

Education Department



Policies and Procedures Handbook

Fall 2012

Overview of Education Department Policies and Procedures Handbook

The Education Department Policies and Procedures Handbook is designed for candidates majoring in education at Benedictine College and seeking teacher certification. The handbook outlines policies and procedures of the Education Department and provides information about state and program requirements, student resources, and rights and responsibilities of teacher candidates.

Candidates are encouraged to use the Policies and Procedures Handbook throughout their program of study to stay abreast of requirements and opportunities within the Education Department. The Table of Contents is designed to provide easy reference on topic areas that teacher candidates need to know. Candidates are invited additionally to contact any member of the Education Department with questions or requests for information.

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Education Department Policies and Procedures Handbook

Benedictine College–Education Department

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Mission Statement and Goals

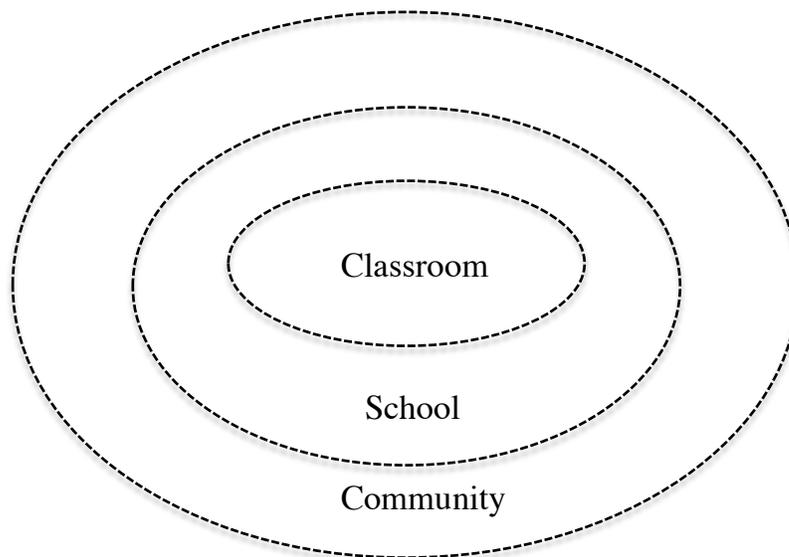
Mission

The Benedictine College Education Department mission is to prepare *Educators as Builders of Community*. The mission calls for future teachers and administrators to perceive their roles in education as developers of learning communities. The learning community is within classrooms and schools as well as outside their walls. Not only do education graduates work toward building community with students, families, and members of the local community; but they see a purpose of education to be the development of individuals who assume responsibility for building a healthy community locally, nationally, and globally.

Each of the learning communities is interdependent and the health of one influences the well-being of the others. Moreover, as the members of each community become more directly connected, the learning becomes synergistic. The roles of student, teacher, and educational leader are no longer fixed, and depending upon the learning situation, young and old alike can become actively involved in building a community that promotes human dignity and social responsibility. The perspectives of many are valued and their individual and collective contributions are viewed as necessary for the well-being of a democratic community.

The following diagram of open, concentric circles depicts the interconnectedness of the learning environments. It also symbolizes that the community and school cultures directly influence learning in classrooms and in turn the classroom environment influences the norms and practices of the school and community. Therefore, the role of the teacher in building relationships with peers in the school and partners in the community directly influences classroom life. So too, the role of principal in creating a productive and meaningful school culture influences what happens in the classroom and throughout the community.

Educators as Builders of Community The Learning Community



Goals and Values

The Teacher Education Program identifies three overarching goals for its programs, faculty, and candidates:

- 1) to prepare educators to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly;
- 2) to model decision-making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and
- 3) to actively involve the community as a partner in the educational process.

The integrated values serve as the professional commitments of the department and recognize:

- the worth and dignity of each individual, and see education as a process nurturing the holistic development of each learner
- learning as an on-going, ever-present process that is a socially and interactively defined endeavor
- diverse ways of knowing, which are encouraged through multi-age, collaborative learning experiences
- diversity as a way to extend and enrich each individual and contribute to a participatory learning community
- social action as an educational purpose contributing to civic responsibility on the part of students and the community
- personally meaningful and authentic work, which enables intrinsic motivation
- creativity and problem solving as desired outcomes for education, and teacher decision-making should enable them through classroom life
- self-reflection as necessary for informed decision making

Outcomes and Indicators

Guided by the goals and values, the program defines performance-based outcomes for future teachers as they become *Builders of Community*. The program outcomes seek to prepare *Educators as Builders of Community* by developing skills and understandings that will do the following:

Outcomes:

- 1) Use practices which nurture the whole child/adolescent within the learning community.
- 2) Use understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.
- 3) Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.
- 4) Build partnerships with students, colleagues, families and community groups to enhance communication and learning.

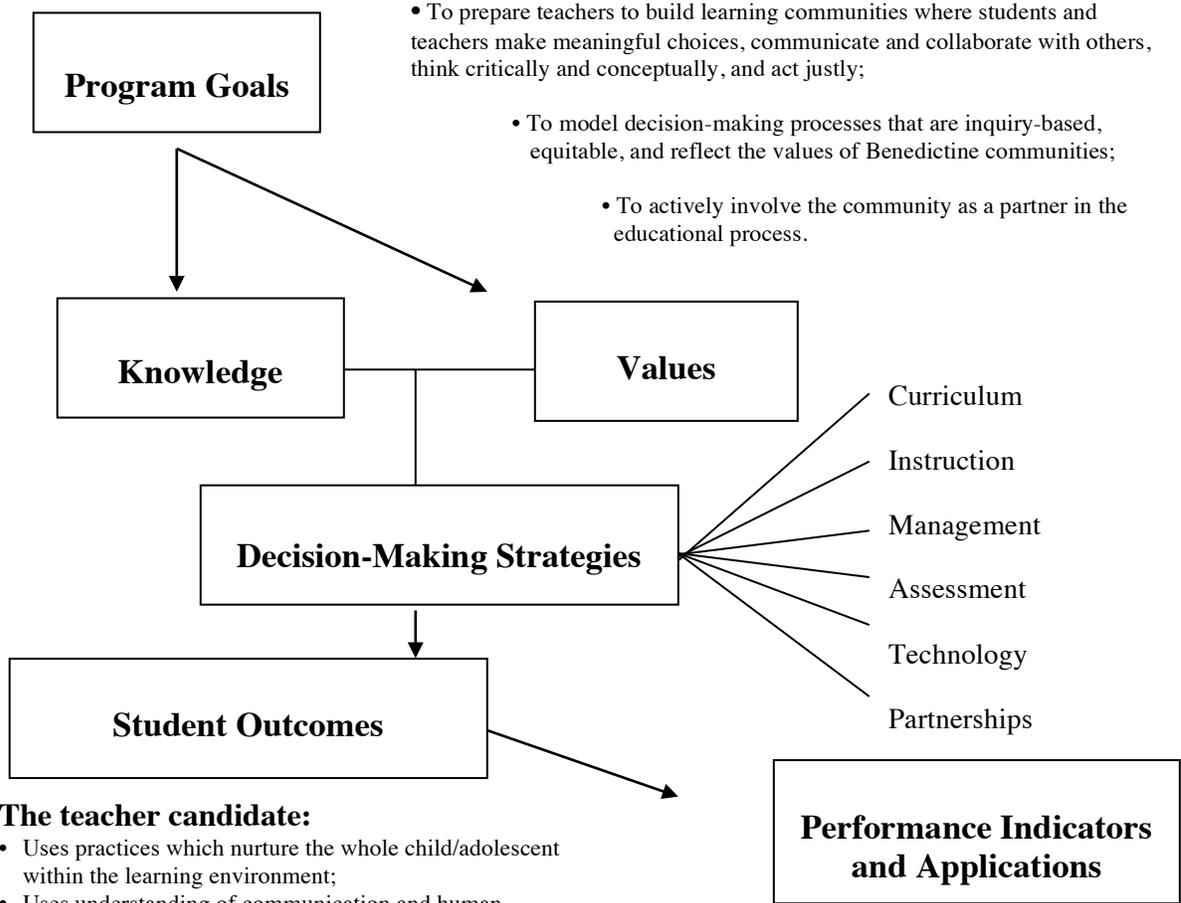
- 5) Plan and assess instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- 6) Reflect a builder of community who continually evaluates the effects of his/her actions on others and who actively seeks out opportunities to grow professionally.

As a result of meeting the outcomes, performance indicators specify that teacher candidates will construct and evaluate:

- collaborative discovery learning projects
- interdisciplinary, concept-based curriculum units
- multi-modal, developmentally appropriate instructional approaches
- alternative assessment formats
- curriculum concepts and processes
- multimedia technologies as learning and partnership resources
- effective interpersonal skills
- the role of educator as community builder and decision maker
- learning communities that demonstrate program goals

An integrated course of study that includes a professional education core, a methods core, and a field experience core for teacher education majors enables candidates to develop the knowledge, skills, and critical understandings necessary for action and reflection. Throughout the program of study, candidates examine and integrate knowledge and values as they apply decision-making strategies in the areas of curriculum, instruction, management, assessment, technology, and partnerships. The conceptual framework of *Educators as Builders of Community* connects the program's goals, outcomes, values, and decision-making strategies as depicted in the schematic on the following page.

Educators as Builders of Community



- To prepare teachers to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly;
- To model decision-making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities;
- To actively involve the community as a partner in the educational process.

The teacher candidate:

- Uses practices which nurture the whole child/adolescent within the learning environment;
- Uses understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry;
- Respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities;
- Builds partnerships with students, colleagues, families and community groups to enhance communication and learning;
- Plans and assesses instruction based upon knowledge of subject matter, students, the community and curriculum goals;
- Is a reflective *Builder of Community* who continually evaluates the effects of his/her actions on others and who actively seeks out opportunities to grow professionally.

(see student teacher evaluation scale)

Policies and Procedures

Academic Assistance Center

The Academic Assistance Center is located in the library and provides a range of services to all Benedictine students. Candidates may seek out assistance directly from the center or obtain a referral from a professor. The Academic Assistance Center serves education candidates specifically by offering tutorials and test preparation for the Pre-Professional Skills Test (PPST). Satisfactory performance on the PPST is a prerequisite for admission into the Teacher Education Program and into education courses higher than ED 226.

Adjunct Faculty

Adjunct faculty teach in the undergraduate and graduate programs when their expertise contributes to course instruction and full-time faculty are unavailable. Adjunct faculty are selected based on evidence of advanced qualifications, exceptional expertise (e.g. innovative teaching and leadership, demonstrated and ongoing professional development experiences, college-level teaching experience), and compatibility with the philosophy and conceptual framework of the BC undergraduate (TEP) and graduate (MASL and M.Ed.) education programs. The co-chairs approve all adjunct appointments. Each adjunct faculty member is partnered with an Education Department mentor. The mentor assists the adjunct in becoming familiar with the mission and framework of the Benedictine College Education Department. In addition, any training necessary for the use of Blackboard or department technology is completed through the mentor. Each adjunct is invited to the annual Spring Adjunct Appreciation Dinner. Adjunct faculty members also serve on the Education Advisory Committee.

Admission to Teacher Education Program, Student Teaching, and Program Completion

Admission to Teacher Education Program: Candidates interested in pursuing teacher education must be formally accepted to the teacher education program. Acceptance is required for enrollment in education courses higher than Ed 226. This application process should be initiated in the sophomore year and includes the following for consideration:

1. Submission of Professional Portfolio containing the following components:
 - a. Completed "Application to the Teacher Education Program" form. (Forms are available in the Education Department office and sample form included in appendix.)
 - b. Satisfactory recommendations from three faculty members outside the Education Department indicating a belief that the applicant possesses the necessary knowledge, skills, and dispositions to do well as a member of the teaching profession. Transfer candidates may request two recommendations from

faculty members at the institution from which they have transferred. (Forms may be obtained in the Education Department office and sample form included in appendix.)

- c. A Benedictine College transcript showing that the applicant has a minimum GPA of 2.75.
- d. Documentation of a minimum composite ACT score of 23 OR a copy of test results demonstrating satisfactory performance on the Pre-Professional Skills Test (PPST). A minimum total score of 519 is required for passing this test. It should be noted, however, that minimum acceptable subtest scores of Writing 168, Reading 169 and Math 170 must be achieved, yet only making the minimum subtest scores will not achieve the required total of 519. (The candidate is responsible for the cost of this test.)
- e. Evaluation of pre-student teaching experiences by cooperating teachers from education courses completed prior to application to the Teacher Education Program.
- f. Candidate *Builders of Community* essays on their progress in meeting the six Teacher Education Program Outcomes (see guidelines in appendices of this handbook).
- g. Additional artifacts as specified in the Guide to Creating Your Professional Portfolio section of this handbook in the appendices.
- h. Evaluation sheet from interview with two-person subcommittee from the Committee on Teacher Education.

The Committee on Teacher Education (CTE) determines final approval for admission to the Teacher Education Program. Candidates should understand that the completion of the above requirements does not, in and of itself, necessarily qualify them for admission to the Teacher Education Program. Candidates shall be admitted to the Teacher Education Program only if the above requirements are met; and if, in the judgment of a majority of the members of the Committee on Teacher Education, the candidate has the personal qualifications necessary to be successful as a teacher. Candidates not accepted into the Teacher Education Program may contest the decision according to the Grievance Policy as stated in this handbook.

Admission to Student Teaching: The teacher candidate must make application for student teaching placement the semester before the student teaching practicum. The request for student teaching placement is made by completing an application as described in the appendix of this handbook. This application form may be obtained from the Education Department office. Upon completion, these materials

must be submitted to the Administrative Assistant for the Education Department. The Committee on Teacher Education will formally consider all student teacher applicants, based on the following:

1. Submission of updated Professional Portfolio containing the following items, as specified in the Guide to Creating Your Professional Portfolio, additional to those submitted upon entrance in to the Teacher Education Program:
 - a. Additional artifacts taken from education courses as specified in the Professional Portfolio description.
 - b. Additional evaluation sheets from pre-student teaching cooperating teachers.
 - c. Updated candidate essay upon their progress to date in meeting the six Teacher Education Program outcomes.
2. Maintaining satisfactory performance on all Teacher Education Program requirements.
3. Meeting health standards required by K.S.A. 72-5213 Certification of Health for School Personnel.

Teacher candidates shall be admitted to student teaching only if the above requirements are met; and if, in the judgment of a majority of the members of the Committee on Teacher Education (CTE), the candidate has personal qualifications and dispositions necessary to be successful as a teacher. Following CTE approval of the candidate's admittance into student teaching, the teacher candidate must maintain satisfactory performance on all program requirements.

Program Completion: The Committee on Teacher Education determines final approval for recommendation for teacher certification. This decision is based on the following criteria:

1. Successful completion of student teaching.
2. Successful completion of the final submission of the Professional Portfolio as specified in the Guide to Creating Your Professional Portfolio.

Advising

Candidates are assigned a member of the education faculty as an advisor after obtaining approval for their declaration of education as a major or minor, which usually occurs in the sophomore year. Candidates declaring elementary or secondary education majors are assigned an appropriate education faculty advisor. Candidates declaring special education as a major are assigned the director of

special education as an advisor. Candidates seeking secondary certification declare a major in secondary education and are assigned two advisors, the chair from their major discipline and an appropriate Education Department faculty member. While faculty advisors monitor the curricular progress of their advisees, it is the responsibility of the candidate to fulfill the requirements of the education major or minor and to schedule advising appointments. Candidates in the graduate program are assigned the director of the graduate program as their individual advisor. The advisor monitors candidate progress and keeps candidates informed of necessary benchmarks throughout the program.

Advisory Committee

The Education Department is guided and advised by an Education Advisory Committee, comprised of undergraduates and practitioners with demonstrated teaching and leadership expertise that represent the department's partnership schools, and that are committed to the concept of preparing *Educators as Builders of Community*. This committee meets twice a year to provide guidance to the unit.

Agreement with Partnership Schools

Benedictine College and the superintendents of cooperating schools and school districts sign a contractual agreement before teacher and administrative candidates begin their student teaching and administrative internships, respectively. The contract includes provisions which Benedictine College, the school or school district, and the teacher/administrative candidate agree to fulfill as part of their respective roles and responsibilities.

Benedictine College has also established Partnership School agreements with schools and school districts that represent a range of diverse cultures: public, religious, independent, urban, suburban, rural, heterogeneous, and homogeneous. The BC Education Department and school principals enter into signed agreements outlining expectations and responsibilities for the developmentally sequenced field experiences required of teacher candidates: Ed201, Ed313, Ed307/358, Ed 317/332, Ed491/492/496. See Field Experience Guidelines and Placements in relevant handbooks and/or syllabi.

Assessment System

The Education Department's assessment system provides regular and comprehensive data on program quality, unit operations and candidate performance at each stage of its programs extending into the first year of actual teaching. These data are regularly and systematically compiled, aggregated, summarized and analyzed. In addition to regular monthly discussions of anecdotal data, the unit conducts---at a minimum---two data retreats/extended meetings each semester at which time all relevant quantitative and qualitative data bearing on unit, program, and candidate performance are reviewed. A co-chair of the Education Department also meets at least annually with representatives of other Benedictine College departments with programs leading to teacher licensure to

consider data specific to these licensure areas. Assessment data bearing on program quality, unit operations, and candidate performance are shared with the larger professional community and general public by being posted annually on the Benedictine College website.

Career Development

The Career Development Office provides information and assistance to students for career and life planning. A comprehensive program of services is offered including counseling, workshops, career fairs, and pre-employment skills. Benedictine College participates with regional colleges in an annual Education Career Fair where school district representatives interview teacher candidates.

Clinical Faculty

Clinical faculty are teachers and administrators in the Partnership Schools that provide coordination, supervision, and evaluation of teacher candidates during their field experiences, including student teaching. They are selected based on their demonstrated education leadership, instructional performance, critical reflection on instructional approaches, and philosophic congruency with *Educators as Builders of Community*. The appropriate partnership school/school district administrator approves selection. Each semester clinical faculty meet with one of the Education Department Co-Chairs to review the student performance outcomes and assessment guidelines for the field experiences, participate in relevant development work to improve the Teacher Education Program, and evaluate the design and procedures of field experiences.

Co-Chairs of Education Department

The Co-Chairs of the Education Department share the authority and responsibility for Department Chair and Unit Head duties. This collaborative configuration has been approved by the Dean and the President of Benedictine College. In the event that the Co-Chairs differ on an important issue, the dispute will be resolved by a vote of full-time Education Department faculty. In the unlikely event that the issue is still unresolved, it shall be submitted to the Dean of the College for final resolution.

Committee on Teacher Education (CTE)

The Committee on Teacher Education is a standing committee appointed by the Dean of the College. The CTE members include all full-time faculty in the Education Department, at least five (5) faculty from departments that have secondary education programs, partnership school representatives and candidate representatives that have been admitted to the Teacher Education Program (one candidate representative is an elementary education major, one is a secondary education major, and one is a special education major). The assistant certification officer serves as the secretary of the CTE.

The CTE formally considers education program changes, deliberates and approves applications for admission to teacher education and student teaching program completion. Candidates shall only be admitted to the Teacher Education Program if they meet the requirements as in the professional portfolio; and if, in the judgment of a majority of the members of the CTE, the candidate has the personal qualifications necessary to be successful as a teacher.

Comprehensive Examination, Senior

The comprehensive examination in teacher education consists of successful completion of the Teacher Education Program as demonstrated by the final submission of the professional portfolio.

Concentration, Elementary Education

Elementary education majors must complete a minimum of 15 hours in one of the following areas of concentration: fine arts, foreign language, English, mathematics, health and/or physical education, psychology, special education, sciences, social science, or theology.

Content Area Tests

In addition to the PLT, Kansas licensure is dependent on the successful completion of one or more content area tests. These are typically taken in the senior year of college. Information on and registration forms for the content area tests are available in the Education Department Office, Ferrell Academic Center, Room 212.

Continuance in Program

After candidates have been admitted to the Teacher Education Program, they must continue to meet standards. If performance falls below any of the established academic standards or below professional expectations in their field experiences, candidates will be placed on probation for one (1) semester during which time they must achieve standards. If standards are not met within that time period, candidates will be dropped from the program and must re-apply to the program when evidence of satisfactory performance can be provided. Consideration of re-application will follow the standard application procedures.

Should candidates be found guilty of a felony after they are admitted into the Teacher Education Program, it is the candidate's responsibility to notify one of the Co-Chairs of the Education Department. After consultation with the Kansas State Department of Education, the Co-Chair will counsel the candidate regarding licensure considerations and refer, if appropriate, to the Career Development Center for career counseling.

Withdrawal or termination from student teaching may occur when professionalism or performance is inadequate. (See Student Teaching Placement below.)

Cooperating Teachers for Student Teaching

The Education Department and its school partners jointly determine the selection of cooperating teachers and other specifics regarding the placement of student teachers. All cooperating teachers must be licensed for the content area and levels of their respective student teachers and must have a minimum of two years licensed experience. Cooperating teachers receive training via a web-based development site to ensure their understanding and support of the conceptual framework *Educators as Builders of Community*, the TEP outcomes, and assessment guidelines. The site also ensures the importance of our goals of promoting diversity and supporting the use of technology, as well as reviewing student performance outcomes, and assessment guidelines and procedures for student teaching. The site also provides for feedback on the evaluation, design, and procedures of field experiences.

Course Syllabi

According to the Faculty Handbook, faculty are expected to provide candidates at the first class meeting of the semester, a course syllabus that includes but is not limited to, instructor's name and office hours, course objectives and content, required text(s), teaching methods, attendance policy, and evaluation criteria and standards. Additionally, education faculty syllabi adhere to the approved course description Teacher Education Program goals and designated course outcomes, and standards and activities specific to the approved program. Faculty may require additional supplementary materials and activities.

Adjunct and clinical faculty that are contracted to teach an education course must have their syllabi approved by the department co-chairs to ensure that criteria are met and the conceptual framework is central to course activities and performance requirements.

Two copies of each syllabus are provided to the Education Department at the beginning of the semester in which the course is taught. One copy is filed in the department and the second is forwarded to the Dean of the College.

Curriculum Development

The Education Department faculty regularly assess curriculum using a variety of means including: formal program reviews, evaluation of student performance, class/faculty evaluations, graduate surveys, employer surveys, clinical faculty evaluation of candidate performance, and Education Advisory Committee focus groups.

Major programs serving secondary licensure are reviewed in the respective departments. Department chairs consult with the chair of the Education Department and the Committee on Teacher Education regarding implications of curricular changes on the approved programs.

Curricular changes aimed at program improvement are reviewed and approved by the Committee on Teacher Education and forwarded for formal action to the Curriculum Committee, and, if necessary, the BC Academic Policies Committee, comprised of all department chairs and the Dean of the College.

Curriculum Requirements for Teacher Education Programs

The conceptual framework of Benedictine College's Teacher Education Program is built upon the theme, *Educators as Builders of Community*. The education unit identifies three overarching goals for its programs, faculty, and candidates: 1) to prepare educators to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly; 2) to model decision-making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and 3) to actively involve the community as a partner in the educational process.

Guided by these goals, the program defines performance-based outcomes for future teachers as they become *Builders of Community*. As a result of successful completion of the Teacher Education Program, teacher candidates will know, value, and be able to:

- 1) Use practices which nurture the whole child/adolescent within the learning environment.
- 2) Use his/her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.
- 3) Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.
- 4) Build partnerships with students, colleagues, families and community groups to enhance communication and learning.
- 5) Plan and assess instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- 6) Be a reflective *Builder of Community* who continually evaluates the effects of his/her actions on others and who actively seeks out opportunities to grow professionally.

To pursue the goals and outcomes of the program, an integrated course of study that includes a professional education core and a methods core for elementary education majors and secondary education majors enables candidates to develop the knowledge, skills, and critical understandings necessary for action and reflection. The research and field experience core is integrated within the following list of professional education and methods courses. The developmentally

sequenced curriculum requires candidates to demonstrate mastery of concepts before moving on. These are monitored through completion of pre-requisites, demonstration of performance proficiencies, application to Teacher Education Program and student teaching, and comprehensive assessments.

In addition to the college general education and Teacher Education Program requirements, elementary education majors must complete at least 15 credit hours in a concentration area (see Concentration, Elementary Education section in this handbook); special education majors must also fulfill the elementary education major requirements (special education serves as the area of concentration); and secondary education/PK-12 licenses require candidates to complete a major in their discipline area (sample advising sheets are included in the appendix).

The Teacher Education Program course of study includes:

Professional Education Core—22 credits

Ed 200	Introduction to Education (2)
Ed 201	Introduction to Education Field Experience (1)
Ed 220	Psychoeducational Development (3)
Ed 222	Psychology of Individuals with Exceptionalities (3)
Ed 312	School as Community (3)
Ed 313	School as Community Diversity Field Experiences (1)
Ed 451	Philosophy of Education (3)
Ed 455	Differentiated Instruction (3)
Ed 462	Classroom Management (2)
Ed 470	Student Teaching Seminar (1)

Methodology Core

Elementary Education—36 credit hours

Ed 214	Integrated Art and Music Methods (3)
Ed 301	Social Studies Methods and Media (2)
Ed 303	Science and Health Methods and Media (2)
Ed 307	Building Community through Integrated Social Studies and Science (1)
Ed 314	Mathematics Methods and Assessment (3)
Ed 317	Integrated Language Arts Practicum (1-4)
Ed 319	Integrated Language Arts Methods (5)
Ma 110	Mathematics for Elementary Teachers I (4)
Ma 111	Mathematics for Elementary Teachers II (3)
Pe 302	Elementary Physical Education Curriculum (2)
Ed 492	Supervised Student Teaching, Elementary (10)

Special Education—25 credit hours

Ed 226	Characteristics of Individuals with Exceptionalities (3)
Ed 320	Curriculum for Individuals with Exceptionalities (3)
Ed 322	Building School, Family and Community Partnerships for Individuals with Exceptionalities (2)
Ed 324	Methods and Materials for Individuals with Exceptionalities (3)
Ed 326	Assessment of Individuals with Exceptionalities (3)
Ed 471	Special Education Student Teacher Seminar (1)
Ed 491	Supervised Student Teaching of Individuals with Exceptionalities (10)

Secondary Education—18 credit hours

Ed 357	General Secondary Methods (3)
Ed 358	General Secondary Methods Field Experience (1)
Ed 332	Teaching Reading in the Content Areas (2)
-- 457	Content Area Methods (2) (Prefix is specific to department)
Ed 496	Supervised Student Teaching in Secondary School (10) <i>or</i> for PK-12 licensure in Art, French, Spanish, Health/PE and Music Education:
Ed 492	Supervised Student Teaching in Elementary School (5) and
Ed 496	Supervised Student Teaching in Secondary School (5)

Departmental Disclaimer

Candidates admitted to Benedictine College for the purpose of pursuing a degree in education and who subsequently enroll in general education and/or education courses are not guaranteed admittance into the Teacher Education Program. Candidates participate in a formal admissions process for the Teacher Education Program and for student teaching. The Committee on Teacher Education (CTE) reviews each application based upon GPA, PPST scores, general academic performance, faculty recommendations, writing proficiency, oral communication, and demonstrated awareness of the Benedictine College Education Department conceptual framework. If the CTE decides that a candidate's admission into the Teacher Education Program or student teaching is rejected, further decisions regarding that candidate's admission will be based on the candidate's correction of the deficiencies noted by the CTE. Completion of all requirements does not guarantee recommendation for licensure.

Education programs at Benedictine College lead to a recommendation for licensure in the State of Kansas. Recommendation for licensure in other states is subject to the laws and requirements of those states. It is the responsibility of the candidate to obtain information regarding licensure in other states.

Dispositions

To complete the Teacher Education Program at Benedictine College, all candidates must demonstrate appropriate "dispositions." This term means the values and professional ethics that the college candidate brings to becoming a teacher. We are required by the State of Kansas and NCATE to evaluate candidates on their dispositions. The dispositions we expect candidates to demonstrate may be summarized in the phrase, *Professionally Responsible Builders of Community*. These are divided into two areas: 1) *Professional Responsibilities* and 2) *Building Community*.

Professional Responsibilities. When teachers fulfill their basic professional responsibilities they are accomplishing the work with which they have been entrusted by the community. Indicators professionally responsible candidates will be judged on include the following:

- a. being punctual for college and K-12 activities
- b. fulfilling commitments in a reliable and satisfactory manner

- c. respecting and supporting colleagues and supervisors
 - d. respecting confidential information
 - e. accepting constructive feedback
 - f. displaying a positive and enthusiastic attitude about becoming a teacher/ administrator
 - g. dressing professionally
 - h. demonstrating the belief that all students are valuable and all students can learn*
 - i. demonstrating equitable interactions with all students*
 - j. seeking opportunities to grow professionally
- *To successfully demonstrate Indicators “h” and “i”, candidates must show through their words and actions that they value the cultural heritage of all students and that they value the opportunity to instruct students with exceptionalities.

Building Community. To be a community builder, candidates must be able to build positive relationships with students, colleagues, school staff, supervisors, parents, and community members. To be a community builder, candidates must model the altruistic human qualities we wish to develop in students. Indicators of building community on which candidates will be judged include the following:

- a. establishing positive relationships with students
- b. establishing positive relationships with peers and colleagues
- c. establishing positive relationships with teachers, supervisors, and administrators
- d. establishing positive relationships with parents and community members
- e. demonstrating the desire to help others
- f. demonstrating the willingness to put others’ needs before your own
- g. participation in service activities that contribute to the good of the community
- h. use of instructional strategies such as cooperative learning that teach students to help others
- i. use of instructional strategies/activities that involve students in contributing to the good of the classroom community, the larger school community, and the geographical community.

When TEP candidates apply for acceptance into the Teacher Education Program, into student teaching, and for completion of their degree, Education Department faculty (and the content area chair, for secondary education majors), in a special meeting, evaluate their dispositions. This evaluation is based on candidates’ performance in meeting course requirements, field experience requirements, and Education Department requirements. In addition, at each month’s Education Department meeting any concerns related to candidates’ dispositions are discussed and a plan for corrective action is initiated, if needed.

Diversity

Diversity may be defined as, “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographical area.” To succeed in the Teacher Education Program at Benedictine College, candidates must demonstrate that they have the knowledge and skills to successfully meet the needs of students from all the types of diversity indicated above. Candidates must demonstrate dispositions that support diversity. Such dispositions include (but are not limited to) valuing the cultural heritage and ethnic background of all students, valuing the opportunity to instruct students with exceptionalities, and supporting the inclusion of students with exceptionalities into all elements of the school program.

Duplicating and Printing

Students have access to department and other college facilities for duplication and computer printing.

Education Club

Benedictine College recognizes the Education Club as a candidate organization with sponsorship by a faculty member of the Education Department. Candidates are encouraged to become active members and participate in opportunities for 1) networking with other candidates with similar interests, 2) serving the educational needs of the community, and 3) gaining professional preparation and enhancement through speakers, field trips, and partnership school activities. Candidate members carry out leadership roles and activities.

Equivalency for Course Transfer

Candidates requesting to transfer coursework from another college for education courses or specific general education course requirements of the department (such as Ma 110, Mathematics for Elementary Teachers or So 354, Sociology of Race and Ethnicity), must submit the “Major Requirements: Approved Substitutions” form with supporting information (e.g. syllabus, course descriptor, and class materials) to their advisor or directly to a co-chair of the Education Department. After consultation with appropriate faculty if necessary, the co-chair decides if equivalency has been established and communicates the status of the request to the advisor or candidate directly.

Candidates who attend another college and plan to transfer coursework back to Benedictine College to satisfy education courses or general education requirements specific to the Education Department, should obtain verification from the Registrar and Education Department co-chair that the course meets equivalency criteria. The candidate initiates this process by completing the “Request to Take Classes at Another Institution” form and submitting it to the Associate Dean of the College for approval.

Evaluation of Department

The Education Department solicits and considers evaluative feedback on the program from a variety of groups: candidates, faculty, graduates, employers, and practitioners. In addition to candidate performance and placement data, the department regularly analyzes feedback from:

- 1) Surveys of graduates
- 2) Employer surveys
- 3) Education Advisory Committee focus group interviews
- 4) Clinical Faculty communication

Candidates are invited to provide feedback to the co-chairs and/or faculty of the Education Department at any time on matters of curriculum, instruction, and advising. In addition, candidates evaluate all unit course instructors each semester.

Fees

An NCATE Assessment Fee of \$10 is charged in the majority of education courses. Funds received from this fee are used by the Education Department to meet NCATE and KSDE standards regarding performance assessment of candidates for licensure.

Activity fees are also assessed candidates for field experience courses and for student teaching. A course fee is assessed when there is a lab component and costs for consumables, transportation, and speakers are incurred. Student teaching fee is assessed at the rate of \$75 for a ten-credit placement or \$50 for each five-credit placement to cover stipends for cooperating schools. For other college fees, see the *College Catalog*.

Field Experience Guidelines

The Teacher Education Program is comprised of three major components, one of which is the Field Experience Core. (The other two are the Professional Education Core and the Methodology Core, which are described in the Curriculum Requirements section of this handbook.) Candidates progress through a series of developmental experiences that develop insights and standards for building a learning community. Each experience requires systematic inquiry into teaching, learning, decision-making, and self-assessment. Guidelines for each field experience are provided in the course syllabus and rely on action-based research standards and demand critical analysis of practice on the part of the candidate-researcher. Candidates are encouraged to involve professional education and clinical faculty throughout the research and reflection process.

Learning to develop complex lesson plans is an essential skill for candidates to practice during field experiences. Nothing can contribute more to confidence in teaching than careful planning which is designed to meet specific objectives.

At a minimum, lesson plans must include the following elements:

- a. Objectives - these should be stated behaviorally
- b. Accommodations - describe accommodations that will be needed
- c. Materials - list what resources will be used in teaching the lesson
- d. Activities - a complete description of what is to occur during the lesson
- e. Assessment - describe how you will evaluate the success of your lesson

Elementary and secondary candidates all learn to create thoughtful lesson plans that identify standards, lesson objectives, and learning targets. Candidates will also be able to identify accommodations and modifications needed for individual learners. The introduction for each lesson should access prior knowledge and motivate students to learn. The plan should also include instructional input and scaffolding as candidates check for understanding and move students to guided practice and independent work. Finally, the lesson plan should include closure, which includes discussion and assessment. Additionally, candidates will reflect on the effectiveness of each lesson plan for future revisions.

Work with children, youth, and their families in schools and the community is a part of other courses not designated in the field experiences. However, the minimum program requirements for field experience prior to student teaching based on licensure area follow.

Elementary Education

Ed 201	Introduction to Education Field Experience	12 hours
Ed 313	School as Community Diversity Field Experiences	50 hours
Ed 214	Integrated Art and Music Methods	10 hours
Ed 307	Building Community through Integrated Social Studies and Science	30 hours
Ed 314	Mathematics Methods and Assessment	20 hours
Ed 317	Integrated Language Arts Practicum	<u>30 hours</u>
		152 hours

Secondary and PreK-12 Majors:

Ed 201	Introduction to Education Field Experience	12 hours
Ed 313	School as Community Diversity Field Experiences	50 hours
Ed 358	General Secondary Methods Field Experience	50 hours
Ed 332	Teaching Reading in the Content Areas	20 hours
457s	Content Area Teaching Methods	<u>20 hours</u>
		152 hours

Special Education Majors:

Ed 226	Characteristics of Individuals with Exceptionalities: Adaptive	10 hours
Ed 320	Curriculum for Individuals with Exceptionalities: Adaptive	10 hours
Ed 322	Building School, Family and Community Partnerships for Individuals with Exceptionalities	10 hours
Ed 324	Methods and Materials for Individuals with Exceptionalities: Adaptive	10 hours
Ed 326	Assessment of Individuals with Exceptionalities	<u>10 hours</u>
		50 hours

Plus Elementary Education Field Experience Requirements 152 hours
202 hours

Internship experiences build in their intensity from Ed 201 through Student Teaching. Initially candidates observe classrooms and schools as they explore the nature of schooling. They extend this insight as they compare and contrast educational environments and conduct in-depth interviews with educators, students, parents, and community members. Then they work with small groups of students and try out lessons in alternative learning environments. This leads them to preparing, delivering, and assessing integrated curriculum units, which they critique in terms of K-12 students' learning performance and teacher effectiveness. At this stage they also mentor students over the course of a semester, investigating their unique needs and experiences, and assessing their progress. As teacher candidates move into their student teaching, they are experienced with using and applying relevant information and skills to create a learning community for at least 12 weeks.

Each of the field experiences is summarized below to identify the variety of experiences required, the intensity and developmental nature of the field experiences, and the emphasis on critical reflection that occurs through a discovery, action-based research approach.

For All Teacher Candidates:

Ed 201 Introduction to Education Field Experience

This field experience is designed to inform the decision-making process of candidates considering a career in elementary or secondary education. Candidates are encouraged to find observation placements outside of the Atchison school districts, typically in their hometown over a break. A minimum of two six-hour days, where candidates will shadow two teachers in different learning environments to acquire a beginning understanding of the roles and responsibilities of a teacher and what teaching and learning are like. The candidates will complete various activities at each site and write a reflective comparison paper on their experience.

Ed 313 School as Community Diversity Field Experiences

The diversity and field experiences component of the Ed 313 course is particularly designed to expose candidates to diverse individuals and educational settings and to the wide range of community resources that support the holistic needs of children and their families. The experience requires candidates to spend 50 hours where they engage in a variety of settings, enabling them to practice and critically reflect on the issues addressed in Ed 312. Ed 313 is taken concurrently with Ed 312. Transportation for field experience is the responsibility of the candidate.

For Secondary and PreK-12 Majors:

Ed 358 General Secondary Methods Field Experience

Taken concurrently with Ed 357, this field experience is designed for secondary education majors to complete an intensive practicum that requires design, delivery, and assessment of five lessons or one unit. Candidates will be expected to integrate

technology, learning styles, accommodations for exceptional and multicultural students, interdisciplinary connections, project-based, and performance-based assessment throughout their teaching. Candidates will also be expected to participate in collaborative planning and evaluation with school faculty and spend fifty hours in the school setting. Transportation for field experience is the responsibility of the candidate.

Ed 332 Teaching Reading in the Content Areas

Essential components of this course include: 1) a study of the fundamental processes in reading and the procedures for teaching reading in middle and senior high school subject areas, 2) the use of technology to promote literacy in the secondary school. BC candidates will be required to design and implement instruction for at-risk youth, tailored to their specific learning and social needs. A minimum of 20 hours working with students and teachers is required.

-- 457s Content Area Teaching Methods

Candidates take this course in cooperation between the Education Department and the discipline in which they are preparing to teach. A minimum of 20 hours in the field is required during which candidates work with a secondary teacher in a partnership school to design, implement, and evaluate an instructional unit in their licensure area. Use of technology and discovery-learning strategies must be evident within the unit.

For Elementary Education Majors:

Ed 214 Integrated Art and Music Methods

Designed for the regular education classroom teacher, this course allows candidates to design, implement, and evaluate art experiences, which can be integrated within the core curriculum and are developmentally appropriate, meaningful and challenging for all students. Recognizing that students use multiple modalities for learning core concepts, this course provides strategies for nurturing the visual, musical, and kinesthetic modalities of all learners. Candidates are required to participate in a minimum of ten observation hours in the art and music classroom.

Ed 307 Building Community through Integrated Social Studies and Science

Supervised practicum in alternative settings requiring the planning, delivery, and assessment of interdisciplinary lesson plans. An outdoor education experience and a project-based unit integrating science, health, and social studies will emphasize approaches for teaching community building and social responsibility in this 30-hour field experience requirement. During this field experience, all candidates complete a modified Benedictine Performance Assessment (BPA). The BPA requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of all candidates. Transportation for field experience is the responsibility of the candidate. This course is taken concurrently with Ed 301 and 303.

Ed 314 Mathematics Methods and Assessment

Candidates study and apply their knowledge, understanding, and use of the major concepts, procedures, and reasoning processes of mathematics for planning problem-based instruction and experiences in diverse classroom settings that meet the needs of all students, including tiered lessons, interactive tools and technologies. Formal and informal assessment strategies and their use in evaluating student learning processes and products will be examined as a means to meet the needs of all learners. Application of concepts in twenty hours of field experience is required. To be taken concurrently or following Ma 110 and Ma 111.

Ed 317 Integrated Language Arts Practicum (1-4)

Required supervised practicum in partnership schools taken concurrently with Ed 319. Candidates will work directly with K-6 students in reading, library, and language arts instruction. Responsibilities will include observation and team teaching targeted instruction, also planning and implementing a writer's workshop. Transportation for field experience is the responsibility of the candidate.

For Special Education Majors (in addition to Elementary Education requirements):**Ed 226 Characteristics of Individuals with Exceptionalities**

An in-depth study of the classification, etiology, incidence and prevalence of persons with severe disabilities across the life span. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, placement alternatives, education and training of people with severe disabilities will be examined and discussed. Multicultural competence and responsiveness is examined in-depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of new technologies in the lives of people with severe disabilities will be reviewed. Societal reactions to persons with severe disabilities will be examined. Candidates engage in a team-based project conducting original research on a topic regarding disability related support in schools. Ten hours of supervised experiences with families and individuals with severe disabilities is required.

Ed 320 Curriculum for Individuals with Exceptionalities

This course is an in-depth examination of various curricula for people with disabilities. Issues related to cognitive development, communication, basic living skills, social competencies, emotional adjustment, community living, independent living, and vocational preparation are explored through an adaptive approach to curriculum and curriculum development. Multicultural competency in teaching and meeting the needs of individuals with exceptionalities is examined. Assistive technologies are explored and implemented in the review of and implementation of curricula in the field. Competencies will be developed in creating legal compliance documents related to the initial, or continuing Individualized Education Program (IEP) through the development of the parts of the IEP related to curriculum and instruction. Ten hours of field work is required.

Ed 322 Building School, Family and Community Partnerships for Individuals with Exceptionalities

A study of the basic principles and techniques of building relationships with families, members of the school community, and the public services for students and families with individuals with exceptionalities. Emphasis is placed on life-long planning and decision-making. Basic principles of strong democratic leadership, proactive problem solving, collaboration, and organizational structure are covered. Interviews with professionals and parents are conducted to gain insight into the needs of families. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with families of individuals with exceptionalities is required.

Ed 324 Methods and Materials for Individuals with Exceptionalities

A study of the curriculum methods and materials appropriate for teaching the learner with exceptionalities with consideration of the curricular objectives for various disabilities. Through practical experiences in multiple special education settings and across multiple levels of inclusion, candidates develop instructional materials appropriate to the adaptive needs of students served within each setting. Delivery of created instructional materials is paired with reflection on the process towards the goal of creating and implementing effective lesson designs and materials. Ten hours of supervised experiences with individuals with disabilities is required.

Ed 326 Assessment of Individuals with Exceptionalities

This course is an introduction to assessment and diagnosis of individuals with exceptionalities. Assessment for legal purposes of identifying exceptional individuals from birth through adulthood and assessment for educational/training decisions will be covered. Formal and informal assessment strategies across age groups, exceptionalities, and curricular areas will be studied. Both the traditional model and Response to Intervention (RTI) model of assessment will be studied. A minimum of ten hours of supervised experiences in assessment is required.

Field Experience Placements

Placements in field experiences are made and monitored by the Education Department to ensure that each candidate is placed in a variety of settings so that by the end of the program all candidates have observed and participated with K-12 students from diverse settings, including representation from cultural, socio-economic, grade level, school affiliation, and geographic categories. While candidates are invited to prioritize their desired placements in partnership schools, the Education Department reserves the right to make the final placement decisions.

Fines

Each semester, the Education Department establishes due dates for the Professional Portfolios of candidates applying to the Teacher Education Program, Student Teaching, or for Program Completion. These due dates are posted

throughout the college campus; on dormitory bulletin boards, entrances to building and throughout the halls in which education courses are offered. Candidates submitting portfolios after posted due dates are required to accompany their portfolios with a \$50 check to the Education Department.

General Education Courses for Teacher Education Candidates

Candidates seeking licensure for elementary and secondary education complete general education requirements of the college, as outlined in the college catalogue, in English composition and literature, speech, fine arts, foreign language, history, philosophy, religious studies, math, science, social science, and physical education. Within the general education requirements, elementary and secondary education candidates must take Py 100 General Psychology, World History, and one of the following: So 101: Introduction to Sociology, So 250: Sociology of Culture, So 290: World Regional Geography, or So 354: Sociology of Race and Ethnicity. Elementary education candidates are also required to take American History. Ed 451 Philosophy of Education satisfies one of the two courses of the general education philosophy requirement. Additionally, elementary and secondary education candidates must demonstrate proficiency in use of technology through satisfactory completion of education department courses, or an approved technology course, or presentation of a portfolio that meets proficiency standards. (See Technology below.)

Elementary education candidates must have one physical and one natural science with one of these having a lab. They must take Ma 110, Mathematics for Elementary Teachers I, and Ma 111, Mathematics for Elementary Teachers II, and perform with a grade of C- or better in addition to the general education math requirement. Secondary education candidates are required to take Ma 211, Applied Statistics.

Governance

The co-chairs of the Education Department are members of the faculty appointed by the Dean of the College to administer the affairs of the department. An important responsibility of the co-chairs is maintaining program and unit accreditation with the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). Primary responsibility for maintaining accreditation with KSDE and NCATE resides with the co-chairs; it may not be delegated to other faculty members. Chief among the other responsibilities of the co-chairs are the following:

The Education Department is the governing unit that has primary responsibility for the Teacher Education Program and the Graduate Programs in Education at Benedictine College. The department operates within the governance structure of the college, which includes the Board of Directors, Deans Council (Composed of Division Heads), Academic Policies Committee (undergraduate programs), and the Graduate Studies Committee (graduate programs). The academic programs for the college are administered by the Dean of the College.

Undergraduate academic programs are approved by the faculty of the college and program revisions are reviewed and approved by the Curriculum Committee, a group comprised of elected faculty members and the Dean of the College. Undergraduate education programs, including curriculum and policy, are reviewed, monitored, and approved by the Committee on Teacher Education (CTE).

The co-chairs of the Education Department are members of the faculty appointed by the Dean of the College to administer the affairs of the department. Chief among the responsibilities of the co-chairs are the following:

- to exercise leadership in administering the affairs of the department in accordance with college policies and procedures
- to develop and coordinate the programs with those of other departments toward achieving the overall objectives of the college
- to cooperate with faculty and staff members in planning and implementing departmental programs; and
- to conduct regularly scheduled departmental meetings to maintain a high degree of collaboration in the organization and delivery of education programs.

The department co-chairs have the authority to:

- prepare the recommended budget for undergraduate programs and in consultation with the program director for the graduate programs. The budget proposals are forwarded to the Dean of the College for final approval. Once approved, the co-chairs have the authority for initiating and approving expenditures and responsibility for managing the budget.
- make recommendations for hiring of all full-time and adjunct faculty after involvement and review by the department faculty. Recommendations for undergraduate faculty are forwarded to the Dean of the College for final approval and issuing of contracts. Recommendations for graduate faculty are forwarded to the Graduate Studies Committee and, upon approval, submitted to the Dean of the College for issuance of contracts.
- participate in all tenure, promotion, and retention decisions for the department faculty as outlined in Benedictine College's formal evaluation process. The department co-chairs also review course and instructor evaluations for all adjunct faculty at the end of each semester and recommend continuation or dismissal based on data collected.
- engage in the recruitment of candidates. The department has a policy in place for recruitment and retention of quality candidates and candidates from culturally diverse backgrounds. The policy is overseen by the department's full-time faculty and is administered by the department co-chairs.

- make curriculum decisions and recommend curriculum revisions to the CTE and Academic Policies Committee or Graduate Studies Committee. The department's full-time faculty annually review the curriculum using data collected from course evaluations, graduate surveys, employer surveys, clinical faculty recommendations, and Education Advisory Committee recommendations.
- approve and oversee the curriculum of all licensure areas including secondary education programs.

Grades

Grades below a "C-" in coursework required for education and major course requirements for secondary content majors are unacceptable and must be made up prior to student teaching. Such required courses include all education courses, all content area coursework for secondary education majors, and certain other courses required by Benedictine College for meeting KSDE requirements (i.e. Py 100/General Psychology, World History, etc.)

Grievance/Complaint Policies and Procedures

College grievance policy and procedures follow due process and are outlined in the college catalogue. Actions specific to the education unit adhere to the following grievance/complaint procedures.

Committee on Teacher Education Decisions

Admission to Teacher Education, Student Teaching and approval for completion of the Program are decisions of the Committee on Teacher Education (CTE). If the application is denied and the candidate contests the decision, the following steps may be taken:

1. The candidate consults with Chair of the CTE.
2. The candidate writes a letter of appeal to the Chair of CTE stating reasons for the appeal.
3. The CTE reviews the case and communicates its decision in writing to the candidate.
4. If still unsatisfied, the candidate may appeal the decision to the Dean of the College.

Field Experience/Student Teaching Termination Decisions

Field experience placement and withdrawal decisions, including student teaching and administrative practicum, are made by the Education Department. Field experiences may be terminated at any time due to inadequate or unprofessional candidate performance. Requests for termination of student teaching or a field experience placement may be initiated either by Education Department faculty or Partnership School faculty. In the event that a field experience or student teaching placement is terminated, the affected candidate will be asked to meet with one of

the co-chairs, provided an explanation for the termination and be given the opportunity to provide his/ her side of events. Following this meeting the candidate will be provided with a written statement explaining the actions of the Education Department. If the candidate wants to contest the decision, then he or she may appeal the decision to the Dean of the College.

General Grievance/Complaint Procedure

When candidate complaints/grievances do not fall within the specific parameters described above, the following procedure shall be used:

1. The candidate meets with the faculty member involved.
2. If satisfactory resolution does not result from meeting with the professor involved, the candidate meets with one of the co-chairs and verbally explains his or her complaint.
3. The co-chair informally attempts to solve the problem or explains the department's position to the affected candidate.
4. If still unsatisfied, the candidate drafts a letter to the Education Department explaining his or her complaint.
5. At its next meeting, the Education Department determines an appropriate course of action and provides a written explanation to the candidate.
6. If still unsatisfied, the candidate may appeal the decision to the Dean of the College.

Record of Formal Candidate Complaints

In accordance with NCATE standards, all written complaints of candidates produced under any of the circumstances described above along with documentation of department resolutions shall be maintained and systematically analyzed to help improve candidate performance, program quality, and general unit operations.

Health Requirements and Records

All candidates are required to have an updated medical record on file in the Health Services Office. Physical examinations and immunization records are required for all teacher education candidates and will be provided within six (6) months of their enrollment at Benedictine College. The K.S.A. 72-5213 Licensure of Health for School Personnel is updated and provided to cooperating schools according to district policy. The Health Services Office on campus gives candidates full assistance in dealing with the process.

Honors

Education majors are eligible to receive college honors if they score at the 85th percentile rank or above on the Principles of Learning and Teaching (PLT), which is the required Kansas professional education assessment for licensure.

Candidates may self-nominate for the Student Educator of the Year Award by writing a statement including reasons why they believe they deserve this honor. The nomination process includes a written statement from at least the cooperating teacher for student teaching, which is submitted to the Director of Student Teaching. The full-time education faculty reviews the nominations and selects outstanding student teachers from elementary education, special education, and secondary education if nominations warrant. This honor is presented to the candidate(s) at the annual Honors Convocation in the spring of each year.

Licensure, Teacher

Benedictine College cannot license teachers. The college certifies that the applicant has satisfactorily completed the approved Teacher Education Program and the State Department issues the teaching license. This process will be explained, in detail, before the candidate completes the professional semester. Teacher education candidates are required to receive a passing score, currently 160, on the Principles of Learning and Teaching Test (PLT), and the content area test to qualify for licensure through the Kansas State Department of Education. KSDE requires candidates to take the appropriate PLT test for their level of licensure, K-6, 5-8, or 6-12. Ordinarily, candidates take these tests just prior to or during their student teaching semester. Testing information is available through the Education Department and the Career Development Office located in the Library. The tests are administered at various testing sites in the area.

Application process:

1. Complete and submit results of finger printing.
2. Request an application for a teaching license from the State Department of the state in which one wishes to teach. (Kansas applications can be completed online at the KSDE website at: <https://online.ksde.org/authenticationpublic/>)
3. When signing up to take the required tests, request that the test results are sent to the licensure officer of the Education Department of Benedictine College:

The designated official in the Education Department will verify that the information is correct and fill out the institutional approval for initial licensure on the Kansas State Department of Education licensure website. When this is completed, KSDE will notify the applicant to submit payment in order to complete the application process.

If the teaching license is not received within eight weeks, the State Department should be contacted directly. If KSDE questions one's eligibility for a license, such notification should be sent to the Licensure Officer in the Education Department at Benedictine College and the problem will be pursued from there.

When a license is received, the date of expiration should be noted. School districts and/or the school principal will assist in determining the requirements for renewal of licensure in a particular state.

When the teacher changes to another state it is necessary to apply for a license in that state even if your license from the previous state is still valid.

The Teacher Education Program at Benedictine College is accredited by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education. Candidates who complete all of the requirements of the approved programs normally can be readily licensed in most states for the subject area and level in which training was received. However, the Benedictine College Education Department cannot guarantee automatic licensure in all states. Many states now have specific and unique requirements such as successful completion of state or national tests. Another new requirement in some states is an Internship Program for the beginning teacher.

Some states grant provisional licensure for one or two years until the applicant completes a state history or government class. The Assistant Licensure Officer of the Education Department will assist any candidate in researching specific requirements of any state and help design programs to satisfy requirements whenever possible. However, it is the responsibility of the candidate to determine and satisfy requirements.

One of the co-chairs of the Education Department is the college licensure officer to the Kansas State Department of Education. Degree completion does not guarantee licensure. Candidates must have satisfactorily completed all requirements identified by the Education Department and the Kansas State Department of Education. At the end of the student teaching semester, the assistant licensure officer instructs candidates in the process of applying for teacher licensure.

Candidates complete the official online form when notified by KSDE that the licensure officer has verified initial licensure information. At that point, KSDE will notify the applicant to make payment for their license online or send a check or money order to complete the application process. Teacher candidates may also follow their application status through https://online.ksde.org/teal/cert_search.aspx.

Kansas has reciprocal relationships with some states that allow candidates to acquire an immediate provisional license. Candidates desiring licensure in other states are responsible for pursuing information regarding requirements. Information for each state's licensure guidelines is available on the Internet.

Candidates who have completed a bachelor's degree at an accredited institution and are seeking teacher licensure are eligible to apply for admission to the Teacher Education Program. Candidates pursuing this option must provide evidence of fulfilling state requirements for the licensure area, fulfill Education Department requirements, take the majority of their pre-student teaching education coursework at Benedictine College, be admitted into teacher education and student teaching, and successfully complete the teaching block. In exceptional cases where the candidate has had a full-time teaching contract in an accredited school, the student teaching experience may be modified.

Graduates eligible for Kansas licensure also receive approval from the National Council of Accreditation for Teacher Education (NCATE).

Major/Minor, Declaration of Undergraduates

Candidates should declare Education as a major or minor as soon as possible and no later than the end of their sophomore year. Petitions are obtained from and submitted to the Education Department Office. Upon receipt the Education Department notifies the Registrar of the candidate's intent to major in Education.

The Education Department offers a major in Elementary Education, Secondary Education and Special Education. Secondary education majors are also required to provide documentation of declaration of a major in their subject area. Acceptance of a petition for an education major is contingent upon approval from the Committee on Teacher Education (CTE). Candidates may be advised in the Education Department and enroll in education courses no higher than Ed 226 before and after declaring the major. However, full acceptance and continuation in the program depends upon CTE approval of a candidate's formal application to the Teacher Education Program.

A minor is offered for candidates not seeking licensure and is comprised of 18 hours of required elective courses. A minor petition is approved by one of the Education Department co-chairs.

Nondiscrimination Policy

Benedictine College is an equal educational opportunity institution, and as such, admission and treatment of students is independent of race, sex, national origin, religion, or disability. The department advances this policy in its advising, admission, treatment, and placement of students, and in its recruitment of full-time, adjunct, and clinical faculty.

Partnership Schools

Benedictine College Education Department is engaged in collaborative partnerships with schools and school districts to carry out mutually beneficial preservice and inservice professional education. Agreements among the college and schools are tailored to the needs of each institution and designed in accordance with the nationally recognized professional development schools attributes, including more efficient and effective use of resources; coherent and meaningful field experiences; improved opportunities for professional development; and collaboration, research, and evaluation among college faculty, candidates, and practitioners.

Partnership schools offer the BC candidates a range of diverse settings in which to engage in developmental experiences. K-12 school faculty serve as supervisors of candidates and collaborate with BC faculty in providing mentored teaching and learning opportunities that encourage discovery, application, and reflective

assessment. The schools recognize and support the Education Department's mission to prepare *Educators as Builders of Community*. BC TEP candidates carry out their field experiences in partnership schools and are required to participate in a variety of diverse settings.

Through collaborative planning, schools work with BC faculty to offer professional development opportunities for the education community, which allow novice and expert teachers to learn together and model strategies for building learning communities.

Pre-Professional Skills Test (PPST)

Benedictine students who do not receive a minimum composite ACT score of 23 must take the PPST for admission into the Teacher Education Program at Benedictine. Minimum acceptable scores are 168 in Writing, 169 in Reading, and 170 in Math with a total score of at least 519 (note that the total score of 519 requires 12 points in addition to the sum of the three minimum subtest scores). The candidate is responsible for the cost of this test.

The test is administered at a variety of sites in the area. Test registration forms are available from the Education Department and The Career Development Office located in the Library. Test preparation assistance is provided upon request by the BC Academic Assistance Center and test preparation materials are available for loan from the Education Department Office.

Principles of Learning and Teaching Test (PLT)

Benedictine teacher candidates are required to receive a passing score, currently 160, on the Principles of Learning and Teaching Test (PLT) to qualify for licensure through the Kansas State Department of Education (KSDE). KSDE requires candidates to take the appropriate PLT test for their level of licensure. Ordinarily candidates take the PLT just prior to or during their student teaching semester. PLT information is available through the Education Department and the Career Development Office located in the Library. The test is administered at a variety of sites in the area.

Professional Portfolios

Candidates accepted into the Teacher Education Program will be required to produce a portfolio of artifacts that demonstrate proficiency on the standards and outcomes identified for each program. Contributions are made to the portfolio throughout the candidate's course of study. Candidates are encouraged to prepare them as professional portfolios that are not only used for candidate performance assessment throughout the program, but as a job-seeking tool. (See appendices for requirements).

Records, Access for Candidates and Advisors

Advisors have access to candidate transcripts for advising purposes and consideration of candidacy for and continuation in the Teacher Education Program.

Recruitment Policy

The Education Department is committed to the recruitment of a diverse student population through plans articulated in the Education Department Diversity Plan. The Subcommittee on Diversity meets regularly in support of activities addressed in the diversity plan. The unit's commitment to cooperate with college admissions, marketing, and college recruitment personnel and policies is demonstrated in a number of ways: providing faculty time to meet one-on-one with prospective students, education faculty members regularly give Raven Day academic talks to prospective students, as well as families, and participate in open house activities on SOAR and Presidential Scholarship competition events. In addition, the Education Department seeks out opportunities with partnership schools that represent diverse student populations. The department faculty annually offers a "Teach for Tomorrow" program that targets minority high school students in an attempt to mentor and encourage them to attend Benedictine College, and consider teaching as a profession. This program offers a fully scholarshiped, 3-credit hour Introduction to Education course. The unit is also committed to providing candidates' experiences working with diverse faculty. When openings occur, the unit shall make good faith efforts to see that faculty from diverse ethnic and racial groups are interviewed and hired. In addition, the knowledge and experiences prospective unit faculty have in working with diverse student populations including English language learners and students with exceptionalities will be considered an important criterion in hiring recommendations and decisions.

Scholarships

Education candidates may qualify for scholarships and awards available to high school graduates and transfer students as described in the college catalogue.

Student Teaching Placements

Student teaching placements are made in partnership schools unless extreme circumstances prevail, e.g. no placements available at partnership schools, teacher candidate's family is transferred. Ordinarily partnership schools are within a 30-mile radius of Benedictine College. Placements are made in accredited schools and will ensure that the candidate's developmental field experience is representative of diverse settings. Within these considerations, candidates have input on the grade level and school at which they are placed.

The Education Department can terminate a student teaching placement. Candidates are withdrawn when professional responsibilities have not been fulfilled or performance is inadequate. Partnership school faculty or BC education faculty can initiate withdrawal procedures by stating the request and reasons in writing. The

request is forwarded to the co-chairs of the Education Department who present it to the department faculty for deliberation and action. In the case of a school-initiated request, clinical faculty and the school principal are involved in the final decision. Placements may be changed or terminated.

Procedures for student teaching are fully outlined in the *Student Teacher Handbook*.

Student Teaching Requirements

Student teaching occurs at the end of the Teacher Education Program after all requirements for content, professional education, methods, and research and field experience requirements have been fulfilled. College general education requirements that are not content area requirements may be completed after student teaching with the following two stipulations:

1. No more than ten hours to be completed; and
2. Approval must be given by the candidate's advisor prior to student teaching.

During the student teaching semester (two semesters for special education majors), teacher candidates complete a professional block of courses prior to full-time student teaching placement. For elementary and secondary student teaching professional block courses include:

Ed 455	Differentiated Instruction (3)
Ed 462	Classroom Management (2)
Ed 470	Student Teaching Seminar (1)–continues throughout semester

For the special education student teaching semester, the professional block courses include:

Ed 322	Building School, Family and Community Partnerships for Individuals with Exceptionalities (2)
Ed 324	Methods and Materials for Individuals with Exceptionalities (3)
Ed 326	Assessment of Individuals with Exceptionalities (3) –continues throughout semester
Ed 471	Special Education Student Teacher Seminar (1) – continues throughout semester

Elementary education student teachers enroll in 10 credits hours in Ed 492. Secondary education student teachers enroll in 10 credit hours in Ed 496. Student teachers seeking PK-12 licensure in Health/PE or Music Education enroll in five credit hours in Ed 492 and 5 credit hours in Ed 496. Special education student teachers enroll in 10 credits hours in Ed 492 and 10 credit hours in Ed 491. The course descriptors follow.

Ed 492 Supervised Student Teaching in Elementary School

Teacher candidates observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers in approved partnership elementary/middle schools. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. Full time placement is a minimum of

12 weeks and initial observation, inquiry, and planning occurs during the 4-week professional block that precedes full time placement.

Ed 496 Supervised Student Teaching in Secondary Schools

Teaching experience in approved cooperating/partnership secondary schools. Teacher candidates observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers. The candidates must have senior standing and an adequate background in the teaching field, which normally will constitute the academic major. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. Full-time placement is a minimum of 12 weeks and initial observation, inquiry, and planning occurs during the 4-week professional block that precedes full time placement.

Ed 491 Supervised Student Teaching of Individuals with Exceptionalities

Designed to meet the needs of prospective special education teachers who wish to qualify for teaching individuals with exceptionalities. Special education teacher candidates will observe, participate, and teach, as well as engage in professional and extracurricular activities with, individuals with disabilities under the supervision of selected cooperating special education teachers. Full-time placement is a minimum of 12 weeks with six weeks each at elementary and secondary levels. Initial observation and planning occurs during the 4-week professional block immediately preceding full-time placement.

Performance Requirements

Student teachers are supervised and evaluated by their cooperating teacher(s), a clinical faculty member, at least once by an Education Department co-chair, and if a secondary student teacher also by their content department chair. The “Student Teaching Evaluation Scale” form is located in the appendix. The forms require that after a formal observation, the candidate and cooperating teacher or clinical faculty member discuss the evaluator’s findings, the student teacher’s self-assessment, and both sign the evaluation form indicating the discussion has occurred.

The clinical faculty member serves as the Benedictine College supervisor and he or she has been trained in the college requirements, guidelines, and program’s conceptual framework. Any concerns student teachers have with their placement or cooperating teacher should be addressed with the clinical faculty member. If a complaint is not addressed to the candidate’s satisfaction, then the candidate’s right to due process remains in effect. Candidates address the Director of Student Teaching and then the co-chairs of the Education Department after which the college grievance process is in effect.

Student teachers are required to spend a minimum of twelve weeks in a full-time placement. This means that they adhere to the cooperating teacher’s contractual obligations including, but not limited to length of day, faculty meetings, parent conferences, and extracurricular activities. Student teachers adhere to the vacation

schedule of the school or school district, not of Benedictine College. In rare cases, when the student teacher has had excessive absences or has not shown evidence of being a good beginning teacher by the end of the student teaching experience, an extended experience may be required. This extension is made only when the administrator at the cooperating school, the cooperating teacher, and the college supervisor agree that it would benefit the student teacher.

During student teaching placement, teacher candidates are enrolled in Ed 470, Student Teaching Seminar. In addition, special education student teachers are enrolled in Ed 471, Special Education Student Teacher Seminar, during the semester of their special education student teaching placement. Through this seminar, candidates regularly reflect and critique their experience. Assignments are required that assist the candidate in problem solving, self-assessment, and improving performance.

The final meeting of the seminar course occurs after student teaching is completed and serves to provide for program evaluation and application procedures for licensure. (See *Student Teacher Handbook* for complete requirements.)

Teacher Education Laboratory

The laboratory serves as the curriculum materials resource center, a technology support lab, as well as a demonstration-teaching lab. It houses multimedia resources for the classroom, including computers, software, print material and textbooks, content-area manipulatives, assessment instruments, and a paperback children's literature collection. (An extensive hardback children's literature collection is housed in the college library.)

BC students and faculty and partnership school faculty have priority use of the laboratory. Some materials are available for checkout. Other community members may use the laboratory and its materials upon request. The department co-chairs supervise the Teacher Education Laboratory. The department administrative assistant and work-study students catalogue materials.

Technology

BC students and faculty are expected to integrate technology throughout their work. In the Education Department as well as in other facilities on campus, students and faculty have access to computer, audio-video technology, and SmartBoard technology needed for preparation and presentation of learning activities. Requests for use of Education Department technology are made through the department's administrative assistant.

Teacher education candidates must demonstrate proficiency in the use of instructional technology prior to student teaching. Demonstrations of technology proficiencies are evaluated throughout the sequences of education courses. These proficiencies are outlined in a performance rubric, and are evaluated and, if necessary, updated on an annual basis to ensure current professional standards are

met. Candidates may demonstrate proficiency through completion of a course approved by the department co-chairs or by presenting a portfolio for review and approval by the department faculty.

Waiver to Policy

Waiver of Academic Policy: After conferring with their advisor, candidates may request a waiver to academic policy. Academic policy waivers refer to policies outside the Education Department and general to the academic policy of the college. Waiver requests are reviewed by the Associate Dean and approved by the Academic Appeals Committee.

Waiver of Education Department Policy: Under exceptional circumstances, and after conferring with their advisor, candidates may request a waiver to Education Department policy. Candidates obtain a waiver request from the department office or their advisors. Requests for waiver of Education Departmental policy requires advisor recommendation, approval of the majority of Education Department faculty, and signature of one of the department's co-chairs. In the case of policy waiver requests for admission into the Teacher Education Program or student teaching, the CTE must give final approval.

Waiver of Student Teaching: Candidates seeking licensure may request a modified student teaching experience if they have evidence of successfully completing a full-time teaching contract. Official documentation, including principal evaluations, must be provided, in addition to a professional portfolio. Approval of a student teaching waiver request is granted by CTE during the formal application to student teaching process.

Waiver for Transfer Students: Course enrollment pre-requisites for transfer candidates are waived for the first semester of their college enrollment. Other policies may be waived after following the standard waiver request procedure.

Appendices

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APPLICATION TO THE TEACHER EDUCATION PROGRAM

Student ID Number _____ Date _____

Local Address _____ Phone _____

_____ Campus Box # _____

Home Address _____

Check One: FR SO JR SR SP

- A. Have you ever been convicted of a felony or crime involving dishonesty, a controlled substance or a child? NO YES
- B. Have you ever entered into a criminal diversion agreement after being charged with any offense described in Question A? NO YES
- C. Are criminal charges pending against you in any state involving any of the offenses described in Question A? NO YES
- D. Have you ever had a teacher or school administrator's certificate denied, suspended or revoked in any state? NO YES
- E. Is disciplinary action pending against you in any state regarding a teaching or administrator's license or certificate? NO YES

ELEMENTARY EDUCATION

Area of Concentration (15 hrs. required): _____

SPECIAL EDUCATION/ELEMENTARY EDUCATION

SECONDARY EDUCATION

Content Area Major: _____

Other Teaching Field: _____

Anticipated Graduation Date: Spring Fall Year _____

Extra-curricular activities, hobbies, interests:

Honors won or offices held:

Record of laboratory experiences (any work involved with children or adolescents in conjunction with classes or outside activities):

<u>Type of Work</u>	<u>Approximate Time</u>	<u>Under Whose Direction</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name three college instructors (outside the Benedictine Education Department) who know you well enough to evaluate your potential as a future teacher.

Please give each of these persons a recommendation form and ask them to forward it to the Education Department.

Typewritten autobiography that includes an introduction, an explanation of career choice, any experience working with children, and a list of pertinent interests and accomplishments. Also include a statement regarding personal connection with the department's conceptual framework, *Educators as Builders of Community*. For valid assessment it is important that you refrain from referring to yourself by name.

**APPLICATION FOR STUDENT TEACHING
ELEMENTARY EDUCATION**

Instructions: This application must be filled out in its entirety (both pages) or you will not be placed for student teaching. The information on past field experience placements is necessary to ensure that we are meeting NCATE/KSDE and Education Department requirements for providing you with the opportunity to learn in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages.

Student ID Number _____ **Date** _____

Local Address _____ **Phone** _____
_____ **Campus Box #** _____

Home Address _____

ELEMENTARY EDUCATION **ELEMENTARY & SPECIAL EDUCATION**

Check all that apply:

1. _____ I will do my student teaching in the fall 20 _____.
2. _____ I will do my student teaching in the spring 20 _____.
3. _____ I prefer to do my student teaching in a public school.
4. _____ I prefer to do my student teaching in a parochial school.
5. _____ List your preferences of grade level (K-6) _____
6. _____ I prefer to teach at one of the following schools: (School preference is not guaranteed. Candidates are placed in partnership schools in and outside of Atchison.)

Check one:

- _____ I will have the use of an automobile.
_____ I will not have the use of an automobile.

Concerning transportation:

It is the responsibility of the student teacher to find transportation to the school they are placed at for student teaching. In a number of cases this will require travel of some distance. This is not the responsibility of the Education Department.

If you are carpooling, riders share the expenses of travel.

Application For Student Teaching - Elementary Education – Page 2

Previous Field Experience Placements

ED 201 (Intro to Ed)	(School)	(Grade level)
ED 201 (Intro to Ed)	(School)	(Grade level)
ED 307 (Sci/SS)	(Schools for Outdoor Education)	(Grade level)
ED 314 (Math)	(School)	(Grade level)
ED 317 (Lang Arts)	(School)	(Grade level)
ED 313 (School As Community)	(Visitation School or Center)	(Grade levels)
ED 313 (School As Community)	(Visitation School or Center)	(Grade levels)
ED 313 (School As Community)	(Visitation School or Center)	(Grade levels)
ED 313 (School As Community)	(School for Course Project)	(Grade levels)

Special Education Field Experience Placements

(Course)	(School or setting)	(grade level or age of clients)
(Course)	(School or setting)	(grade level or age of clients)
(Course)	(School or setting)	(grade level or age of clients)
(Course)	(School or setting)	(grade level or age of clients)

Recommendation Form

Faculty Member: _____

Please check one:

Student Name: _____

Fr So Jr Sr Sp

Student ID Number: _____

The student named above has indicated an interest in pursuing a teaching career. We would appreciate your input as part of our screening process. Information on this form is used to help determine acceptance into the Teacher Education Program. Your recommendation will become part of the student's Professional Portfolio; he or she will have access to it. Specific comments are appreciated. Please complete the form as soon as possible and return to the Co-chair of the Education Department.

Place a \checkmark indicating your response.

<i>This Student Demonstrates:</i>	Satisfactory	Improvement Needed	Unsatisfactory	Unable to Judge	
Physical Vitality					
Mental Alertness					
Personal Appearance					
Maturity in Judgments					
Dependability					
Oral Communication Skills					
Written Communication Skills					
Ability to master content					
Cooperative Attitude					
Enthusiasm for learning					
Appropriate Behavior					
Responsible Attendance					
Overall, do you recommend this student for admittance to the Teacher Education Program?				YES <input type="checkbox"/>	NO <input type="checkbox"/>

Explanation of judgments/additional comments:

Signature: _____

Date: _____

Position: _____

GUIDE TO CREATING YOUR PROFESSIONAL PORTFOLIO

Your Professional Portfolio will be used to determine whether you are accepted into the Teacher Education Program, into student teaching, and for completion of your degree in education. It is therefore critical for you to do a good job in its preparation.

General Requirements

Your professional portfolio is to be submitted in a white hardcover three-ring notebook with a transparent plastic cover. Insert into the cover of the notebook a title page following the format shown on pg. 47 of this guide. *This title page is available in the Education Department Office, FAC 212.* Also, on the vertical spine of the notebook, insert a strip of paper with your Student ID Number and whether you are applying for “Admission to Teacher Education Program,” “Admission to Student Teaching,” or “Program Completion.”

To help control possible bias on the part of evaluators, we are requiring that you white out/ black out or otherwise remove your name wherever it occurs in your professional portfolio on **all** artifacts. Your name should not be visible at all once removed. *Replace it with your Benedictine College Student ID Number.*

Artifacts **MUST** be presented *in the order shown* on the following pages and separated by tabbed, labeled notebook dividers (see pg. 43).

If you have completed the course in which a particular artifact is produced (or its equivalent at another college) and *for some reason do not have it, please include a written explanation in place of the artifact.* If you have not yet completed the course, a written explanation is not necessary.

It is your responsibility to obtain copies of required artifacts/rubrics at the time they were completed in your coursework. Make copies of all field experience evaluations at the time you receive them from cooperating teachers. *Your failure to provide required artifacts, without a valid written explanation, may result in you being denied admission to the Teacher Education Program, admission to student teaching, or completion of the degree in education.*

Artifacts that are in your Professional Portfolio **MUST** include the professor’s grades and/or completed rubrics. When course instructors return artifacts to students, they will be accompanied by a Standardized Artifact Rubric (SAR). It is your responsibility to include the completed rubric, *IF REQUIRED*, with its respective artifact in your Professional Portfolio. An example of the SAR follows on pg. 48.

DO NOT include extraneous materials in your Professional Portfolio. A portfolio that includes materials that are not in the required *Portfolio Components* section (pg. 44) may be returned to the candidate without being scored.

Please do not put Professional Portfolio materials in plastic sheet protectors.

Evaluation Process

As you progress through the Teacher Education Program, you will submit your Professional Portfolio three times. Each time, the following evaluation process occurs:

1. A team that usually consists of one Education Department faculty member and one K-12 educator who have received special training evaluate the portfolio. Each member of the team individually rates your portfolio in nine areas: 1) knowledge, 2) performance/skills, 3) professional dispositions, and 4) each of the six program outcomes for “*Educators as Builders of Community.*” A copy of the scale used in evaluating portfolios follows:

	Unacceptable Specific criteria are included in each rubric.	Acceptable Specific criteria are included in each rubric.	Distinguished Specific criteria are included in each rubric.
Evaluator's Name			
	0 .25 .50 .75 1.0	1.25 1.50 1.75 2.0	2.25 2.50 2.75 3.0

The evaluator simply makes a mark on the number line to indicate his/her evaluation for the specific outcome.

2. At a special meeting the Education Department faculty summarizes the ratings your portfolio received and agrees upon a recommendation to be made to the Committee on Teacher Education. *If your portfolio receives a mean score of less than 1.0 on knowledge, performance/skills, dispositions or any of the six outcomes, the Education Department recommends that you not be approved for acceptance into the Teacher Education Program, into student teaching, or for program (degree) completion.*
3. The Committee on Teacher Education votes on the Education Department’s recommendations.
4. Students who disagree with a decision of the Committee on Teacher Education are extended the right of a due process hearing before this committee. Following this, if necessary, an appeal may be made to the Dean of the College.

Portfolio Organization

Your Professional Portfolio is to be divided into the following labeled sections:

1. Applications
2. Knowledge
3. Performance/Skills
4. Dispositions
5. Outcome 1
6. Outcome 2
7. Outcome 3
8. Outcome 4
9. Outcome 5
10. Outcome 6

PORTFOLIO COMPONENTS

APPLICATIONS

- Completed “Application to the Teacher Education Program.”
 - Completed “Application for Student Teaching.”
 - Completed “Application for Program Completion.”
- If you are only applying for acceptance into the Teacher Education Program, do not include an application for Student Teaching or Program Completion. When you apply for Student Teaching, both completed applications should be included and applicants for Program Completion should include all three applications.*
- An autobiography which includes an introduction, an explanation of why you want to be a teacher, any experiences working with children/adolescents, and a list of pertinent interests and accomplishments. Do not refer to yourself by name in your autobiography.
 - Satisfactory recommendations from three faculty members outside the Education Department. If you are a transfer student, two of these recommendations may be from faculty members of the college previously attended. Please put your name and Student ID Number on these forms before giving to faculty members for recommendation.
Recommendations normally are sent directly to Mrs. Kathy Scott, FAC 212, by faculty members, who places them in your portfolio. It is your responsibility to check with Mrs. Scott to insure that your portfolio has all three recommendations.
 - You must provide documentation that you have declared Education as your major for acceptance into the Teacher Education Program. This can be done in the Education Department Office.
*NOTE: If you are a Secondary Education major, you **MUST** also provide documentation that you have declared a major in your content area (English, math, Spanish, PE, music, etc.) with that department. Secondary Education majors should have a “Petition for Acceptance to a Major Program” form from the Education Department AND your content area department in your portfolio.*

KNOWLEDGE

- A current Benedictine College transcript showing a minimum cumulative GPA of 2.75. An unofficial transcript is acceptable which can be printed from the OASIS website.
- Documentation of a minimum composite ACT score of 23 OR a copy of your PPST test scores. Minimum acceptable PPST scores are 168 in Writing, 169 in Reading and 170 in Math with a total score of at least 519 (note that the total score of 519 requires 12 points in addition to the sum of the three minimum subtest scores).
*NOTE: If you are applying for acceptance into the Teacher Education Program and have registered for the PPST but not yet taken it or received your scores, you **MUST** include either: a) a copy of the admission form, or b) a copy of your completed application to take the PPST.*

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- Final Student Teaching Evaluation Scales for “**Knowledge**” from the cooperating teacher(s) and clinical faculty supervisor(s).

PERFORMANCE/SKILLS

- All pre-student teaching field experience evaluations based on the following chart. If you are a transfer candidate, include field experience evaluations from colleges previously attended.

LEVEL	FIELD EXPERIENCE EVALUATIONS <i>(Required if course has been completed)</i>
Elementary & Special Educ.	<input type="checkbox"/> ED 201, <input type="checkbox"/> ED 307, <input type="checkbox"/> ED 314, <input type="checkbox"/> ED 317/319
Secondary Education	<input type="checkbox"/> ED 201, <input type="checkbox"/> ED 358 or MU 309, <input type="checkbox"/> ED 332, <input type="checkbox"/> Cont. Methods 457 (i.e. EN 457, SS 457)

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- Final Student Teaching Evaluation Scales for “**Skills**” from the cooperating teacher(s) and clinical faculty supervisor(s).

DISPOSITIONS*

- ❑ Evaluation sheet(s) from interview with two-person subcommittee of Committee on Teacher Education. *Applicants to Teacher Education Program only:* Please schedule an interview with Mrs. Kathy Scott, FAC 212, prior to, or at the time of, submission of your portfolio.
Note: After your interview, the interview evaluation sheet(s) is given directly to Mrs. Kathy Scott, FAC 212, who places it in your portfolio.

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Dispositions**” from the cooperating teacher(s) and clinical faculty supervisor(s).

*The rubric score for dispositions is determined entirely by Education Department faculty and, if the candidate is a secondary education major, the respective content area chair at a special meeting. The professional qualities you display in courses, field experiences, and meeting Education Department requirements are all considered in determining your rating in this area.

OUTCOME 1

- ❑ Outcome 1 portion of your *Builders of Community* essay
The *Builders of Community* essay on our six program outcomes is a critical artifact in your Professional Portfolio. A separate guide for creating this artifact has been prepared to help candidates and is attached to this application.

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Ed 455 Differentiated Instruction Multi-Media Presentation Standard Artifact Rubric (SAR) ONLY (no artifact)
- ❑ Benedictine Performance Assessment: Criterion 1: Contextual Information
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 1**” from the cooperating teacher(s) and clinical faculty supervisor(s)

OUTCOME 2

- ❑ Outcome 2 portion of your *Builders of Community* essay
- ❑ Ed 451 Philosophy of Education paper Standard Artifact Rubric (SAR) ONLY (no artifact)

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Ed 462 Classroom Management Model Standard Artifact Rubric (SAR) ONLY (no artifact)
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 2**” from the cooperating teacher(s) and clinical faculty supervisor(s)

OUTCOME 3

- ❑ Outcome 3 portion of your *Builders of Community* essay
- ❑ Ed 222 Reflection on Teaching Students with Disabilities and Standard Artifact Rubric (SAR).
- ❑ Ed 313 Reflections on Multicultural Field Experiences, which include Boys and Girls Club, Lunch Delivery, and Valentine's Dance, and the Standard Artifact Rubric (SAR).

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Outcome 3**” from the cooperating teacher(s) and clinical faculty supervisor(s)

OUTCOME 4

- ❑ Outcome 4 portion of your *Builders of Community* essay
- ❑ Ed 220 Builder of Community Peer Evaluation Standard Artifact Rubric (SAR) ONLY (no artifact)

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Outcome 4**” from the cooperating teacher(s) and clinical faculty supervisor(s)

OUTCOME 5

- Outcome 5 portion of your *Builders of Community* essay
- Standard Artifact Rubric (SAR) ONLY (no artifact) from one unit which was created with lesson plans, objectives, and assessment. If you are an elementary education major, this unit is normally created in Ed 301/307, Social Studies Methods and Media. Secondary education majors create their unit in Ed 257/258, General Secondary Methods and Media and Content Methods (i.e. En 457, Ss 457).

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- Benedictine Performance Assessment: Criterion 2: Goals & Objectives
- Benedictine Performance Assessment: Criterion 3: Instructional Design
- Benedictine Performance Assessment: Criterion 4: Analysis of Assessment
- Final Student Teaching Evaluation Scales for “**Outcome 5**” from the cooperating teacher(s) and clinical faculty supervisor(s)

OUTCOME 6

- Outcome 6 portion of your *Builders of Community* essay

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- Benedictine Performance Assessment: Criterion 5: Reflection and Self-evaluation
- Final Student Teaching Evaluation Scales for “**Outcome 6**” from the cooperating teacher(s) and clinical faculty supervisor(s)

Portfolio Submission

When submitting your portfolio, you will be asked to sign the following statement verifying that your portfolio has been done according to directions provided for submission of portfolios and that you understand the penalty if your portfolio does not meet the standards:

*Any portfolio that doesn't meet form or content requirement will not be scored this semester and you will need to resubmit it again next semester. If your timeframe doesn't allow a later submission, you will be charged a **\$50** fine to pay scorers for the inconvenience of scoring it after corrections are made.*

Please be aware of the most common mistakes that are made each semester:

1. Candidates' names are still on artifacts,
2. Artifacts are not in the correct place in the portfolio,
3. Artifacts are missing or missing without a legitimate explanation,
4. Extra materials are included in the portfolio that are not required.

Take time now to insure that your portfolio is done correctly.

(Format for Title Page of Professional Portfolio)

Student ID #



Application for Admission to Teacher Education Program

Professional Portfolio Submitted in Partial Fulfillment of
Education Department Requirements at Benedictine College
Date _____

BENEDICTINE COLLEGE EDUCATION DEPARTMENT

Standard Artifact Rubric (SAR) Example for Professional Portfolio

Course: Ed 220 Psychoeducational Development

Artifact: *Builders of Community* Peer Evaluation

Brief Description: During the semester, each candidate works in a cooperative learning base group on a variety of activities related to the course. These include discussions, simulations of teaching situations, and creating a film. At the end of the semester, each candidate anonymously evaluates each member of the group on their performance as a team member.

How related to outcome: This artifact is related to Outcome 5: “The BC student teacher builds partnerships with colleagues, students’ families and community to enhance communication and learning.” It’s related because candidates are evaluated by their peers on their ability both to lead and to be receptive to the leadership of others.

Unacceptable Failure by the candidate to perform at an acceptable level	Acceptable The candidate performed at an acceptable level on this artifact	Distinguished The candidate performed at an exemplary level on this artifact.
0 .25 .50 .75 1.0	1.25 1.5 1.75 2.0	2.25 2.5 2.75 3.0

Instructor’s Signature _____

GUIDE TO WRITING THE *BUILDER OF COMMUNITY* ESSAY

Introduction

The *Builder of Community* Essay (BOCE) is probably the most important single artifact in your Professional Portfolio. In this essay, you are to critically reflect on your developing proficiencies as they relate to each of the six teacher education program outcomes. Self-evaluation is critical in writing a successful BOCE. Essays that describe best practices will be rejected if they fail to examine the candidate's growth in acquiring such practices.

Three Levels of Evaluation

The BOCE is to be written at three points in a candidate's program: 1) Entry to the Teacher Education Program, 2) Entry to Student Teaching, 3) Program Completion. Because your skills are presumably growing as you progress through the program, you must meet a higher standard with each successive essay.

Entry to Teacher Education Program - At this "gate" of our program, you must show that you intellectually understand key elements of each outcome and that you are honestly considering your strengths and areas for improvement as related to each outcome. At this level, you must only demonstrate that you are meeting the outcome *to the extent to which you have completed Education Department coursework*. An important source of data for this essay is the experiences you have had with children and adolescents in quasi-educational settings (tutoring, coaching, teaching Sunday School, parenting, day cares, etc.).

Entry to Student Teaching - At this "gate" of our program, you must show that you intellectually understand key elements of each outcome and that you are honestly considering your strengths and areas for improvement as related to each outcome and that you have made substantive progress toward meeting each outcome. Because student teaching is normally done in your last semester at Benedictine College, this essay needs to show three years growth toward meeting the outcomes.

Program Completion - To go successfully through this "gate", you must demonstrate that you have met each of the six program outcomes. Use all of your experiences in the Teacher Education Program for making this argument. A common error made by candidates is to only discuss student teaching in this essay. Consider, for example, the candidate who completes student teaching at Kickapoo Nation School. If he/she in responding to Outcome 3 states, "Because all my third graders were Kickapoo children, I really don't know how to balance diversity in a classroom," the essay will be evaluated accordingly.

Requirements for BOCE

1. BEGIN A NEW PAGE WITH EACH OUTCOME.
2. STATE THE OUTCOME **IN BOLD** AT THE TOP OF THE PAGE.
3. THIS IS AN ESSAY. WRITE IN PARAGRAPHS AND DOUBLE-SPACE THE ESSAY.
4. APPROPRIATE USE OF WRITING CONVENTIONS (GRAMMAR, PUNCTUATION, SPELLING, ETC.) WILL BE CONSIDERED IN EVALUATING YOUR ESSAY.
5. SUGGESTED MINIMUM LENGTH IS TWO PAGES PER OUTCOME.

The Six Outcomes

Your awareness of our program outcomes will deepen during your years at Benedictine College because of experiences/interaction with faculty, cooperating teachers, other candidates, and students. To assist you, however, in understanding our expectations, each outcome is stated in bold below, followed by a number of prompts. Use prompts as a guide in writing the essay, *however, it is essential to realize that the essay must stand as an integrated whole. Essays that consist of isolated answers to these questions will be rated unacceptable.*

Outcome 1: The BC candidate uses practices which nurture the whole child/ adolescent within the learning community.

- How will you build positive relationships with students?
- How will you encourage and motivate students to always do their best?
- What personal qualities or techniques do you use for nurturing students as human beings?
- How will you apply what is known about multiple intelligences to make success possible for every student?
- How will you interact with students in ways that are appropriate to their age and/or developmental level?

Outcome 2: The BC candidate uses his/her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.

- How will you constructively manage students' behavior to enhance learning within the classroom community?
- How will you encourage positive student interaction, collaboration, and respect for others?
- What educational methods or projects do you plan to employ that will help students contribute to: a) the good of the classroom community, b) the good of the school community, and c) the good of the town or regional community?
- What practices will you use which engage students in active (as opposed to passive) learning?

Outcome 3: The BC candidate respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.

- How will you balance diversity and unity within the classroom?
- How will you encourage students to be proud of their own unique qualities while at the same time encouraging them to work toward common goals?
- How knowledgeable are you regarding students of other cultures, ethnicities, and socioeconomic status?
- How knowledgeable are you regarding students with exceptionalities?
- What will you do to insure that you are being fair in terms of interacting equally with all students regardless of gender, ethnicity, religion, socioeconomic status, or exceptionality?
- When students in your class do group work, how will you determine the membership in groups?
- How will you see having diverse students in your classroom - as an advantage or a disadvantage? If such students are an advantage, how will you use their diversity as a learning opportunity for you and other students?

- Are you interested in learning from students of different cultures, ethnicities, religions, socioeconomic status, and exceptionalities?
- How will you structure learning activities so that students can make meaningful choices and pursue their own interests?

Outcome 4: The BC candidate builds partnerships with students, colleagues, families and community groups to enhance communication and learning.

- How will you build partnerships with students and their families?
- How will you build positive relationships with your co-workers at the school?
- How will you work effectively with school administrators?
- How will you involve your students in the larger school community?
- How will you involve your students in the community outside of the school?
- How will you welcome the outside community into your school and your classroom?
- What will you mean to be professional and how will you model professionalism? For example, your dress, punctuality, communication, receiving constructive feedback, handling confidential information, your attitude, etc.

Outcome 5: The BC candidate plans and assesses instruction based upon knowledge of subject matter, students, the community and curriculum goals.

- How will you demonstrate knowledge of your subject matter?
- How will your lesson planning help you to engage all students in active learning?
- How will you plan lessons that take into consideration students' interests, needs and abilities?
- How will you use questioning techniques to promote student growth?
- How do you provide clear and effective feedback to students regarding their efforts?
- How will you plan lessons addressing the school and grade level's curriculum goals and state or common core standards?
- How will you plan lessons addressing the school and grade level's curriculum goals?
- How will you provide multiple ways of assessing student learning?

Outcome 6: The BC candidate is a reflective *Builder of Community* who continually evaluates the effects of his/her actions on others and who actively seeks out opportunities to grow professionally.

- How will you systematically use reflection?
- Give examples of your use of reflection in self-improvement.
- What would your goals be for building a learning community in your classroom?
- How will you consistently analyze and assess learning situations?
- As you progress through the teacher education program and into P-12 schools, what will you do to insure that you won't stagnate but will grow professionally?
- In writing to Outcome 6, be specific in describing the techniques/strategies you've used to improve yourself in the past and the techniques/strategies you will use to improve yourself in the future.
- How can we be sure that five, ten, or twenty years from now you will still be a *Builder of Community*?

Benedictine College
Student Teacher Evaluation Scale

Student Teacher _____ Grade Level _____
 Evaluator _____ Program: (circle one)
 Role of Evaluator: (check one) Special Ed Regular Ed
 _____ Clinical Faculty _____ College Faculty Setting/Building: _____
 _____ Cooperating Teacher Date: _____

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
The student teacher does not appear to understand the concepts underlying the indicator and/or does not apply the indicator at an acceptable level.	The student teacher appears to understand the concepts underlying the indicator and attempts to implement it. Implementation is intermittent and/or not entirely successful.	The student teacher clearly understands the concepts underlying the indicator and implements it well. Implementation is consistent and effective.	The student teacher has demonstrated an exemplary ability to understand and apply this indicator.

Knowledge. The BC student teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches.

- a. Demonstrates knowledge of the subject area(s). 1 2 3 4
- b. Makes connections between the subject and other disciplines. 1 2 3 4

Skills. The BC student teacher uses a variety of instructional strategies to create meaningful educational experiences that substantively increase student learning.

- a. Provides adequate “wait time” following questions. 1 2 3 4
- b. Successfully engages all students in activities and discussion. 1 2 3 4
- c. Instructional groups are varied, as appropriate to different instructional goals. 1 2 3 4
- d. Demonstrates knowledge of strategies for teaching the subject(s). 1 2 3 4
- e. Uses a variety of techniques for facilitating student understanding. 1 2 3 4
- f. Uses questioning techniques to stimulate higher order thinking. 1 2 3 4
- g. Transitions occur smoothly with little loss of instructional time. 1 2 3 4
- h. Uses various technologies to help students learn. 1 2 3 4

Dispositions. The BC student teacher is a professionally responsible builder of community who models the altruistic values and characteristics desired for students.

- a. Displays a positive attitude about the profession, school and community. 1 2 3 4
- b. Respects confidential information. 1 2 3 4
- c. Accepts constructive feedback and acts to incorporate suggestions into teaching. 1 2 3 4
- d. Models correct grammar in written and oral communication. 1 2 3 4
- e. Dresses professionally. 1 2 3 4
- f. Is punctual in meeting all professional responsibilities. 1 2 3 4

- 1. The BC student teacher uses practices which nurture the whole child/adolescent within the learning community.**
 - a. Builds positive relationships with students. 1 2 3 4
 - b. Provides praise and encouragement to students. 1 2 3 4
 - c. Persists in trying alternative approaches for students having difficulty. 1 2 3 4
 - d. Encourages students to explore questions and topics that are personally meaningful. 1 2 3 4

- 2. The BC student teacher uses his/her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.**
 - a. Uses cooperative learning strategies effectively. 1 2 3 4
 - b. Interactions are appropriate to age/developmental level of students. 1 2 3 4
 - c. Provides students with opportunities to extend themselves to higher levels of performance. 1 2 3 4
 - d. Demonstrates clear and appropriate verbal communication with students. 1 2 3 4
 - e. Effectively manages student behavior in the learning environment. 1 2 3 4
 - f. Demonstrates fair, clear, and consistent behavioral expectations. 1 2 3 4

- 3. The BC student teacher respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.**
 - a. Demonstrates equitable interaction with all students regardless of gender, ethnicity, religion, or exceptionality. 1 2 3 4
 - b. Demonstrates an understanding of exceptionalities and inclusion in the classroom. 1 2 3 4
 - c. Displays respect for and interest in the cultural heritage of students. 1 2 3 4
 - d. Provides for individual differences in learning styles. 1 2 3 4
 - e. Promotes multiculturalism through instruction. 1 2 3 4

- 4. The BC student teacher builds partnerships with students, colleagues, families and community groups to enhance communication and learning.**
 - a. Integrates students' viewpoints, experiences, cultures and community resources into teaching. 1 2 3 4
 - b. Assists students and colleagues with school projects that benefit the community outside the classroom. 1 2 3 4
 - c. Builds positive relationships with students' parents. 1 2 3 4
 - d. Builds positive relationships with school staff. 1 2 3 4

Please have the student teacher complete the self-assessment portion below prior to the evaluation conference so it can serve as a basis for discussion.

STUDENT TEACHER SELF-ASSESSMENT

Strengths:

Areas for Improvement:

We discussed the evaluation and reflections on _____.
(Date)

Signature, Clinical Faculty/Cooperating Teacher

Signature, Student Teacher

Name: _____

Major **Elementary, Early thru Late Childhood**
Grades K-6 **Catalog: 2012-13****GENERAL EDUCATION REQUIREMENTS**

Course No.	Course Name	Credits	Completed	Grade
En 100 or 101	English Composition Review or English Composition	3		
	Foreign Language 1	3-4		
	Foreign Language 2	4		
Th 101	Introduction to Theology	3		
Ph 175 or 231	Principles of Nature or Philosophy of Nature	3		
Pe 115	Wellness for Life	1		
Pe	Approved Pe Fitness Activity Course (Pe 100, 101, 105, 107, 108, 110, 111, 118, 128)	1		
GS 150	BC Experience	cr		

FOUNDATIONS: A Course may satisfy ONE requirement**Historical Perspective** ---- (6 cr. hrs. required)

Hi	World Civilization (Hi 105 or 106)	3		
Hi	American History (Hi 212 or 213) Native American Spirituality (Hi 308)	3		

Aesthetic Experience ----- (6 cr. hrs. required)

Person & Community in the Contemporary World -- (3 cr. hrs. required)

Py 100	General Psychology	3		
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Understanding the Natural World -- (7 cr. hrs. required – one lab)

	Science, Life (Bi107, Bi121, Bi122, Ch101, Ch102 or similar)	3-4		
	Science, Physical (Preferred: Pc110, Pc120, Pc205, Ch101, Ch102, Ch103, Ch104 or similar course; Astronomy <i>not</i> accepted)	3-4		

Faith ----- (6 hrs. required) *Ec 370, En 313, Hi 308, Ph 306 and Ph 308 also satisfy this requirement

		3		
		3		

Philosophical Inquiry ----- (6 hrs. required)

Ed 451	Philosophy of Education	(3)		
		3		

SKILLS AND PERSPECTIVES: A Course may satisfy THREE requirements**Written Communication** - (2 courses required)

Ed 317	Integrated Language Arts Practicum	(1-4)		
Ed 470	Student Teaching Seminar	(1)		

Oral Communication ---- (1 course required)

Ed 492	Supervised Student Teaching (Elementary)	(10)		
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Visual Communication -- (1 course required)

Ed 220	Psychoeducational Development	(3)		
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Quantitative Analysis --- (1 course required)

Ma 111	Mathematics for Elementary Teachers II	(3)		
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Global Perspective (Diversity Requirement) ----- (1 course required)

	(So 101) Introduction to Sociology (So 250) Sociology of Culture (So 290) World Regional Geography (So 354) Sociology of Race and Ethnic Relations	3		
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Scientific Method ----- (1 course required)

This requirement is satisfied by the Natural World Foundation requirement as listed above.

Western Perspective ----- (1 course required)

This requirement is satisfied by the Historical Perspective Foundation requirement as listed above.

PROFESSIONAL EDUCATION REQUIREMENTS

Ed 200	Introduction to Education	2		
Ed 201	Introduction to Education Field Experience	1		
Ed 220	Psychoeducational Development	3		
Ed 222	Psychology of Individuals with Exceptionalities	3		
Ed 312	School as Community	3		
Ed 313	School as Community Diversity Field Experiences	1		
Ed 451	Philosophy of Education	3		
Ed 334	Diversity Competencies	cr		
Ed 335	Technology Proficiency	cr		
Ed 455	Differentiated Instruction	3		
Ed 462	Classroom Management	2		
Ed 470	Student Teaching Seminar	1		
Ed 492	Supervised Student Teaching (Elementary)	10		
Ed 488	Senior Comprehensive	cr		
Ed 487	Content Area Exam, Praxis II Test #0011 or #5011 (Licensure Requirement)	cr		
Ed 489	PLT Licensure Exam, Praxis II Test #0622 or #5622 (Licensure Requirement)	cr		

DEPARTMENT REQUIREMENTS

Ed 214	Integrated Art & Music Methods	3		
Ed 301	Social Studies Methods and Media	2		
Ed 303	Science and Health Methods and Media	2		
Ed 307	Building Comm. Thru Integ. Soc. Studies & Science	1		
Ed 314	Mathematics Methods and Assessment	3		
Ed 319	Integrated Language Arts Methods	5		
Ed 317	Integrated Language Arts Practicum	1-4		
Ma 110	Mathematics for Elementary Teachers I (F) (can sub College Algebra or Calculus course if taken at previous college)	4		
Ma 111	Mathematics for Elementary Teachers II (S)	3		
Pe 302	Elementary Physical Education Curriculum	2		

AREA OF CONCENTRATION

(at least 15 hrs.)

Name: _____

Major **Adaptive/Functional Special Education**
Grades K-6 Catalog: 2012-13**GENERAL EDUCATION REQUIREMENTS**

Course No.	Course Name	Credits	Completed	Grade
En 100 or 101	English Composition Review or English Composition	3		
	Foreign Language 1	3-4		
	Foreign Language 2	4		
Th 101	Introduction to Theology	3		
Ph 175 or 231	Principles of Nature or Philosophy of Nature	3		
Pe 115	Wellness for Life	1		
Pe	Approved Pe Fitness Activity Course (Pe 100, 101, 105, 107, 108, 110, 111, 118, 128)	1		
GS 150	BC Experience	cr		

FOUNDATIONS: A Course may satisfy ONE requirement**Historical Perspective** ---- (6 cr. hrs. required)

Hi	World Civilization (Hi 105 or 106)	3		
Hi	American History (Hi 212 or 213) Native American Spirituality (Hi 308)	3		

Aesthetic Experience ----- (6 cr. hrs. required)

Person & Community in the Contemporary World -- (3 cr. hrs. required)

Py 100	General Psychology	3		
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Understanding the Natural World -- (7 cr. hrs. required – one lab)

	Science, Life (Bi107, Bi121, Bi122, Ch101, Ch102 or similar)	3-4		
	Science, Physical (Preferred: Pc110, Pc120, Pc205, Ch101, Ch102, Ch103, Ch104 or similar course; Astronomy <i>not</i> accepted)	3-4		

Faith ----- (6 cr. hrs. required) *Ec 370, En 313, Hi 308, Ph 306 and Ph 308 also satisfy this requirement

		3		
		3		

Philosophical Inquiry ----- (6 cr. hrs. required)

Ed 451	Philosophy of Education	(3)		
		3		

SKILLS AND PERSPECTIVES: A Course may satisfy THREE requirements**Written Communication** - (2 courses required)

Ed 317	Integrated Language Arts Practicum	(1-4)		
Ed 470	Student Teaching Seminar	(1)		

Oral Communication ---- (1 course required)

Ed 492	Supervised Student Teaching (Elementary)	(10)		
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Visual Communication -- (1 course required)

Ed 220	Psychoeducational Development	(3)		
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Quantitative Analysis --- (1 course required)

Ma 111	Mathematics for Elementary Teachers II	(3)		
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Global Perspective (Diversity Requirement) ----- (1 course required)

	(So 101) Introduction to Sociology (So 250) Sociology of Culture (So 290) World Regional Geography (So 354) Sociology of Race and Ethnic Relations	3		
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Scientific Method ----- (1 course required)

This requirement is satisfied by the Natural World Foundation requirement as listed above.

Western Perspective ----- (1 course required)

This requirement is satisfied by the Historical Perspective Foundation requirement as listed above.

PROFESSIONAL EDUCATION REQUIREMENTS

Ed 200	Introduction to Education		2		
Ed 201	Introduction to Education Field Experience		1		
Ed 220	Psychoeducational Development		3		
Ed 222	Psychology of Individuals with Exceptionalities		3		
Ed 312	School as Community		3		
Ed 313	School as Community Diversity Field Experiences		1		
Ed 451	Philosophy of Education		3		
Ed 334	Diversity Competencies		cr		
Ed 335	Technology Proficiency		cr		
Ed 471	Special Education Student Teaching Seminar (S)		1		
Ed 491	Supervised Student Teaching of Individuals with Exceptionalities (S)		10		
Ed 484	Core Knowledge and Mild to Moderate Disabilities Applications, Praxis II Test #0543 or #5543 (Licensure Req.)				
Ed 455	Differentiated Instruction		3		
Ed 462	Classroom Management		2		
Ed 470	Student Teaching Seminar		1		
Ed 492	Supervised Student Teaching (Elementary)		10		
Ed 488	Senior Comprehensive		cr		
Ed 487	Elementary Content Exam, Praxis II Test #0011 or #5011 (Licensure Req.)		cr		
Ed 489	PLT Licensure Exam (K-6), Praxis II Test #0622 or #5622 (Licensure Req.)		cr		

ELEMENTARY EDUCATION REQUIREMENTS

Ed 214	Integrated Art & Music Methods		3		
Ed 301	Social Studies Methods and Media		2		
Ed 303	Science and Health Methods and Media		2		
Ed 307	Building Comm. Thru Integ. Soc. Studies & Science		1		
Ed 314	Mathematics Methods and Assessment		3		
Ed 319	Integrated Language Arts Methods		5		
Ed 317	Integrated Language Arts Practicum		1-4		
Ma 110	Mathematics for Elementary Teachers I (F) (can sub College Algebra or Calculus course if taken at previous college)		4		
Ma 111	Mathematics for Elementary Teachers II (S)		3		
Pe 302	Elementary Physical Education Curriculum		2		

SPECIAL EDUCATION REQUIREMENTS

Ed 226	Characteristics of Individuals with Exceptionalities (F)		3		
Ed 320	Curriculum for Individuals with Exceptionalities (F)		3		
Ed 322	Building School, Family and Community Partnerships for Individuals with Exceptionalities (S)		2		
Ed 324	Methods & Materials for Individuals with Except. (S)		3		
Ed 326	Assessment of Individuals with Exceptionalities		3		

Name: _____

Major **English, Early through Late Adolescence**
Grades 6-12 **Catalog: 2012-13****GENERAL EDUCATION REQUIREMENTS**

Course No.	Course Name	Credits	Completed	Grade
En 100 or 101	English Composition Review or English Composition	3		
	Foreign Language 1	3-4		
	Foreign Language 2	4		
Th 101	Introduction to Theology	3		
Ph 175 or 231	Principles of Nature or Philosophy of Nature	3		
Pe 115	Wellness for Life	1		
Pe	Approved Pe Fitness Activity Course (Pe 100, 101, 105, 107, 108, 110, 111, 118, 128)	1		
GS 150	BC Experience	cr		

FOUNDATIONS: A Course may satisfy ONE requirement**Historical Perspective** ---- (6 cr. hrs. required)

Hi	World Civilization (Hi 105 or 106)	3		
En 205	American Literature to the Civil War	(3)		

Aesthetic Experience ----- (6 cr. hrs. required)

En 203	British Literature to 1750	(3)		
En 204	British Literature after 1750	(3)		

Person & Community in the Contemporary World -- (3 cr. hrs. required)

Py 100	General Psychology	3		
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Understanding the Natural World ---- (7 cr. hrs. required – one lab)

		3-4		
		3-4		

Faith ----- (6 cr. hrs. required) **Ec 370, En 313, Hi 308, Ph 306 and Ph 308 also satisfy this requirement*

		3		
		3		

Philosophical Inquiry ----- (6 cr. hrs. required)

Ed 451	Philosophy of Education	(3)		
En 411	Literary Criticism	(3)		

SKILLS AND PERSPECTIVES: A Course may satisfy THREE requirements**Written Communication** - (2 courses required)

En 203	British Literature to 1750	(3)		
En 204	British Literature after 1750	(3)		

Oral Communication ---- (1 course required)

Ed 496	Supervised Student Teaching (Secondary)	(10)		
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Visual Communication -- (1 course required)

Ed 220	Psychoeducational Development	(3)		
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Quantitative Analysis --- (1 course required) *Preferred: Applied Statistics (Ma 211)*

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Global Perspective (Diversity Requirement) ----- (1 course required)

	(So 101) Introduction to Sociology (So 250) Sociology of Culture (So 290) World Regional Geography (So 354) Sociology of Race and Ethnic Relations	3		
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Scientific Method ----- (1 course required)

This requirement is satisfied by the Natural World Foundation requirement as listed above.

Western Perspective ----- (1 course required)

This requirement is satisfied by the Historical Perspective Foundation requirement as listed above.

PROFESSIONAL EDUCATION REQUIREMENTS

Ed 200	Introduction to Education	2		
Ed 201	Introduction to Education Field Experience	1		
Ed 220	Psychoeducational Development	3		
Ed 222	Psychology of Individuals with Exceptionalities	3		
Ed 312	School as Community	3		
Ed 313	School as Community Diversity Field Experiences	1		
Ed 332	Teaching Reading in the Content Areas	2		
Ed 357	General Secondary Methods	3		
Ed 358	General Secondary Methods Practicum	1		
Ed 451	Philosophy of Education	3		
Ed 334	Diversity Competencies	cr		
Ed 335	Technology Proficiency	cr		
Ed 455	Differentiated Instruction	3		
Ed 462	Classroom Management	2		
Ed 470	Student Teaching Seminar	1		
Ed 496	Supervised Student Teaching (Secondary)	10		
Ed 488	Senior Comprehensive	cr		
Ed 487	Content Area Exam, Praxis II #0041 or #5041 (Licensure Req.)	cr		
Ed 489	PLT Licensure Exam, Praxis II #0624 or #5624 (Licensure Req.)	cr		

DEPARTMENT REQUIREMENTS

One course from the following:	(En 201) World Literature I: Ancient to Renaissance (S) (En 202) World Literature II: Enlightenment to the Present (S)	3		
En 203	British Literature to 1750	3		
En 204	British Literature after 1750	3		
En 205	American Literature to the Civil War	3		
En 206	American Literature after the Civil War	3		
En 302	Shakespeare (S)	3		
En 357	Young Adult Literature in Language Arts (F13)	1-2		
En 411	Literary Criticism (S)	3		
En 431	Introduction to Linguistics (S13)	3		
En 457	Methods of Teaching Language Arts (F13)	2		

3 cr. hours from the following courses:	(En 325) Creative Writing, 2-3 (F) (En 326) Advanced Composition, 2-3 (D) (En 327) Writing Fiction, 1-3 (D)			
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An Additional 6 Hrs. of Upper Division Coursework:

En				
En				

En 488	English Senior Comprehensive Exam	cr		
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