



Alabama Commission on Higher Education

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Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: University of Montevallo
Contact: Dr. Courtney Bentley
Title: Provost and Senior Vice President of Academic Affairs
Email: cbentle2@montevallo.edu
Telephone: 205-665-6015

B. Program Information

Date of Proposal Submission: 11/10/2025
Award Level: Bachelor's Degree
Award Nomenclature (e.g., BS, MBA): BS/BA
Field of Study/Program Title: Secondary Education
CIP Code (6-digit): 13.1205

C. Administration of the Program

Name of Dean and College: Dr. Donna Ploessl, College of Education and Human Development
Name of Department/Division: Teaching, Leadership, and Technology
Name of Chairperson: Dr. Cassie Raulston

D. Implementation Information

Proposed Program Implementation Date: 8/19/2026
Date of Approval from Institutional Governing Board: 11/7/2025
Anticipated Date of ACHE Meeting to Vote on Proposal: 3/13/2026
SACSCOC Sub Change Requirement (Notification, Approval, or NA): Notification
Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): April 2026
Notification Only; Sun Change Not Applicable

E. Concise Program Description

Include general opportunities for work-based and/or experiential learning, if applicable.

Alabama focuses on recruiting and retaining middle and high school teachers, especially in STEM fields. The University of Montevallo, College of Education and Human Development currently offers initial certification in secondary teaching fields at the master's level (Class A certificate). This program will increase opportunities for initial certification at the undergraduate level. Completers will obtain a Class B certificate in Secondary Education (Grades 6-12) in the following fields of study: English Language Arts and General Social Science through the Alabama State Department of Education.

F. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. The program addresses all teaching indicators outlined in the Educator Preparation Chapter of the Alabama Administrative Code.
2. The program prepares highly qualified secondary teachers eligible for teacher certification in Alabama.
3. The program addresses a critical need for certified secondary teachers in Alabama.
4. The program leverages the University of Montevallo's reputation as a high-quality educator preparation provider.

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.



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1. The Alabama State Department of Education has requested educator preparation providers (EPPs) consider multiple pathways for secondary teacher certification.

II. Background with Context

A. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

In addition to the ten Core Teaching Standards from Interstate Teacher Assessment and Support Consortium (InTASC) standards, the following reflect the *Alabama Administrative Code* Educator Preparation Chapter 290-3-3-.04, Alabama Specific Standards:

- (1) Candidates are knowledgeable about current state legislation, current state initiatives, and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and MTSS (Multi-Tiered System of Support)/RTI (Response to Instruction) and their relationship to student achievement.
- (2) Candidates recognize when assessment data show foundational gaps in content knowledge and address the lowest deficiency while simultaneously addressing the grade-level content.
- (3) Candidates possess knowledge of Alabama's assessment requirements and processes.
- (4) Candidates possess knowledge of Alabama's assessment requirements and processes including portfolios, screening, diagnostic, progress monitoring, and outcome based.
- (5) Candidates integrate Alabama's current programs and initiatives into the curricula and instructional processes.
- (6) Candidates communicate with students, families, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.
- (7) Candidates understand the expectations of the profession, including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.

B. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
131205	BS Secondary Education	Alabama A & M	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	Alabama State University	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	Athens State University	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	Auburn University Montgomery	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	Jacksonville State University	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BA/BS Secondary Education	Troy University	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	The University of Alabama	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education & Teaching	University of Alabama in Birmingham	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	University of Alabama in Huntsville	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	University of North Alabama	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
131205	BS Secondary Education	University of South Alabama	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties



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131205	BA/BS Secondary Education	University of West Alabama	Serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties
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C. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? Yes ☒ No ☐

(Note: Most new programs have some relationship to existing offerings, e.g., through shared courses or resources). If yes, complete the following table. If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
Master's	Secondary Alternative Certification Program	The Professional Studies courses will be cross-listed with the existing Secondary Education Alt A Program. Teaching Field courses may be selected from current undergraduate courses.

2. Will this program replace any existing programs or specializations, options, or concentrations? Yes ☐ No ☒

If yes, please explain.

3. Will the program compete with any current internal offerings? Yes ☐ No ☒

If yes, please explain.

D. Collaboration

Have collaborations with other institutions or external entities been explored? Yes ☐ No ☒

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Have any collaborations within your institution been explored? Yes ☐ No ☒

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

E. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements? Yes ☐ No ☒

If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

2. Does your institution intend to pursue any other non-required accrediting organizations for the program?* Yes ☐ No ☒

If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

Note: Check **No** to indicate that non-required external accreditation will not be pursued, which requires no explanation.

F. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.



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Additional training is not required for the Class B secondary certification in the proposed teaching fields.

G. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations selected.

Additional training is not required for the Class B secondary certification in the proposed teaching fields to gain entry-level employment.

H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level? Yes ☐ No ☒

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

I. Mode of Delivery

Provide the planned delivery format(s) (i.e., in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (i.e., on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

Online Course Delivery for Professional Studies Courses
In-person (and some online) Course Delivery for many of the Teaching Field Courses

J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a **survey of student interest conducted (indicate the survey instrument used)**, number and percentage of respondents, and summary of results.

At the end of the 2025 Fall semester, the Director of IRPA at the University of Montevallo administered a survey instrument to current students ($n = 75$) at the following levels: 41% Freshman, 15% Sophomore; 25% Junior; and 19% Senior. Results included the following:

- 40% responded positively to the item, "If you could change your major to Secondary Education right now, would you make the change?"
- 49% responded positively to the item, "An undergraduate major in Secondary Education would make the University of Montevallo more attractive to prospective students?"
- 36% responded positively to the item, "There is a significant number of job opportunities for people with degrees in Secondary Education."

The following are students' responses to the open-ended question, "Please provide any thoughts or comments about the potential value that an undergraduate major in Secondary Education could have for the University of Montevallo":

- ✓ *I would love for this to become an option, so that way I can study to teach 7-12 instead of k-6.*
- ✓ *I am graduating this Fall with a Bachelor of Arts in History. I never considered teaching at the secondary level until this Fall. If University of Montevallo offered the degree, there would be more students similar to me that never considered it until they started their education. They could then change majors to secondary education.*
- ✓ *I think the UM needs to strongly consider this as a possibility. There a few current students who would have loved to take that route as their undergrad but could not because it was not offered. I think this would make UM more appealing. Secondary education has just as much of a shortage as elementary so the need for this degree is strong still.*
- ✓ *It can help with the school systems not having enough teachers and could help the students already be certified ed instead of waiting to get their master's because a lot of the schools around here need math*



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and science teachers but they have to wait for them to get a masters so I think this would really be an amazing opportunity for everyone and that's why I came because I wanna get my bachelor's in this and come get my masters here to help further me along my teaching career.

K. Standard Occupational Code System

Using the federal Standard Occupational Code (SOC) System, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOC's can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

A list of Alabama's In-Demand Occupations is available at <https://www.ache.edu/index.php/policy-guidance/>.

Occupation Title	SOC Code	2021 Employment	Avg Annual Openings	Median Annual Salary	Avg WorkKeys Scores		
					Applied Math	Workplace Documents	Graphic Literacy
Secondary School Teachers	25-2031	14,600	1,075	\$58,309	4	6	5
Middle School Teachers	25-2022	11,430	895	\$59,259	4	6	5

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

As evidenced by the data above, there is currently a high demand for highly qualified, certified secondary teachers. Alabama is currently experiencing shortages in teaching positions at all levels. Critical shortages are cited at the secondary level, especially in science and mathematics. The University of Montevallo seeks to reinstate this initial certification in the undergraduate program to further address the critical shortage of secondary education teachers.

III. Curriculum Information for Proposed Degree Program

A. Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

English Language Arts

Curriculum Overview of Proposed Program	
Credit hours required in general education	52
Credit hours required in program courses	34
Credit hours in program electives/concentrations/tracks	36
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	122

Social Science

Curriculum Overview of Proposed Program	
Credit hours required in general education	53
Credit hours required in program courses	34
Credit hours in program electives/concentrations/tracks	39



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IV. Program Resource Requirements

A. Proposed Program Faculty*

Current Faculty and Faculty to Be Hired

Complete the following **New Academic Degree Proposal Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Teaching, Leadership, and Technology Faculty			
Cook, Tammy (PT)	ED 550 Instructional Strategies II: Models, 3 (G) (IP, HY, OL) ED 502 Secondary Students as Learners, 2 (OL); ENG 310 Children's Literature, 3 (UG) (OL)	BS Secondary Education (English), 1995: Athens State College MA English Education, 1997: University of Alabama, Tuscaloosa PhD Curriculum and Instruction, 2009: University of Alabama, Tuscaloosa	Middle and High School Teaching Experience (10 years)
Samuels, Greg (FT)	ED 555 Instructional Strategies I: Literacy, 3 (G) (IP, HY); ED 535-541 Teaching Secondary Content (1) (G) (IP, HY, OL); ED 507 Trends in Teaching Exceptional and Diverse Students (2) (G) (IP, HY); ED 518 Classroom Management, 3 (G) (IP, HY, OL)	BS Secondary Education (Social Studies), 2002: Clarion University of Pennsylvania; MA Curriculum and Instruction, 2008: University of South Florida; PhD Curriculum and Instruction, 2014: University of South Florida	High School Teaching Experience (8 years)
Smajic, Almir (FT)	EDF 562 Evaluation in Secondary Education, 3 (G) (IP, HY); ED 538 Teaching Math at Secondary Level, 1 (G) (IP, OL); EDF 375 School and Society, 3 (UG) (IP, OL)	BS Mathematics, 1999: Freed-Hardeman University; MA Curriculum and Instruction Secondary Education, 2005: Freed-Hardeman University; PhD Curriculum and Instruction, 2010: Texas Tech University	Middle School Teaching Experience (5 years)
English Faculty			
Atwood, Emma (FT)	Early Modern British Literature and Culture; Shakespeare; Early Modern Drama; Global Literature; Renaissance Women and Gender; Utopian Literature; Homer; Pedagogy; Composition	PhD English Literature, 2015: Boston College; BA English, 2008: Kalamazoo College	15+ years college teaching experience
Beringer, Alex (FT)	Composition I and II, Global Literature I: "Conspiracy and Paranoia," Global Literature I: "Introduction to Comics and Graphic Narratives," Honors Global Literature I: "Conspiracy and Paranoia," Honors Global Literature II: "Introduction to Comics and Graphic Narratives," Introduction to the English Major, Survey of British and American Literature II 1660-1865, Mark Twain, "Hoaxes, Hucksters, and Artful Deceptions: The Aesthetics of Deception and Illusion in 19th Century American Literature and Culture," "The Science of Superheroes," The Idea of Equality in 19th Century American Literature, "American Transcendentalism," "American Literature After 1865, Against Slavery! Literature in the Fight over the Transatlantic Slave System, 1654-1865	PhD Nineteenth Century American Literature: University of Michigan, 2011 MA University of Michigan, 2005	14+ years of teaching experience 2011-2025 (present)



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Cote, Amy (FT)	Composition I and II, Global Literature, Eighteenth and Nineteenth century British Literature, History of the Book, Literary theory and criticism	PhD, English Literature (2020), MA Literature and Film Studies (2014), BA English (2013)	5 years FT, +4years pt time.
Johnson, Valerie (FT)	Composition I and II, "Studies in One or Two Authors: Geoffrey Chaucer," "Special Topics in Language and Literature: The Arthurian Tradition," "Special Topics in Genre: Robin Hood," "Medieval Literature: Dream Visions," "Global Literature: On the Margins", Genre: Medieval Drama; Medieval Ballads; Medieval Romance; Robin Hood Tradition; Arthurian Tradition; Medieval Travel Literature Period: Medieval; Medieval Women; Medieval Bodies; Medieval Dream Visions Special Topics: Arthurian Tradition; History of English Language	PhD English Literature, University of Rochester, 2012; MA English Literature, University of Rochester, 2006; BA English and Italian, Smith College, 2002	18+ years of teaching experience 2007-2025 (present)
Mahaffey, Paul (FT)	African American Literature and Culture / New Orleans Cultural Studies, Composition, Global Literature	Ph.D. English/ African American Literature, Cultural Studies & Theory, The University of Alabama B.A. English and Mass Comm / M.A. English	29 years
Morgan, Maxine (FT)	Introduction to African American Studies; Global Literature II: Eating Nations; African American Literature: Soul Food Lit, Special Topics in Language & Literature: Black Folks from Fiction to Film – Studies of Representation in Literature and Media, Selected Topics in Literature & Language, Literature from the Margins: Queer Voices and Food Choices – Food Literature from the Margins, Composition I, Global Literature I: Diasporic Interlopers – Literary Insider-Outsiders across Time and Place, Black Popular Culture	PhD American Studies, Purdue University, 2022; MA American Studies, Purdue University, 2017; BA English, Tuskegee University, 2014	10 years of teaching experience 2015-2025 (present)
Murphy, Jim (FT)	Creative Writing; Modern and Contemporary Poetry; Poetry in Translation; Creative Nonfiction; Writing Race in America; American Vernacular Traditions; and Poetics of Jazz, Blues, Rock and Roll.	PhD English, University of Cincinnati; BA English, University of Missouri-Columbia	30+ years of teaching experience (1995-present)
Mwenja, Cynthia (FT)	Rhetoric, Style and Editing, Technical and Professional Writing, Writing Process. Composition	PhD: Composition, Rhetoric, and English Studies: The University of Alabama MA The University of Alabama, BA Birmingham-Southern College	14
Rickel, Jennifer (FT)	Literature of Sexuality and Gender, Anglophone Literature, Postcolonial Literature, Literature Margins, Critical Theory, ST Literature of Region, Culture, or Period, One or Two Authors, ST in Genre Literature in English III, Introduction to Literary Studies, Honors Global Literature, Perspectives Honors Global Literature, Global Literature Perspectives, Global Literature Perspectives Periods, Composition 1 and II, Peace and Justice Studies	PhD English, Rice University; BA English, University of California Santa Barbara, Graduate Certificate, Center for the Study of Women, Gender, and Sexuality, Rice University, 2012 MA, Department of English, Rice University, 2010 BA, with honors and distinction in the major, Department of English, University of California Santa Barbara, 2004	13 years (at UM since Fall 2012)



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Rozelle, Lee (FT)	Composition I and II, Introduction to Major, Literature in English Survey III, Studies in One or Two Authors, Senior Seminar: A Capstone Course for English Majors, Studies in the Novel, Studies in Short Fiction, Special Topics in Genre, Modern Literature, American Literature after 1865 Special Topics in the Literature of a Region, Culture, or Period, Studies in Critical Theory, Literature from the Margins	Ph.D., University of Southern Mississippi, August 2001 Major Field: American Literature M.A., University of Southern Mississippi, 1996 B.S., University of South Alabama, 1994 English and Biology Education	22 years at UM 2 years at LSU
Wurzbacher, Ashley (FT)	Introduction to Creative Writing, Intermediate and Advanced Creative Writing (Fiction), The Short Story, Longform Fiction, Magical Realism, Environmental Narratives, Animals in Literature, Feminism and Literature, Composition	PhD Literature and Creative Writing, University of Houston; MFA, Creative Writing, Eastern Washington University; BA English, Allegheny College	16 years teaching experience (2009-present)
Social Science Faculty			
Barone, Robert (FT)	Courses Taught: World Civilizations, English History, Medieval History, Renaissance and Reformation History, Early Modern History, History of Ireland, Historical Methods/Historiography, Galileo and Darwin, Senior Seminar.	PhD Renaissance & Reformation Medieval Europe, Ohio State University, 1989 MA University of Rhode Island, 1982 BA University of Rhode Island, 1981	36+ years teaching at the University of Montevallo 1989-2025 (present)
Day, James (PT)	Courses Taught: History of World Civilizations, Honors World Civilizations, History of the US, Survey of U.S. History, Colonial America, Revolutionary America, Jeffersonian-Jacksonian America, Gilded Age, World War II (Europe) in Film, World War II (Pacific) in Film, U.S. History since 1945, American Wars: Korea and Vietnam, History of Alabama's Constitutions, Greco-Roman History, Russian History, Chickamauga, Franklin, Shiloh, and Alabama 1865 Staff Rides, Campaigns of Napoleon, Model United Nations, Writing in the Behavioral and Social Sciences	PhD U.S. History since 1865, Auburn University, 2002 MA U.S. History, University of Georgia, 1989 BS Engineering, United States Military Academy, 1979	36+ years teaching experience 1989-2025 (present)
Doerfler, Carl (FT)	Courses Taught: American National Government; Social Science Research Methods; State and Local Government; Constitutional Law; Public Policy and Policymaking; American Political Thought; Great Books in Political Thought	PhD Texas A&M University, 2004 BA Brigham Young University, 1995	22+ years teaching experience
Eckelman, Andrea (FT)	Courses Taught: Gender Politics and Policy; Identity Politics; American Government; Health Care Politics and Policy; Social Policies; Legislative Process; State and Local Politics	PhD Political Science, University of Houston, 2016; MA Political Science, University of Houston, December 2013 BA in Political Science and French, University of Texas at Austin, 2004	12+ years teaching experience



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Hultquist, Clark (FT)	Courses Taught: World Civilizations I and II, The French Revolution & Napoleon, Europe since 1815, Modern Japan, Historical Methods/Historiography, France since Napoleon, French History through Film, History of Global Capitalism & the Environment, Ancient Greece, World Regional Geography, The Holocaust, Advertising, Consumption, & the Environment, Germany, 1871-1945, Environmental History	PhD History, Ohio State University, 1996; MA History, Ohio State University, 1989; BA History, University of Cincinnati, 1985	33+ years teaching experience 1992-2025 (present)
Truss, Ruth (FT)	Courses Taught: Colonial America United States History from 1840 to 1898; Civil War and Reconstruction; U.S. History, 1900 to 1945; World War I; World War II; Alabama History; Diplomatic History of the United States; Senior Seminar in History; Internship in History; Introduction to Public History; Writing in the Behavioral and Social Sciences	PhD History, The University of Alabama, 1992; MA History, The University of Alabama, 1988; BS Mathematics and History, University of Montevallo, 1982	32+ years teaching experience 1993-2025 (present)
Turner, Scott (FT)	Courses Taught: National Parks; Model United Nations; African Politics; International Relations; Middle East Politics; World Politics; American National Government; Citizenship and Public Service; Modern Political Thought; American Political Thought; Political Film; Political Novel (team taught); Great Books in Political Thought; Global Policy Studies; European Politics; International Organizations; The Science of Politics Science; Fiction and Politics	PhD Political Science, University of Georgia, 1994; MA Political Science, University of Georgia, 1991 BS Political Science, Middle Tennessee State University, 1989	36+ years teaching experience 1989-2025 (present)
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
 Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site
 Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.



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B. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	3	1	21
	Part-Time Faculty	N/A	N/A	N/A
	Administration	2	6	8
	Support Staff	2	5	7
**New To Be Hired	Full-Time Faculty			
	Part-Time Faculty			
	Administration			
	Support Staff			
Personnel Total				35

****Note:** Any new funds designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review.

C. Equipment

Will any special equipment be needed specifically for this program?

Yes ☐ No ☒

If yes, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file**.

D. Facilities

Will any new facilities be required specifically for the program?

Yes ☐ No ☒

If yes, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file**.

Will any renovations to any existing infrastructure be required specifically for the program?

Yes ☐ No ☒

If yes, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file**.

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?

Yes ☐ No ☒

If yes, how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file**.



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F. Library

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

Will additional library resources be required to support the program?

Yes ☐ No ☒

If yes, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file**.

Carmichael Library Collection Review for Bachelor's in Secondary Education

Summary: Carmichael Library has adequate resources to support the proposed bachelor's degree program in Secondary Education. The library meets the needs of education students and faculty by providing access to database journal content, eBooks, and print books, with any gaps filled by interlibrary loan. UM currently offers this program at the graduate level and the library meets the needs of these students. The database *Education Full Text* was recently added and enhances journal access greatly. Education faculty are encouraged to request resources in line with the undergraduate curriculum to supplement current offerings in this area of study.

Table 1

Education Book/Multimedia Allocation

Budget year	Budget allocation	Total Library budget
2020-2021	\$2,300	\$72,800
2019-2020	\$2,300	\$72,800
2018-2019	\$2,300	\$72,800
2017-2018	\$1,860	\$74,816
2016-2017	\$2,000	\$82,330
2015-2016	\$2,000	\$82,530

As shown in Table 2, Carmichael Library has 9,449 print books and 5,439 eBooks in education subject areas based on Library of Congress call number ranges.

Table 2

Education Collection Analysis

Library of Congress Classification	Total Print and Multimedia	Total eBooks
Class L—Education Total	9,449	5,439
L – Education (General)	111	8
LA – History of education	838	366
LB – Theory and practice of education	6,460	3,257
LC – Special aspects of education	1,804	1,662
LD – Individual institutions – United States	190	82
LE, LF, LG – Individual institutions	46	64

Databases

Carmichael Library has access to 120+ electronic databases to identify and locate research materials in electronic format (see the Library's home page for a list of these databases: <http://libguides.montevallo.edu/az.php?a=all> . Collectively, these electronic databases contain more than 80,000 journal titles in full text, partial full-text, or abstracted that greatly enhance our collection in all disciplines. The Network of Alabama Academic Libraries Consortium works to get discounted prices on databases. In addition, the Alabama Virtual Library (AVL: <http://www.avl.lib.al.us/>) funds additional databases. Within these 120+ databases, Table 3 shows library databases specifically relevant to education:



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Table 3

Education Databases

Academic OneFile *	Films on Demand *
Academic Search Premier *	Mental Measurements Yearbook *
Chronicle of Higher Education	PsycARTICLES *
Educator's Reference Complete	PsycINFO *
ERIC (EBSCOhost and IES)	SPORTDiscus *
Professional Development Collection	Teacher Reference Center

*Multidisciplinary, but contain a lot of education content

Additionally, we have a number of multidisciplinary databases that fulfill the needs of students and faculty in education including [JSTOR](#), [Project MUSE](#), [InfoTrac General OneFile](#), and [MasterFILE Premier](#) among others.

The library subscribes to [Films on Demand](#), a streaming video collection containing thousands of educational films and documentaries for all academic disciplines. Content comes from quality publishers like PBS, Meridian, Cambridge Educational, the BBC, National Geographic, and more. Many of the titles are closed captioned and the contents have been transcribed.

Journals

Recently, Carmichael Library, in conjunction with all faculty, performed a review of all journal subscriptions. As a result of this dialog, the library canceled a few journal subscriptions and added others to ensure they were in line with curricular needs. The library subscribes directly to the following journals for education.

Table 4

Journal Subscriptions

Title Name	Format	ISSN	Cost
Academe Today	Online		0
Alan Review	Print	0882-2840	65
American Educational Research Journal	Online	1935-1011	1156
American Journal of Education	Online	1549-6511	224
Childhood Education	Online	2162-0725	226
Communicator	Online	0745-2233	0
Comparative Education Review	Online	1545-701X	367
Education Law Association Membership	Membership		165
Elementary School Journal	Online	1554-8279	256
Equity & Excellence in Education	Online	1547-3457	334
Journal for Research in Mathematics Education	Online	1945-2306	209
Journal of Adolescent & Adult Literacy	Online	1936-2706	194
Journal of College Science Teaching	Print	0047-231X	0
Journal of Digital Learning in Teacher Education	Online	2332-7383	359
Journal of Early Intervention	Online	2154-3992	350
Journal of Negro Education	Print	0022-2984	136
Journal of Research in Childhood Education	Online	2150-2641	300
Journal of Research on Technology in Education	Online	1945-0818	416
National Association of Elementary School Principals (Mem)	Online + Print		165
National Science Teachers Association Institutional (Mem)	Print + Online		189
NSTA Report - National Science Teachers Association	Membership		0
Principal	Print + Online	0271-6062	0
Principal Insights	Electronic		0
Principal Leadership	Print	2156-2113	125
Reading Research Quarterly	Online	1936-2722	204
Reading Teacher	Online	1936-2714	198



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School & Community	Print	0036-6447	28
School Arts - The Art Education Magazine for Teachers	Print	0036-6463	36.95
School Law Reporter	Print	1059-4094	0
Science & Children	Print	0036-8148	0
Science Scope	Print	0887-2376	0
Science Teacher	Print	0036-8555	0
Service Charge	Print		90
Social Studies & the Young Learner	Print	1056-0300	68
Teacher Educator	Online	1938-8101	170
Theory into Practice	Online	1543-0421	354
YC Young Children - Regular Subscription	Print	1538-6619	123

Information Literacy Instruction

The faculty librarians provide information literacy instruction. These sessions include research guides, both subject and class-specific (see <https://libguides.montevallo.edu/researchguides>) along with tailored instruction, including general research strategies and assignment-specific classes. Table 5 illustrates the close partnership between the education faculty and the library. Librarians consistently work with undergraduate and graduate-level classes in education, teaching approximately three information literacy classes each semester.

Table 5

Library Instruction in Education

Semester	Class	Professor/Librarian
Spring 2021	EDF 600	Parker/Lowe
Fall 2020	EDF 600	Parker/Lowe
Spring 2020	EDF 540	Steele/Lowe
	EDF 600	Parker/Lowe
Fall 2019	EDF 600	Parker/Lowe
Spring 2019	EDF 330	Ratchford/Heatherly
	EDF 600	Parker/Lowe
	EDF 500	Thrower/Lowe
Fall 2018	EDF 330	Ratchford/Heatherly
	ED 411/511	Gilmore/Williford
	ED 446/546	Gilmore/Williford
	EDF 600	Parker/Lowe
Spring 2018	EDF 330	Ratchford/Heatherly
	EDF 600	Parker/Lowe
Spring 2017	EDF 330	Gilmore/Heatherly
	EDF 503	Daughhtee/Heatherly
	EDF 600	Parker/Lowe
Fall 2016	EDF 330	Gilmore/Heatherly

Research assistance in Carmichael Library

A librarian is available for research and reference assistance every day of the week except Saturday. Librarians are available for one-on-one reference assistance for walk-ins. Students can also request a consultation with a librarian for individual and in-depth help with research, chat with a librarian, email a librarian for remote assistance, and call to speak with a librarian.



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Table 6

Research Help Hours

Day	Library Open Hours	Librarian on Duty	Research Help Desk hours	Chat Hours
Sunday	2PM - 1AM	2PM - 9PM	2 PM – 9PM	3PM - 8PM
Monday	7:30AM - 1AM	8AM - 9PM	10AM – 9PM	9AM - 8PM
Tuesday	7:30AM - 1AM	8AM - 9PM	10AM – 9PM	9AM - 8PM
Wednesday	7:30AM - 1AM	8AM - 9PM	10AM – 9PM	9AM - 8PM
Thursday	7:30AM - 12AM	8AM - 9PM	10AM – 9PM	9AM - 8PM
Friday	7:30AM - 5PM	8AM - 5PM	10AM – 3PM	9AM - 3PM
Saturday	1PM - 5PM			

*This reflects a typical semester; hours have been adjusted for Covid.

Resource Sharing and Delivery

To compensate for any weaknesses in the library's collections and to provide superior service to student and faculty research needs, UM provides a document delivery system to supplement and enhance library collections. Interlibrary loan is available to students, faculty, and staff free of charge. Interlibrary loan is accessible from the library's web page (<http://libguides.montevallo.edu/ILL>) and requests can be submitted online from any location. The service is integrated into the library's discovery tool and in a number of databases.

Students are entitled to reciprocal borrowing privileges with BACHE (Birmingham Area Consortium for Higher Education) and the main campus of the University of Alabama. BACHE is a collaboration among five, four-year colleges and universities in the Birmingham area. Member institutions are Birmingham-Southern College, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo. Students and faculty can use any of these facilities and collections with their UM identification card.

G. Accreditation Expenses

Will the proposed program require accreditation expenses?

Yes ☐ No ☒

If yes, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file**.

H. Other Costs

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file**.

I. Revenues for Program Support

Will the proposed program require budget reallocation?

Yes ☐ No ☒

If yes, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)?

Yes ☐ No ☒

If yes, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file**.



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Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

New Academic Degree Program Summary/Business Plan

Use the Excel form from ACHE's Academic Program webpage located at <https://www.ache.edu/index.php/forms/>, named **New Academic Degree Program Business Plan**, to complete the New Academic Program Degree Proposal.

Instructions and definitions are provided in the Excel file. **The New Academic Degree Program Business Plan should be uploaded as an Excel file (.xlsx) in the Academic Program Review (APR) Portal.**

Steps for Submitting the New Academic Degree Proposal

1. Complete the **New Academic Degree Proposal** document.
2. Attach the letters of support from external entities listed in *Section I.D.* at the end of the **New Academic Degree Proposal** document.
3. Save the **New Academic Degree Proposal** document as a **.pdf file**.
4. Complete the **New Academic Degree Program Business Plan** and save as an **.xlsx file**.
5. Login to the Academic Program Review (APR) Portal at apr.ache.edu using your ACHE-provided login information. If you are not a designated user for your institution, contact your designated user.
6. Provide responses to questions in the APR Portal.
7. Upload the **New Academic Degree Proposal .pdf file** in the APR Portal.
8. Upload the **New Academic Degree Program Business Plan .xlsx file** in the APR Portal.
9. Click to "Validate" the proposal and then address any issues with your submission.
10. Once validation is clear, click "Review" to check your responses before submitting. If all looks good, click "Submit" at the bottom of the review screen.
11. The system will then prompt you to "Lock" the submission. Your proposal is considered submitted only once it has been locked within the APR Portal.

NOTE: Proposals that have not been locked by the deadline will not be reviewed for consideration of inclusion on the next Commission agenda.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: University of Montevallo

PROGRAM: Secondary Education

Select Level: Bachelor's

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	9,200	9,200	9,200	9,200	9,200	9,200	9,200	64400
STAFF	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	9200	9200	9200	9200	9200	9200	9200	64400

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	152508	353708	575028	826528	957308	1057908	1138388	5061376
TOTAL	152508	353708	575028	826528	957308	1057908	1138388	5061376

ENROLLMENT PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	35	57	82	95	105	113	81.16666667
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	35	57	82	95	105	113	81.16666667
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	22	25	28	30	30	25.83333333

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	15	20	22	25	11.71

New entails additional expenses or revenues associated with program implementation. Please include any planning or start-up expenses within Year 1 (even if these were incurred in Year 0 or prior). Do not include expenses or revenues already budgeted for a department or instructional unit prior to the development of this specific program. For instance, if new faculty will be hired to teach in this program, salary/benefits should be included for each year following hire, but salary/benefits for existing faculty would not be included.

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|-------------------------------------|
| 1. Overview | ☒ |
| 2. Components | ☒ |
| 3. Options (as required) | ☒ |

1. Undergraduate Overview

**Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.**

Curriculum Overview of Proposed Program	
Credit hours required in General Education	49-52
Credit hours required in Program Courses & Required Electives	22
Credit hours in Program Options (concentrations/specializations/tracks)	39
Credit hours in Free Electives	0
Credit hours in required Capstone/Internship/Practicum	12
Total Credit Hours Required for Completion:	122-124

Maximum number of credits that can be transferred in from another institution and applied to the program:	60
Intended program duration in semesters for full-time students:	8
Intended program duration in semesters for part-time students:	14

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	YES	NO
	☒	☐

If **yes**, please explain (i.e., number of hours required, etc.):

	YES	NO
Does the program include any concentrations/ tracks/ options?	☒	☐
If yes , please explain (i.e., define):		

2. Undergraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	University of Montevallo			
Program Name:	Secondary Education-English Language Arts Option			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses				
ED 101	First-Year Experience in Education	3		
ENG 101 or 103	Composition I or Honors Composition I	3		
ENG 102 or 104	Composition II or Honors Composition II	3		
ENG 231 or 233	Global Literature I or Honors Global Literature I	3		
ENG 232 or 234	Global Literature II or Honors Global Literature II	3		
COMS 101 or 102	Foundations of Oral Communication or Honors Foundations of Oral Communication	3		
THEA 120 or 122	Introduction to Theater or Honors Introduction to Theater	3		
Area III: Natural Sciences & Math	Choose 1 MATH 144 or higher	3		
Area III: Natural Sciences & Math	Choose 1 Lab Science from 2 Different Disciplines	8		
HIST 101 or 103	History of World Civilizations I or Honors History of Civilizations I	3		
HIST 102 or 104	History of World Civilizations II or Honors History of Civilizations II	3		
Area IV: Social and Behavioral Sciences	Choose 2 from Approved List	6		
ED 427	Tech-Based Instructional Strategies	2		
Program Courses and Required Electives				
EDF 375	School and Society	2		
EDF 330	Educational Psychology	2		
ED 402	Secondary Students as Learners	2		
ED 407	Trends in Teaching Exceptional and Diverse Students	2		
ED 436	Teaching Secondary English at the Secondary Level	1	Y	
ED 455	Instructional Strategies I: Literacy (FE)	2		Y
EDF 462	Evaluation in Secondary Education	3		
ED 450	Instructional Strategies II: Models (FE)	3		Y
ED 418	Classroom Management	3		
ED 427	Technology-Based Instructional Strategies	2		
Program Options (enter total credit hours from all options below)				
Free Electives				
Capstone/Internship/Practicum				
EDI 440	Internship in Secondary School (FE)	9		Y
EDI 499	Intern Certification Preparation (FE)	3		Y
Total Credit Hours Required for Completion:				

3. Undergraduate Options

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows and Tables as Needed				
Option Name:	English Language Arts			
Course Number		Credit Hours	New? (Y)	WBL? (Y)
ENG 300	Introduction to the Major	3		
ENG 305	Literature in English Survey I	3		
ENG 306	Literature in English Survey II	3		
ENG 307	Literature in English Survey III	3		
ENG 405	Studies in One or Two Authors	3		
ENG 485	Senior Seminar: A Capstone Course for English Majors	3		
ENG 4XX: Genre	Choose from ENG 411, 412, 413, 414, or 419	3		
ENG 4XX: Culture or Period	Choose from ENG 423, 424, 425, 426, 427, 428, 431, 432, or 439	3		
ENG 4XX: Analysis	Choose from ENG 452 or 454	3		
ENG 4XX: Diverse Voices	Choose from ENG 471, 472, 473, 474, or 475	3		
ENG 300 or 400 Level	Elective	3		
ENG 455 or 456	Style and Editing or The Writing Process	3		
MC 200	Introduction to Mass Media Writing	3		
Option's Total Credit Hours Required for Completion:		122		

Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				

Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				

2. Undergraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows as Needed				
Institution:	University of Montevallo			
Program Name:	Secondary Education-Social Science Option			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses				
ED 101	First-Year Experience in Education	3		
ENG 101 or 103	Composition 1 or Honors Composition 1	3		
ENG 102 or 104	Composition II or Honors Composition II	3		
ENG 231/233 or ENG 232/234	Global Literature I/Honors Global Literature I or Global Literature II/Honors Global Literature II	3		
Area II: Humanities	Choose 4 from Approved List	12		
COMS 101 or 102	Foundations of Oral Communication or Honors Foundations of Oral Communication	3		
Area III: Natural Sciences and Mathematics	Choose 1 MATH 144 or higher	3		
Area III: Natural Sciences and Mathematics	Choose 1 Lab Science from 2 Different Disciplines	8		
HIST 101 or 103	History of World Civilizations I or Honors History of Civilizations I	3		
HIST 102 or 104	History of World Civilizations II or Honors History of Civilizations II	3		
POS 200	American National Government	3		
SOC 101 or 102	Introductory Sociology or Honors Introductory Sociology	3		
ED 427	Tech-Based Instructional Strategies	2		
Program Courses and Required Electives				
EDF 375	School and Society	2		
EDF 330	Educational Psychology	2		
ED 402	Secondary Students as Learners	2		
ED 407	Trends in Teaching Exceptional and Diverse Students	2		
ED 436	Teaching Secondary English at the Secondary Level	1	Y	
ED 455	Instructional Strategies I: Literacy (FE)	2		Y
EDF 462	Evaluation in Secondary Education	3		
ED 450	Instructional Strategies II: Models (FE)	3		Y
ED 418	Classroom Management	3		
ED 427	Technology-Based Instructional Strategies	2		
Program Options (enter total credit hours from all options below)				

Free Electives				
Capstone/Internship/Practicum				
EDI 440	Internship in Secondary School (FE)	9		Y
EDI 499	Intern Certification Preparation (FE)	3		Y
Total Credit Hours Required for Completion:				

3. Undergraduate Options

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows and Tables as Needed				
Option Name:	Social Science			
Course Number		Credit Hours	New? (Y)	WBL? (Y)
HIST 211	History of the United States I	3		
HIST 212	History of the United States II	3		
POS 250	State and Local Government	3		
POS 475	Constitutional Law	3		
EC 231	Introduction to Microeconomics	3		
EC 232	Introduction to Macroeconomics	3		
Non-US History 300 or 400 Level	Elective	3		
HIST 310 or POS 370	Introduction to Historical Study or Research Methods in Social Science	3		
HIST or SOC 300 or 400	Elective	3		
PSYC 300 or Higher	PSYC 306, 340, or 345	3		
SOC 300 or Higher	Elective	3		
PSYC 201	Foundation in Psychology	3		
Elective	HIST, SOC, POS, or SOSC 300 or 400 Level Elective	3		
Option's Total Credit Hours Required for Completion:		124		
Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				
Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)