

EDUCATION/SPECIAL EDUCATION

Rhoda Mattson, M.A., J.D., LL.M., director of education unit

Joy Meyer, M.A., director of teacher education and certification officer



TRINITY HAS HELPED EXPAND MY HORIZONS.

I came here not knowing where God would lead me and now I'm fully passionate about a career in teaching. Because of Trinity, I feel fully prepared to teach in an inner city school."

Elvis Madison '10
Education (Joliet, Illinois)

Types of Certification

Trinity offers teacher education programs leading to the following teaching certificates in the state of Illinois:

- **Elementary (K-9 certification)**
- **Secondary (6-12 certification)** in the following major subject areas: biology education, business education, education education, chemistry education, English education, history education, and mathematics education
- **Special programs (K-12 certification)** in art education, music education, physical education, and Spanish education
- **Special education (K-12 certification)** Learning Behavior Specialist I

All education department programs meet Trinity's general education requirements of an oral communication course (Communication Arts 101), field education (student teaching internship), and capstone requirement (Education 454).

Students who have taken three years of both science and math (including Algebra II) in high school are the most successful in our teacher education program.

Transfer students: Transfer students must complete the education requirements of the catalog in the year in which they enter Trinity.

Field Experience: The state of Illinois requires students to complete a number of preclinical experiences prior to student-teaching, called field experience. Field experience is a component of multiple education and special education courses, and placements are made by a field experience coordinator. Students experience a variety of settings and grade levels to prepare them for the realities of the teaching profession. Students in each teacher education program must complete 200 hours of field experience prior to student-teaching.

Digital Portfolios: All education majors and minors complete a digital portfolio. Students pay a one-time, non-refundable technology fee of \$100 in Computer Science 109. Transfer students who receive transfer credit for Computer Science 109 will also be assessed a fee of \$100.

Elementary Education (K - 9 certification)

Many elementary education course requirements overlap with Trinity's general graduation requirements. The Elementary Education major consists of 78 hours:

Computer Science 109; Education 201, 203, 303, 310, 313, 335, 380, 450, 454; Special Education 216; Required Cognates:

Biology 100; Communication Arts 101; English 312; Geology 101, 201; History 280; Mathematics 109, 110, 280; Physical Education 140; Physics 101; Political Science 201; Psychology 123; and Science 280.

The Education Department strongly recommends a double major in Special Education or a Minor in Special Education, math, science, or ESL/Bilingual. See requirements in each discipline. (18-22 hours.)

Middle Grades Endorsements: A middle grades endorsement is a teaching subject listed on an Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, students complete 18 semester-hours of coursework in that subject area plus an additional six semester-hours in adolescent psychology and middle-grades schooling philosophy and methods. At Trinity, three of the six additional hours are met by taking Education 335. The remaining three hours are "embedded" in Psychology 123, Education 303, Education 310 or 311, and Education 380. Students who take any of these four courses at another institution must prove to the certification officer that the transferred course(s) meet the requirements for a middle grades endorsement. Specific middle grades endorsement information can be found on the Education Unit Home site.

Secondary Education (6 - 12 certification)

Students choose one of the following major areas:

Biology education business education chemistry education English education
history education mathematics education

Secondary education students must fulfill all of the following general education, major, and minor courses:

General Education Courses (required courses as part of the College's General Education Curriculum) Communication Arts 101; Psychology 123.

Note: History Education majors must also complete Geology 201.

The Education minor consists of 33 hours:

Computer Science 109; Education, 203, 303, 311, 335, 380, 454, 455; Special Education 216

Note: English Education majors must also complete Education 310 as part of the education minor.

Middle Grades Endorsements: (see the above information on page 129)

Secondary Endorsements: Secondary endorsements can be added to any secondary or K-12 certificate. Secondary endorsements require at least 24 credit hours and a content area test or a second major of at least 32 credit hours. The social science and science designations have more specific requirements. Specific information can be found on the Education Unit Home site.

K-12 Specialist (K-12 certification)

Students choose one of the following major areas:

Art education, music education (choral or instrumental emphasis), physical education, Spanish education. K-12 specialist students must fulfill all of the following general education, major, and minor courses:

General Education Courses (required courses as part of the College's General Education Curriculum Communication Arts 101; Psychology 123.)

The Education minor consists of 33 hours:

Computer Science 109; Education, 203, 303, 311, 335, 380, 454, 455; Special Education 216

Middle Grades Endorsements: (see information on page 129)

Secondary Endorsements: (see information on page 129)

Special Education (K - 12 certification)

Students receive a K-12 Learning Behavior Specialist I certificate to which they may add endorsements. The Education Department strongly recommends that students interested in special education double major in either Elementary, Secondary, or a K-12 specialist major area. Many special education major requirements overlap with Trinity's general graduation requirements. The Special Education major consists of 81 hours:

General Education Courses (required courses as part of the College's General Education Curriculum) Biology 100; Communication Arts 101; Mathematics 109, 110; Physics 101; Psychology 123.

Special Education Major

Education 310, 311; Special Education 111, 217, 314, 315, 316, 317, 319, 330, 380, 420.

The Education Minor consists of 28 hours:

Computer Science 109; Education, 203, 303, 335, 454; Special Education 216, 450, 455.

Middle Grades Endorsements: (see information on page 129)

Secondary Endorsements: (see information on page 129)

A Special education minor consists of 24 hours:

Special Education 216, 217, 314, 316, 330, Special Education electives (6 hours); Psychology 123.

Double Major Certification — Special Education (K-12 certification) Learning Behavior Specialist I and Elementary (K-9) or Secondary/K-12 Specialist

The Education Department strongly recommends that students double major in special education. Students who double major student teach in two separate placements (five hours each).

The Special Education double major must complete the program requirements of both majors.

The ESL/Bilingual Interdisciplinary Minor

The ESL/Bilingual Interdisciplinary Minor consists of 21 hours. All ESL/BL minors take required courses together. However, students choose between a bilingual endorsement or an ESL endorsement by the type of Field Experience completed.

Education 107 (or 108), 225, 340/540, 341/541, 342/542, 345/545; English 211; Communication Arts 250 or Psychology 252.

Education Studies Minor

The education studies minor is designed for students who are interested in the teaching and learning process, but do not want teacher certification.. This minor may be of particular interest to Church and Ministry Leadership majors who may eventually be responsible for education programs, for Math, History, or English majors interested in teaching at the college level, and for Communication or Business majors pursuing careers that may some day involve training coworkers. Due to program overlap, students who major in Elementary Education or Special Education cannot minor in education studies.

Required courses:

Computer Science 109; Education 203, 303; Psychology 123; Special Education 216;

Two from: Education 310, 311, 335, 380;

One from: Communication Arts 250; Education 340; Psychology 252; Sociology 260; Theology 242.

Education “Gates”

Gate 1

Intent to Apply	Traditional	Adult Studies
1. A cumulative grade point average of at least 2.5	Semester of CPSC 109	End of 1st term
2. A grade point average of at least 2.5 in Professional Education courses completed to date: (typically CPSC 109, but could also include EDUC 203, and/or SPED 216).	Semester of CPSC 109	End of 1st term
3. Evidence of having registered for or passed the Illinois Basic Skills Test	Freshman year	By program orientation
4. Criminal Background Check	Prior to field placement	Prior to field placement
5. Digital portfolio: CPSC/AEDU 109 requirements	In CPSC 109	In AEDU 109
6. Signed commitment to Professional Dispositions	In CPSC 109	At program orientation

Gate 2

Application to the Teacher Education Program is normally completed during the second semester of the sophomore year (traditional) or at the end of the second term (adult studies).

Admission to the Teacher Education Program	Traditional	Adult Studies
1. A cumulative grade point average of at least 2.5	To date	To date
2. A cumulative grade point average of at least 2.5 in the Professional Education courses completed to date: typically CPSC/AEDU 109, EDUC/AEDU 203, EDUC/AEDU 303, and SPED/AEDU 216 Students must achieve at least a C- in all Professional Education courses. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.	To date	To date
3. A grade point average of at least 2.5 in English 103-104	To date	To date
4. Passing score on the Illinois Basic Skills Test	At application	At application
5. Recommendation of the education faculty	At application with prior input from professional education faculty	At application with prior input from professional education faculty
6. Professional Dispositions Assessment a. From non-education faculty, and b. By the student applicant	a. At application b. With application	a. At application b. In AEDU 203
7. Digital portfolio: passing score on at least 2 uploaded artifacts with reflections	In CPSC 109 and EDUC 203 or SPED 216	In AEDU 303 and AEDU 109

Gate 3**Admission to the Internship****Traditional****Adult Studies**

1. Admittance to the Teacher Education Program	1 yr. prior to internship	1 yr. prior to internship
2. A cumulative grade point average of at least 2.5	To date	To date
3. A cumulative grade point average of at least 2.5 in the Professional Education courses completed to date: typically CPSC/AEDU 109, EDUC/AEDU 203, EDUC/AEDU 303, SPED/AEDU 216, EDUC/AEDU 310/311, and EDUC/AEDU 335. Students must achieve at least a C- in all Professional Education courses. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.	To date	To date
4. Methods courses completed	To date	To date
5. At least 200 clock hours of field experience	Prior to internship	95 hrs. required prior to 105 hrs. preclinical placement
6. A minimum of one full-time semester of course work (including at least one education course and one course in the candidate's minor or specialization) at Trinity prior to student teaching	Prior to internship	In program
7. A grade point average of 2.7 in specialization for K-12 and Secondary students. A grade point average of 2.7 in Elementary core and minor for Elementary students.	To date	To date
8. Recommendation from the chair of the student's area of minor for elementary education students or area of specialization for secondary and special (K-12) students	At application Name submitted by candidate	At application Name submitted by Director of Adult Studies Education Program
9. Professional Disposition Assessment from education faculty	At application with prior input from education faculty	At application with prior input from education faculty
10. Digital portfolio: passing score on at least 6 uploaded artifacts with reflections	CPSC 109, EDUC 203, SPED 216, EDUC 310/311, 380 (2)	AEDU 303, 203, 109, 310/311, 335, 380 (2)
11. Passing score on Illinois Subject Area test(s)	At least 6 months prior to internship	At least 6 months prior to internship

Gate 4A

Exit From The Internship

	Traditional	Adult Studies
1. Successful completion of AEDU/EDUC 450/455	End of course via Cooperating Teacher & College Supervisor Evaluations	End of course via Cooperating Teacher & College Supervisor Evaluations
2. Successful completion of AEDU/EDUC 454	End of course via course grade	End of course via course grade

Gate 4B

Program Completion

	Traditional	Adult Studies
1. Achieved a 2.5 or higher cumulative GPA	End of program	End of program
2. Achieved a 2.7 or higher major/minor GPA	End of program	End of program
3. Achieved a 2.5 or higher English 103/104 GPA	End of program	End of program
4. Achieved a 2.5 or higher Professional Education courses GPA	Before internship	Before internship
5. Completed all coursework	End of program	End of program
6. Passed the Assessment of Professional Teaching (APT) Test and General Curricular Test (special education majors) and Oral Proficiency Exam (ACTFL for Spanish Education majors).	End of program	End of program
7. Completed digital portfolio requirements	End of program	End of program

Professional Education Courses

Professional Education courses are Computer Science 109, Education 203, Special Education 216, Education 303, Education 310/311, Education 335, Education 380, and Education 454. Students must achieve at least a C- in all Professional Education courses. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.

Student Rights

The student who receives notice of denial at any gate may appeal that decision according to the following procedures:

1. Within two weeks, the appeal must be presented, in writing, to the director of teacher education. The appeal will be submitted to the teacher education committee.
2. The decision of the teacher education committee will be announced to the student in writing within 10 school days of receipt of the appeal.
3. Appeals beyond the teacher education committee must be directed to the chairperson of the education department and the Provost.

Please note that the student has the right to be assisted in his/her defense by an adviser, legal counsel, or representative from the campus community that he/she may choose. The student is asked to notify the director of teacher education in writing of the name and address of the party that will be serving as his/her representative.

Education Courses (EDUC)

Beginning at the sophomore level, students should register for at least one education course each semester. However, students should take only one of the following education courses per semester: Education 203, 303, 380, 335, Special Education 216. Students must have permission from the Director of the Education Unit to register for more than one of these courses in the same semester.

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

107 Bilingual Education Field Experience (0)

Students seeking a Bilingual endorsement register for this course in conjunction with Education 225, 341, 342, and 345. Field Experience: 100 hours

108 ESL Education Field Experience (0)

Students seeking an ESL endorsement register for this course in conjunction with Education 225, 341, 342, and 345. Field Experience: 100 hours

201 Fine Arts in Education (3)

Fall, Spring

This course examines the educational, communicative, and aesthetic value of dance, music, drama, and art. Students will consider the role fine arts play in reflecting history and culture, and how to promote all students' abilities to express themselves creatively. Topics include concepts, techniques, materials, cultural dimensions, and interrelationships of the visual arts, music, drama, and dance. *Fulfills the fine arts requirement.*

203 Introduction to Education (3)

Fall, Spring

This course is a broad-based introduction to the role of schooling in society and the profession of teaching. It includes an overview of the history of education from preliterate societies to the present, an examination of various philosophical perspectives or schools of thought, and a discussion of critical issues facing educators today. Students take 203 in their sophomore year. Field Experience: 50 hours. Prerequisite: Psychology 123.

225 Foundations of Teaching Bilingual/ESL (3)

Spring, Even

This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms will be examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL will be included. Field Experience: 25 hours. Prerequisite: concurrent or prior enrollment in Education 203.

303 Educational Psychology (3)**Fall, Spring**

One main focus of this course is the psychology of learning. Topics include human development, differences in learning abilities, the impact of culture, and theoretical approaches to the process of learning. Another main focus is the psychology of teaching. Topics include understanding motivation, classroom management, creating a conducive learning environment, and classroom assessment. These topics are presented from elementary, middle grades, and secondary education perspectives. Field Experience: 50 hours. Prerequisites: Psychology 123, Education 203, Special Education 216.

310 Teaching Reading in Grades K-9 (3)**Fall, Spring**

Students examine approaches and methods in teaching of reading. Course content includes emphasis on reading skills, assessment of pupil progress, and classroom organization for the teaching of reading. All elementary teacher education students must take this course prior to the student-teaching assignment. Field Experience: 20 hours. Prerequisites: Education 203, Psychology 123, Special Education 216, junior standing.

311 Teaching Reading in the Content Areas (2)**Fall, Spring**

This course focuses on teaching reading in various subject areas. Specific instruction in reading strategies at the sixth- through 12th-grade levels with current theory and techniques for the teaching of reading in various content areas will be emphasized. Students will design lessons and learn to develop skills in improving reading specific to their content area. Prerequisite: Education 203.

313 Teaching Language Arts in Grades K-9 (1)**Fall, Spring**

This course focuses on listening, speaking, reading, and writing skills within the language arts and emphasizes integrating language arts throughout the school curriculum. Prerequisites: Education 203, English 103 and 104.

317 Teaching Bible in Grades K-9 (1)**Fall**

This course offers a study of materials, methods, and issues connected with teaching Bible in grades K-9. It is recommended for students who plan to teach in a Christian school. Prerequisite: junior standing.

335 Teaching in the Middle Grades (3)**Fall, Spring**

This course offers an overview of middle grade-school philosophy and school structure. It includes a study of curriculum, pedagogy, and instructional strategies used in the middle grades. Field Experience: 50 hours in the middle grades. Prerequisite: Education 203.

340/540 Cross Cultural/Multicultural Issues in Education (3)**Fall, Odd**

This course will focus on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement will be examined. Students will explore and learn to use the rich resources represented by the home and the community. Prerequisites: Psychology 123; Education 203 for education majors and minors.

341/541 Theory and Methods of ESL Instruction (3)**Fall, Odd**

This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Multicultural issues will be examined as they relate to a biblical worldview. Methods of teaching, listening, speaking, reading, and writing will be presented. Students will select and analyze ESL materials critically. Field Experience: 25 hours (register for Ed 107 or 108). Prerequisites: Psychology 121 or Psychology 123.

342/542 Methods and Materials of Teaching Bilingual Students (3)**Spring, Odd**

This course will present a variety of program models, methodologies, and strategies that are appropriate for the bilingual student. Students will study methods and materials for teaching mathematics, science, and social studies, and techniques for managing multilevel classrooms and curriculum development programs aimed at assisting students in a bilingual program. Field Experience: 25 hours (register for 107 or 108). Prerequisites: Education 203 or current teacher certification.

345/545 Assessment of Bilingual/ESL Students (3)**Fall, Even**

The purpose of this course is to expose students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse (B/CLD) individuals, and issues on non-discriminatory testing. This course will examine a wide selection of assessment techniques, which recognize the impact of environment and society on linguistic and student performance. Field Experience: 25 hours (register for 107 or 108). Prerequisites: Education 203 or current teacher certification.

380 General Methods (3)**Fall, Spring**

This course includes study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment. Novice teaching: 90 hours. Prerequisites: Education 203, 200 hours of field experience, acceptance into the Teacher Education program.

450 Student-Teaching: Elementary (5-10)**Fall, Spring**

Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

454 Contemporary Issues Seminar (3)**Fall, Spring**

This course meets weekly during the semester of student-teaching. Discussion topics include contemporary issues, worldview implications for teaching, interviewing, classroom management, and preparation for a teaching position. Students complete their digital portfolios.

455 Student-Teaching: Secondary (5-10)**Fall, Spring**

Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher/s. Student teaching requires a fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

New Horizons Student-Teaching Program

Please see page 140 for more information.

Special Education Courses (SPED)

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

111 Sign Language (3)**Fall, Spring**

This course, open to all students, introduces beginning sign language vocabulary, development of skills, and an understanding of deaf culture.

216 Introduction to Exceptional Children (3)**Fall, Spring**

This course is an introduction to the characteristics of students with special needs and their education. Course topics include learning disabilities, giftedness, mainstreaming, and inclusion. Field Experience: 50 hours in a special education setting. Prerequisites: Psychology 123.

217 Psychological Diagnosis of Exceptional Learners (3)**Spring**

This course introduces the procedures for educational assessment of exceptional children. Emphasis is placed upon informal assessment, observation, and criterion-referenced tests as well as norm-referenced tests designed for exceptional children. Prerequisite: Special Education 216.

**314 Teaching Students with High Incidence Disabilities,
Age 3 - Grade 5 (3)****Fall**

This course is designed to incorporate characteristics of students from age 3 through grade 5 with "high incidence" disabilities and methodologies for teaching them. "High incidence" refers to disabilities that occur most often. Included in this category are learning disabilities, mild social/emotional disorders, and mild mental retardation. A companion course, Special Education 316, addresses the needs of students from grade 6 through age 21. Prerequisites: Special Education 216 and Education 203.

**315 Teaching Students with Low Incidence Disabilities,
Age 3 - Grade 5 (3)****Fall**

This course is designed to incorporate characteristics of students from age 3 through grade 5 with "low incidence" disabilities and methodologies for teaching them. "Low incidence" refers to disabilities that occur least often. Included in this category are moderate to severe mental impairments, social/emotional disorders, autism, traumatic brain injury, and physical and other health impairments. A companion course, Special Education 317, addresses the needs of students from grade 6 through age 21. Field Experience: 50 hours in a special education setting. Prerequisites: Special Education 216 and Education 203.

**316 Teaching Students with High Incidence Disabilities,
Grade 6 - Age 21 (3)****Spring**

This course is designed to incorporate characteristics of students from grade 6 through age 21 with “high incidence” disabilities and methodologies for teaching them. “High incidence” refers to disabilities that occur most often. Included in this category are learning disabilities, mild social/emotional disorders, and mild mental retardation. A companion course, Special Education 314, addresses the needs of students from age 3 through grade 5. Field Experience: 50 hours in a special education setting. Prerequisites: Special Education 216, 314, and Education 203.

**317 Teaching Students with Low Incidence Disabilities,
Grade 6 - Age 21 (3)****Spring**

This course is designed to incorporate characteristics of students from grade 6 through age 21 with “low incidence” disabilities and methodologies for teaching them. “Low incidence” refers to disabilities that occur least often. Included in this category are moderate to severe mental impairments, social/emotional disorders, autism, traumatic brain injury, and physical and other health impairments. A companion course, Special Education 315, addresses the needs of students from age 3 through grade 5. Prerequisites: Special Education 216, 315, and Education 203.

319 Remediation of Language and Communication Disorders (3)**Fall**

This course is designed to address the unique characteristics of students ages 3 through 21 with language and communication disorders and devise teaching strategies to meet their needs. The course content includes the normal role and development of language, along with the implications for teaching students with impairments in these areas. Prerequisites: Education 203, Special Education 216, 314, and 316.

**330 Communication and Collaboration in Special Education:
Strategies and Methods (3)****Spring**

This course explores the interpersonal and collaborative skills necessary for today's educators in both regular education and special education settings, and for communication between the two disciplines. The course also helps equip students with specific special education methods of instruction. Topics include interpersonal work relationships among school professionals, models and strategies for co-teaching, relationships with parents, principles of effective verbal and non-verbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications. Prerequisite: Special Education 216.

380 General Methods for Special Education Teachers (3)**Fall, Spring**

This course is the study and implementation of teaching strategies for both general and special education populations, ages 3-21. Specific topics include lesson planning, preparation of IEPs (Individual Education Plans), methods of instruction, and assessment. Novice teaching: 90 hours. Prerequisites: Education 203, Special Education 216, 314, and 316 (concurrent registration approved), 200 hours of field experience, and acceptance into the teacher education program.

420 Critical Issues in Special Education (3)**Fall**

This course explores current trends and practices in the field of special education, as well as the changing roles and responsibilities of the special educator. Prerequisites: Special Education 216 and two 300-level special education courses.

450 Student Teaching — Low Incidence (5)**Fall, Spring**

Special education student teachers will be placed in one low incidence placement and in one high incidence placement for a total of 17 weeks. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

455 Student Teaching — High Incidence (5)**Fall, Spring**

Special education student teachers will be placed in one low incidence placement and in one high incidence placement for a total of 17 weeks. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

New Horizons Student-Teaching Program

The New Horizons Internship program allows education candidates to complete part of their student teaching internship in an out-of-area placement. This program seeks to provide exciting opportunities for interns to broaden their view and scope of teaching by immersing them in new settings and cultural exchanges where they will gain valuable insight and perspectives for lifelong kingdom work and ministry. Education candidates who desire a New Horizons setting for one placement will select a split placement (7 weeks – 10 weeks) for fulfilling the required 17 weeks of the internship. Candidates must meet off-campus application requirements, be interviewed by the education department, and be approved by the teacher education committee.

New Horizons: Rehoboth gives candidates the opportunity to complete part of their student teaching internship in either Rehoboth Christian School, New Mexico, or in one of the local Gallup, New Mexico schools. Interns live on the Rehoboth campus with other interns, attend senior seminar offered by Rehoboth personnel, and participate in a number of Native American cultural activities and excursions. Complete information on the New Horizons program can be found in the Education Unit Handbook.