommended in the selection of the minor. The PASP concentration provides students with the opportunity to design their educational experience by developing an individualized program of study.

Career Opportunities The Health and Physical Education and Physical Education licensure concentrations prepare students for a career in teaching physical education. These concentrations prepare students to take the Ohio Assessments for Educators (in Physical Education), successful completion of which will lead to the granting of a teaching license. Many states have reciprocal agreements with Ohio, and so these concentrations can lead to a teaching career nationwide. Kent State University Physical Education graduates are generally successful in the job market, both in and out of the state of Ohio. Graduates from the Physical Activity and Sport Performance concentration will seek employment in many different areas, their choice often related to the selected minor. Career options include, but are not limited to, coaching, youth sport and leadership, recreation facilities, and the leisure industry.

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission into the Health and Physical Education or the Physical Education Teacher Licensure concentration of this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.750 GPA in all previous undergraduate coursework. A maximum of 100 students will be admitted to this program each academic year. Students should contact the Voca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.

Graduation Requirements Minimum 120 credit hours required in the Physical Activity and Sport Performance concentration and the Physical Education Licensure concentration. Minimum 157 credit hours required in the Health and Physical Education concentration. All concentrations require a minimum of 39 upper-division credit hours.

Grade point average requirements vary by concentration. Minimum 2.750 GPA in major and minimum 2.750 cumulative GPA for the Health and Physical Education concentration and the Physical Education Licensure. Minimum 2.250 GPA in major and minimum 2.000 cumulative GPA for the Physical Activity and Sport Performance concentration.

Students in the Physical Education Licensure and the Health and Physical Education concentrations need to provide evidence of certification in First Aid, CPR and a minimum equivalence to level 5 competency in Red Cross swimming.

Licensure Requirement (not required for graduation):

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

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Physical Science - B.S.E.

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Description The adolescent/adult education (ADED) Physical Science program is a four-year degree that prepares candidates for licensure in physics and chemistry, grades 7-12. Students take a broad range of science-content courses from the biology, geology, and geography departments and specialize in physics and chemistry content. Physical Science majors complete most of their content coursework during their first three years and then begin their methods coursework during the spring of their third year. During the final year of the program, candidates complete remaining content courses, science teaching methods courses, and a year-long placement in a local school district, which concludes with 12 weeks of student teaching in the spring.

Physical Science students are encouraged to meet with their faculty advisor early in their programs because many courses must be sequenced carefully.

Career Opportunities Of the 1.2 million secondary schools teachers in the U.S., about 109,500 are science teachers in public and private schools. Currently, many school districts have difficulty hiring qualified teachers in some subject areas, most often mathematics, science (especially chemistry and physics), bilingual education and foreign languages. Accordingly, job prospects for ADED science majors are promising, especially in urban or rural school districts.

Admission Requirements Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 46 units of college preparatory curriculum or a 24 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll as into EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. To be admitted to the program, students must display evidence of adequate communication skills, sound content area knowledge (language arts, mathematics, science or social studies), a basic understanding of the teaching profession; a basic understanding of adolescents, and dispositions aligned with the conceptual framework of the College of Education, Health, and Human Services, including being open-minded, flexible, caring and responsible. Faculty will select the most qualified applicants based on an interview, letters of recommendation, GPA, Praxis Core scores, and performance in English and communication studies coursework. Applicants to the ADED program must have experience working with young adults in a supervisory capacity, such as tutoring, camp counseling, volunteer work or related experience. Students should contact the College of Education, Health, and Human Services' Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire about the procedures and criteria associated with admission to the adolescence/young adult education program.

Graduation Requirements Minimum 132 credit hours. Minimum 2.750 cumulative and 2.600 major GPA. Students must earn a minimum grade of C (2.000) in all major coursework.

Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.

Study Abroad/Away Opportunities There are many study abroad/away opportunities, for more information contact the [Office of Global Education](#).

Accreditation National Council for Accreditation of Teacher Education

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Kent State University Catalog 2014 - 2015

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Trade and Industrial Education - B.S.E.

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College	College of Education, Health and Human Services	Resources
Department	School of Teaching, Learning and Curriculum Studies 404 White Hall Tel. 330-672-2580 E-mail: sss@kent.edu Web: www.kent.edu/ehhs/tlcs/index.cfm	Program Requirements College Policies Academic Policies
Description	The Bachelor of Science in Education in Trade and Industry Education is designed for those individuals whose training and work experience is in a trade and/or industry and want to teach in a career technical education setting.	
Admission Requirements	<p>Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA and 18 units of college preparatory curriculum or a 24 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll into EHHS General until which time they have the required 2.75 GPA.</p> <p>Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. A maximum of 100 students will be admitted to this program each academic year. A minimum ACT composite score of 21 (980 SAT combined critical reading and math score) OR a 2.75 cumulative high school grade point average and all 18 of the recommended college preparatory units is required. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.</p>	
Graduation Requirements	<p>Minimum 120 credit hours.</p> <p>Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type. Taking and passing the licensure tests prior to graduation is encouraged but not required.</p>	
Study Abroad/Away Opportunities	There are many study abroad/away opportunities, for more information contact the Office of Global Education .	
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44. In 1990, 13.6 million students and graduates of non-tertiary schools participated in the assessment of a large segment of the formerly attendance at a school into college. Based solely on your planning, your estimate of the percentage of the total students in the former attendance at a school into college is over 100 percent.

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