

BRIGHAM YOUNG UNIVERSITY ✧ DEPARTMENT OF TEACHER EDUCATION
SECONDARY EDUCATION-SOCIAL SCIENCES/ HISTORY
APPLICATION *

Application Deadlines: September 15 for admission **Winter Semester** January 15 for admission **Fall Semester**
**This application is for admission into Sc Ed 276R.*

PERSONAL IDENTIFICATION	
Last Name, First Name, Middle (Maiden)	Social Security #
Program Entry Semester (Semester, Year) FALL 2010	BYU ID #
CURRENT MAILING ADDRESS/EMAIL:	
EMAIL ADDRESS (MUST BE KEPT CURRENT):	
Number and Street	
City, ST ZIP	Current Telephone
ADDITIONAL INFORMATION	
Gender <input type="checkbox"/> female <input type="checkbox"/> male	Foreign languages (fluent): _____ _____
Have you applied previously to the Sc Ed program? <input type="checkbox"/> no <input type="checkbox"/> yes When? _____	
Are you transferring at the time of this application? <input type="checkbox"/> no <input type="checkbox"/> yes Institution: _____	Have you completed or are you completing an Associate's degree*? <input type="checkbox"/> no <input type="checkbox"/> yes Date received _____ Institution _____ <i>*Completing two years at BYU main campus does not constitute earning an Associate's degree.</i>
Please list all colleges or universities you have attended (besides BYU):	
Are you an international student with an F-1 visa? <input type="checkbox"/> yes <input type="checkbox"/> no	Are you a non-native English speaker? (See p. 2) <input type="checkbox"/> yes <input type="checkbox"/> no
Teaching major: <input type="checkbox"/> History <input type="checkbox"/> Geography <input type="checkbox"/> Social Science Composite	Successful completion (with a B or better) of two of the following courses (History and Composite majors): <input type="checkbox"/> HIST 201 <input type="checkbox"/> HIST 202 <input type="checkbox"/> HIST 220 <input type="checkbox"/> HIST 221 Successful completion (with a B or better) of: <input type="checkbox"/> HIST 200 (History majors only) <input type="checkbox"/> GEOG 101 (Geography and Social Science majors only)
Please list any courses you intend to take Spring/Summer prior to entrance to the program (Fall Applicants Only):	
Please indicate your race/ethnicity (mark only one):	
<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black, non-Hispanic <input type="checkbox"/> Hispanic <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White, non-Hispanic <input type="checkbox"/> Multiracial/Other (specify): _____	

FOR OFFICE USE ONLY			
ABC Report: yes no	BYU Hours:	Data Consent Form: yes no	Complete: yes no
Cum GPA:	Conditions Form: yes no		Received by:
BYU GPA:	Student Work Consent Form: yes no	Educational Autobiography: yes no	
Cum Hours:	Fingerprint Authorization Form: yes no	TOEFL Scores: N/A yes no	Date:

Submit the application to the secretaries in the Department of Teacher Education, 201 MCKB, Brigham Young University, Provo, UT 84602. **It must be received by 5 pm on the deadline date.**
 Applicants may be called in for a personal interview with a member of the admissions committee.

English Proficiency Requirements

Non-native English speakers, including United States citizens and permanent residents, are required to submit official scores of the Test of English as a Foreign Language (TOEFL) **internet-based test (iBT)**.

The TOEFL exam is administered by the Educational Testing Service numerous times each year throughout the world. For more information about testing centers, check the TOEFL website (<http://web1.toefl.org>).

Minimum Required TOEFL Scores for Teacher Education at BYU

Note: The internet-based (iBT) test is required because of the speaking component.

Reading: 22
Writing: 24
Listening: 22
Speaking: 26

BYU offers an intensive English language program to help students improve their English proficiency. Students in this program are not regular matriculated university students but do have access to university facilities. If you would like to receive information about this program, go to <http://www.elc.byu.edu/>.

Name: _____

BYU ID: _____

Your scores:

Reading: _____ Writing: _____ Listening: _____ Speaking: _____

Attach a copy of your TOEFL documentation.

**INFORMATION FOR APPLICANTS TO THE
SECONDARY EDUCATION-SOCIAL SCIENCES PROGRAM**

Keep this sheet for your records

PLEASE PAY SPECIAL ATTENTION TO THE FOLLOWING ITEMS:

- Incomplete Applications will *not* be reviewed.
- Candidates must adhere to the University Dress Code.
- Preference is given to applicants with higher grade point averages.
- Review the essential functions of a secondary teacher developed by one school district to obtain a sense of the physical, mental, and emotional demands on a teacher,. Go to <http://education.byu.edu/ted/pdf/secondary.pdf>
- If accepted, you must enter the program the semester that you applied for. If you are planning on serving a mission at the time of application, please apply for the first semester you will be back.
- Each applicant may apply twice.

CHECKLISTS

PRIOR TO SUBMITTING YOUR APPLICATION:

- ❑ Be a declared major in your teaching area.
- ❑ You must have completed nine specified hours in your major with at least a B grade in each course. Prior to applying, History and Composite majors must complete two of the following: HIST 201, 202, 220, 221. History majors must also complete HIST 200 with a B grade as part of the specified nine hours. Geography and Social Science majors must complete GEOG 101 with at least a B grade as part of the specified nine hours.
- ❑ Apply for fingerprinting *before* submitting your application.
 - Go to: www.utah.gov/teachers. Click on: Background Check & Initial Licensure.
 - Read and fill out the information: Be sure the address you enter is a **permanent** address and the university you enter is **Brigham Young University**. Use your U.S. social security number. International students must check with the EAC in 120 MCKB.
 - Pay the \$69.00 fee with a major credit card.
 - Generate the LiveScan authorization form from the Utah State Office of Education at the end of this process.
 - Bring your authorization, a government issued photo ID, and \$10.00 (on your signature card) 120.
 - Include a copy of your authorization form with your program application.
 - You have **60 days** from the date on the LiveScan authorization form to have your fingerprints taken. If you go beyond the 60 days, you must start the process again and pay an additional \$69.00.

SUBMITTING YOUR APPLICATION

Place the following items **in the listed order** in an *8 1/2 inch by 11 inch, 1/3 cut tab, manila file folder (not an envelope)* with your last name, first name, and BYU ID number written on the tab:

- ❑ 1— Application form
- ❑ 2— Current copy of MyMAP Progress Report from BYU or current graduation progress report or unofficial transcript if applying from another university—multiple pages should be stapled. [To get to MyMAP, log in to Route Y. On the menu under School, select MyMAP, then select Plan MyMAP. Lastly select and print your Full Progress Report.]
- ❑ 3—Conditions of Continuing Enrollment form (signed and dated)
- ❑ 4—Consent Form for Use of Student Work (signed, witnessed, and dated)
- ❑ 5—Consent Form for Obtaining Data from Future Employer(s) (signed, witnessed, and dated)
- ❑ 6 -- A Copy of the Fingerprint Authorization Form
- ❑ 7 – A Copy of TOEFL Documentation (if applicable)
- ❑ 8 -- Autobiographical Statement. Please write your name and BYU ID number on the Autobiographical Statement Rating Scale in the *Candidate* area and staple it to the front of your written work.

CONDITIONS OF CONTINUING ENROLLMENT

On condition of being accepted into the BYU Secondary Education Social Sciences program, I agree to dress professionally by adhering to the University Dress Code. I agree to adhere to all applicable University and program policies and procedures. I agree to enter the program the semester I am accepted, except for a deferral for a mission or medical reasons. I understand that no other education classes may be taken before successful completion of Sc Ed 276R (Social Sciences).

Further, I understand that if my major GPA drops below 2.85 or if I receive a grade below C- in any of my program classes, I will not be allowed to continue in the program. Finally, I understand that I will be evaluated academically, professionally, and in my field experiences. If the faculty with whom I work ultimately determine I am not qualified to teach in the public schools, I will not be allowed to continue in the program.

I understand that it is my responsibility to plan for and arrange transportation to and from assigned partnership school sites for practica and student teaching experiences. BYU takes no responsibility for these arrangements. I understand that I will be placed in a district and a school as determined by the program. Requests for a specific placement location will be considered only under extreme extenuating circumstances. The partnership districts are Alpine, Jordan, Nebo, Provo, Salt Lake Urban, and Wasatch.

I have carefully reviewed departmental policies and procedures found on the departmental website at http://education.byu.edu/ted/student_information.html

I agree to attend the **mandatory orientation meeting** as scheduled. I realize that **failure to do so may result in dismissal from the program.**

I recognize that it is my responsibility to immediately update my personal information (Name change, Current Mailing Address, Email) with the full-time secretaries in 201-A MCKB. I am accountable for 1) staying current in program information and 2) the consequences that accompany information not received because of my failure to change my personal information.

Applicant's signature _____ Date _____

FOR FALL 2010 APPLICATION

CONSENT FORM FOR USE OF STUDENT WORK

I, the undersigned, hereby give permission to the BYU Department of Teacher Education, the BYU David O. McKay School of Education (MSE), and Brigham Young University (BYU), or any of them, (collectively referred to as "BYU"), to use at their discretion for non-commercial, educational purposes any intellectual property which I generate in the course of my taking classes at BYU (the "Student Work"). Such Student Work may include completed class assignments, portfolios, lesson plans, inventions, and other forms of Student generated intellectual property. Possible BYU uses for the Student Work include, but are not limited to, evaluation and accreditation of University programs and activities, research, publications, scholarly presentations, the dissemination of the Student Work on CDs, websites or through other electronic means, public display using the MSE plasma screen or other display devices, or use in classes as reference and sample materials or for other instructional purposes. I understand that I will continue to own the Student Work, and that I will be given proper attribution as the owner of the Student Work pursuant to my instructions specified at the bottom of this document.

Student Name	Signature	Date
--------------	-----------	------

Witness Name	Signature	Date
--------------	-----------	------

(Check and initial one option)

- Use my full name in association with my Student Work.
- Use only my first name in association with my Student Work.
- Do not use my name in association with my Student Work.

INFORMATION FOR THE WRITTEN RESPONSES

Keep this sheet for your records

PURPOSE

The autobiographical statement allows you to share your personal background, experiences, motivations, concerns, hopes and challenges as you think about a career in teaching. Your responses will provide the Committee with a sense of who you are as a person and a potential teacher.

PROCEDURE

Be honest, personal, and detailed. Three double-spaced typewritten pages is the suggested length for the autobiographical statement. Please include your name and BYU ID number or social security number. A rating scale is attached to inform you of the evaluation criteria.

AUTOBIOGRAPHICAL STATEMENT

This is written in advance and submitted with your application folder.

What experiences have you had throughout your life that lead you to think you would be a good teacher? Chronicle the history leading up to your decision, and explain how these experiences have influenced you. Include examples of both formal and informal teaching, such as that done in a school, church, mission, coaching, tutoring, leadership and volunteer work.

AUTOBIOGRAPHICAL STATEMENT RATING SCALE

To be used by members of the Teacher Education Admissions Committee.

A. RESPONSE QUALITY

1	2	3	4	5
INEFFECTIVE				EFFECTIVE
Essay is off task and discourages reading. Writing is unrelated to an autobiography.		Essay is partially autobiographical but purpose is diluted by extraneous material; lacks depth.		Essay invites reading; strong sense of purpose controls all elements; communicates effectively and efficiently.
COMMENTS:				

B. RELATED EXPERIENCE TEACHING CHILDREN

1	2	3	4	5
INEFFECTIVE				EFFECTIVE
No relevant experience in context of elementary education; no personal initiative shown in seeking out such experience. All experience cited is unrelated.		Some experience in context of family, church, or community, but little in elementary education; some initiative shown in seeking out such experiences.		Extensive and rich experience in context of family, church, community, and elementary education; shows outstanding initiative in seeking such opportunities.
COMMENTS:				

C. REFLECTIVENESS AND PROBLEM SOLVING SKILL

1	2	3	4	5
INEFFECTIVE				EFFECTIVE
Shows little or no reflective thought. Is unable to detect patterns, interpret experience, demonstrate learning, or make plans for improvement.		Shows some level of problem solving and reflectiveness. Is able to see some patterns and demonstrates some capacity for learning from experience.		High degree of reflectiveness in seeking answers to problems. Able to see patterns, analyze what is happening, and make improvements based on experience.
COMMENTS:				

D. WRITING SKILLS

1	2	3	4	5
INEFFECTIVE				EFFECTIVE
Incorrect, confusing, or ambiguous mechanics frequently interfere with meaning; distracting accumulation of errors. No apparent organizing pattern, lack of transitions, no sense of progression		Mechanical problems occasionally interfere with meaning: somewhat distracting accumulation of minor errors. Sense of beginning, middle, and end, though one or more of these do not adequately contribute to the whole; lack of clear topic in some paragraphs		Punctuation, capitalization, spelling, and grammar are used consistently and effectively to enhance meaning. Main idea that generates and unifies essay, paragraphs well organized with smooth transitions.
COMMENTS:				

CANDIDATE _____	TOTAL SCORE _____ /20
BYU ID _____	
RATER _____	
GENERAL COMMENTS _____	