

BAKER UNIVERSITY

TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK AA (TEPPH-AA)

2011-2012

MODEL OF THE SCHOOL OF EDUCATION *Conceptual Framework*



SOE Mission:

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

BAKER UNIVERSITY TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK AA (TEPPH-AA)

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2011-2012

PREFACE

This Handbook--the TEPPH

The Teacher Education Policy and Programs Handbook (TEPPH) serves as the official document governing five majors in education. It supplements the catalog as an additional primary document for students seeking teacher licensure. The TEPPH outlines the SOE undergraduate department's conceptual framework, requirements, policies and procedures, and coursework required for licensure. This document is available through the SOE undergraduate department, online, and is distributed to all teacher education candidates upon application to the program.

Accreditation

Baker University's SOE programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education (KSDE).

Mission Statement

Our mission: *The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.* This mission statement is one of the seven components of the Conceptual Framework, which is located later in the handbook in complete form.

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SECTION I COURSE REQUIREMENTS

Professional Education Courses

All teacher education candidates must take the following professional education courses. In addition, all education candidates must complete the courses listed on the appropriate endorsement pages listed under Section II. Keep in mind that all licensed teachers must also have a college degree from Baker University or elsewhere. Earning a degree at Baker University will include a major, which also has required courses. You must work closely with an advisor or advisors to successfully complete your professional education requirements, your major requirements and teacher licensure requirements in addition to the general education requirements.

Required Professional Education Courses

ED 100	Teaching as a Career (first semester freshman or above)	1 hour	F/SP/Su
ED 243	Introduction to Education (second semester freshman or above)	2 hours	F/SP/Su
ED 100 and ED 243 are prerequisites for all professional education courses.			
ED 244	Education Field Practicum (first semester sophomore or above)	1 hour	F/SP
ED 264	Foundations of Classroom Management	1 hour	F/SP
ED 265	Technology for Teachers	1 hour	F/SP

A student who has successfully completed ED 100, ED 243 and ED 244 and who qualifies for either Conditional or Good Standing candidacy may enroll in the following courses.

ED 309	Evaluation Techniques for the Classroom	3 hours	F/SP/Su
ED 311	Fundamentals of Teaching English Language Learners	1 hour	F/SP
ED 320	Education Field Service Practicum I (BME candidates meet this requirement through music education courses.)	1 hour	F/SP
ED 343	Educational Psychology	3 hours	F/SP/Su
ED 345	Psychology of the Exceptional Learner	3 hours	F/SP
ED 366	Teaching Elementary Language Arts in the Content Areas OR	3 hours	F
ED 368	Teaching Reading in the Secondary Content Areas	3 hours	SP
IS 199	Diversity in Education Interterm (juniors or seniors)	3 hours	January
ED 462*	Education Orientation Internship	1 hour	Fall only
ED 440**	Elementary and Middle Level Methods OR	3 hours	F/SP
ED 460**	Secondary and Middle Level Methods		

Supporting courses:

PY 111	General Psychology	3 hours	F/SP
PY 243	Human Development	3 hours	F/SP
CO 115	Oral Communication	3 hours	F/SP

* Must be taken in the fall of the academic year of student teaching

**Must be taken in the semester prior to student teaching

A student must achieve Candidate in Good Standing status to be approved for the student teaching. During the student teaching semester, candidates enroll in the following course(s) that are required for your particular program.

ED 450	Student Teaching in the Elementary or Middle School OR	12 hours	F/SP
ED 470	Student Teaching at the Secondary and/or Middle Level OR		
ED 480	Middle Level Student Teaching		

Candidates in a PreK-12 program take 6 hours each of ED 450 and ED 470.

Total Professional Education Hours: 48 hours

General Education Requirements

All persons who earn degrees from Baker University must meet Baker University's general graduation requirements. If ED 100 is taken in a year that differs from the official catalog year, graduation requirements will align with the catalog year and teacher education requirements will align with the applicable TEPPH. These two years may differ.

Persons who hold a degree from an accredited institution and are seeking teacher licensure from Baker University must satisfy the licensure requirements specified in Appendix M.

Majors Offered by the Undergraduate School of Education

Listing of Majors

The Undergraduate School of Education offers five majors:

1. Elementary Education
2. Middle Level English
3. Middle Level Mathematics
4. Middle Level Science
5. Secondary Education

Requirements for Elementary and Middle Level Majors

The major requirements for students majoring in 1) elementary education, 2) middle level English, 3) middle level mathematics, or 4) middle level science would be those in the TEPPH from the year the student successfully completed ED 100. The practical application of this ruling means that a student could be in a catalog from a year either before or after the TEPPH year of record. Thus a student might need to meet the general education and graduation requirements from a catalog year that might differ from the major requirements as defined in the Teacher Education Policy and Programs Handbook (TEPPH) from another year.

Required Double Major for Secondary Education Candidates

The Secondary Education major is only offered as a double major along with another major in a content area from the College of Arts and Sciences. To earn the secondary education major, the candidate must complete all professional education, the requirements for all education candidates, as well as the appropriate endorsement area courses listed on the following pages. In addition, the candidate must earn a major in a content area. Many times the requirements for endorsement in a content area and the requirements for the major in that content area are very similar, but occasionally they are not. Candidates should work carefully with an advisor or advisors familiar with the content major and teacher licensure programs to successfully complete all of the requirements.

SECTION II ENDORSEMENT AREAS (21)

Endorsement Areas Explanation

It is important to understand the differences between licensure and endorsement. The Kansas State Department of Education licenses teachers to teach at particular levels. The specific levels are elementary (K-6), middle (5-8), secondary (6-12), and elementary-secondary (PreK-12). Further, teachers are endorsed (granted permission) to teach specific subjects within respective licensure levels. In the case of elementary school licensure, teachers are endorsed to teach all the subjects normally taught in the self-contained elementary school classroom; e.g., reading, social studies, science and mathematics. Middle level and secondary licensure include endorsements in the specific subjects taught in the middle and secondary schools. Teachers licensed to teach at the PreK-12 level are endorsed in only one subject; e.g., art, health, music, physical education, or world language. Regardless of the level(s) of licensure sought, the specific program(s) completed will determine the endorsement(s) received.

1. Art Education
2. Biology
3. Business
4. Chemistry
5. Elementary Education
6. English
7. World Language: French, German, Spanish
8. Health
9. History and Government
10. Journalism
11. Mathematics
12. Middle Level English
13. Middle Level Mathematics
14. Middle Level Science
15. Music Education: General
16. Music Education: Instrumental
17. Music Education: Vocal
18. Physical Education
19. Physics
20. Psychology (only offered as an additional area of endorsement)
21. Speech and Theater

Special Education-Provisional opportunities also available.

Art Education

The art education program is approved by the Kansas Department of Education for the purpose of licensing PreK-12 art teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking art licensure from Baker University.

- | | | |
|---|--|--|
| I. Ten (10) hours of Art Education courses. | | |
| A. | AE 110 | Visual Language 3 hours |
| B. | AE 380* | Art in the Elementary Classroom (Methods) 3 hours |
| C. | AE 480* | Secondary Art Education (Methods) 3 hours |
| D. | AE 496 | Portfolio and Exhibition 1 hour |
| II. Twelve (12) hours of Art History courses. | | |
| A. | AH111 | Survey of Art History 3 hours |
| B. | AH 495 | Writing About Art 3 hours |
| C. | AH 347 | Art of the 20 th Century and Beyond (1920-present) 3 hours |
| D. | Three (3) hours from Art History courses numbered 300 or above 3 hours | |
| III. Twenty-four hours of Studio Art courses including. | | |
| A. | AS 120 | Drawing I 3 hours |
| B. | Six (6) hours of two-dimensional Studio Art courses including: | |
| | AS 121 | Painting I 3 hours |
| | AND | |
| | Three (3) additional hours of two-dimensional Studio Art selected from: | |
| | AS 122 | Printmaking I or 3 hours |
| | AS 170 | Photography I |
| C. | Six (6) hours of three-dimensional Studio Art courses including: | |
| | AS 130 | Ceramics I 3 hours |
| | AS 132 | Sculpture I, 3 hours |
| D. | Nine (9) hours of Studio Art courses numbered 300 or above, which include all advanced and/or prerequisite courses. 9 hours | |
| | Total hours required 46 hours | |

* Course prerequisites are required.

Biology

The biology education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 biology teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking biology licensure from Baker University.

BI 151	Introduction to Molecular and Cellular Biology	4 hours
BI 152	Introduction to Genetics	4 hours
BI 251	Introduction to Ecological and Organismal Biology	4 hours
BI 252	General Zoology	4 hours
BI 298	Introduction to Research in Biology	3 hours
BI 342	Botany	4 hours
BI 360	Comparative Vertebrate Anatomy	4 hours
BI 377	General Ecology	4 hours
BI 382	Comparative Physiology	4 hours
BI 410	Senior Seminar in Biology	2 hours
ED 410*	Methods of Teaching Science	3 hours

BI 3XX	One (1) upper college elective biology course	3-4 hours
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Supporting Courses:

CH 137	General Chemistry I	4 hours
GE 210	General Geology	3 hours
PC 125	Introduction to Physics I	4 hours

One of the following:

MA 145	College Algebra	
	OR	
MA 221	Statistics I	3 hours

Total hours required	57-58 hours
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* Course prerequisites are required.

Business

The business education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 business teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking licensure from Baker University.

BS 141	Introduction to Business	3 hours
BS 251	Business Law I	3 hours
BS 271	Principles of Marketing	3 hours
BS 353	Fundamentals of Management	3 hours
BS 381	Corporate Finance	3 hours
BS 415*	Methods of Teaching Business	3 hours
BS 456	Business Policy	3 hours
AC 141	Introduction to Financial Accounting	3 hours
AC 142	Managerial Accounting	3 hours
AC 351	Intermediate Accounting I	3 hours
AC 353	Accounting Information Systems	3 hours
EC 242	Principles of Economics: Micro	3 hours
EC 243	Principles of Economics: Macro	3 hours

Supporting courses:

BS 230	Quantitative Analysis for Business and Economics I	4 hours
BS 330	Quantitative Analysis for Business and Economics II	4 hours
BS 331	Business Information Systems	3 hours
BS 390	Business Internship	3 hours

Total hours required 53 hours

* Course prerequisites are required.

Chemistry

The chemistry education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 chemistry teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking chemistry licensure from Baker University.

CH 137	General Chemistry I	4 hours
CH 138	General Chemistry II	3 hours
CH 140	Quantitative Analysis	2 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
CH 341	Instrumental Methods of Analysis	4 hours
CH 370	Biochemistry	3 hours
CH 381 or 382	Laboratory Teaching in Chemistry (or equivalent experience)	1 hour
CH 491	Chemistry Seminar	2 hours
ED 410*	Methods of Teaching Science	3 hours

** or equivalent experience

One additional course from:

CH 350	Environmental Chemistry	3 hours
CH 361	Physical Chemistry I	4 hours
CH 440	Advanced Topics in Analytical Chemistry	3 hours
CH 451	Advanced Topics in Organic Chemistry	3 hours
CH 475	Advanced Topics in Inorganic Chemistry	3 hours

Supporting courses:

BI 151	Introduction to Molecular and Cellular Biology	4 hours
OR		
BI 251	Introduction to Ecological and Organismal Biology	4 hours
MA 171	Calculus & Analytic Geometry I	4 hours
MA 172	Calculus & Analytic Geometry II	4 hours
PC 141	The Solar System	3 hours
PC 125, 126	Introductory Physics I and II,	
OR		
PC 225, 226	General Physics I and II	8 hours

Total hours required 56-57 hours

* Course prerequisites are required.

Elementary Education

Elementary education majors must complete professional and general education requirements previously listed and the required elementary education hours listed below. In order to assist with program planning, the semester in which courses are offered are indicated below.

The following courses are required of candidates seeking Elementary Education licensure.

ED 262	Adolescent and Children's Literature	3 hours	F
ED 331	Methods for Teaching Elementary and Middle Level Mathematics	3 hours	F
ED 348*	Methods for Teaching Elementary and Middle School Science	3 hours	F
ED 352**	Essentials of Reading	3 hours	Sp
ED 354	Essentials of Reading Supervised Practicum	3 hours	Sp
ED 363***	Elementary School Social Studies	3 hours	Sp
ED 380****	Elementary and Middle Level Methods for Music, Art, Physical Education and Health	3 hours	F
MA 261	Mathematics for Elementary and Middle School Teachers I	3 hours	F
MA 262	Mathematics for Elementary and Middle School Teachers II	3 hours	Sp
ED 413 or 414	Special Education Requirement	3 hours	F/S
Total hours required		30 hours	

*Prerequisite for ED 348 Methods for Teaching Elementary and Middle School Science:
HP 245 Human Nutrition *or* comparable course

**Prerequisites for ED 352 Essentials of Reading :
ED 262 Adolescent and Children's Literature and ED 366

***Supporting Courses for ED 363 Elementary School Social Studies
One course from any two of the following areas:
economics
geography
USA, KS, or world history
American politics or government

****Supporting Courses for ED 380 Elementary and Middle Level Methods for Music, Art, Physical Education and Health:
MU 120 Understanding Music *or* comparable music course *and*
AE 110 Visual Language *or* comparable art course
OR
LS 111 Liberal Studies Seminar I *and* LS 112 Liberal Studies Seminar II

NOTE: Candidates who are considering studying abroad should plan carefully.
Please note that ED 352 Essentials of Reading, ED 354 Essentials of Reading Supervised Practicum, and MA 262 Math for the Elementary and Middle School Teacher II have prerequisites.

English

The English education program is approved by the Kansas Department of Education for the purpose of licensing grades 6-12 language arts teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking English licensure from Baker University.

EN 204	Writing and Research for Literary Studies	3 hours
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One of the following two courses:

EN 210	American Literature, Colonial Period to 1890	
EN 212	American Literature since 1890	3 hours

One of the following two courses:

EN 220	European Literature through the Renaissance	
EN 222	European Literature since the Renaissance	3 hours

One of the following two courses:

EN 226	Contemporary and Minority Literature	
EN315	Post-Colonial Literature	3 hours

Each of the following courses:

EN 330	British Literature to 1780	3 hours
EN 331	British Literature since 1780	3 hours
EN 361*	Methods of Teaching Secondary and Middle Level English	3 hours
EN 363	The English Language	3 hours
EN 365	Advanced Composition	3 hours
EN 380	Shakespeare	3 hours
EN 460	Critical Approaches to Literature	3 hours
EN 4XX	Two 400-level seminar courses in two different areas	6 hours

Total hours required		39 hours
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* Course prerequisites are required.

World Language

The world language education program is approved by the Kansas Department of Education for the purpose of licensing PK-12 French, German, or Spanish teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The world language licensure program is structured so that candidates develop competence in all phases of language study, including culture and literature. In order to build linguistic and cultural competence, candidates are required to study abroad. Students can choose from a wide variety of programs with destinations such as Austria, France, Germany, Mexico, and Spain. Baker University allows a student engaged in a study abroad program to apply all financial aid (with the exception of work/study) to the off-campus experience, and supplemental aid is available to qualified candidates through the Challenge Program.

Two programs exist for teacher licensure in a world language. Program I requires 30 semester hours and is designed for those candidates who intend to have a world language serve as a first teaching field. Candidates must earn a minimum of 27 semester hours in courses numbered 200 and above in the language of specialization. In addition, all licensure candidates in world languages must successfully complete WL450 - Theory and Methods of World Language Teaching (3 hrs.).

Program II is reserved for candidates who have met licensure requirements in one world language and seek an additional endorsement in a second world language. To be certified in the second language candidates must earn a minimum of 18 semester hours in courses numbered 204 or above.

All language majors must complete a senior mastery project in an upper level course.

French

The following courses are required:

FR 203	Building Proficiency in French	3 hours
FR 204	Making Connections in French	3 hours
FR 305	Composition in Cultural Context	3 hours
FR 306	Conversation in Cultural Context	3 hours
FR 340	French Civilization and Culture	3 hours
FR 360	Introduction to French Literature	3 hours
WL 450*	Methods of Teaching World Languages	3 hours

FR Electives (including one literature course) 9 hours

Total hours required 30 hours

* Course prerequisites are required.

German

The following courses are required:

GN 203	Building Proficiency in German	3 hours
GN 204	Making Connections in German	3 hours
GN 305	Composition in Cultural Context	3 hours
GN 306	Conversation in Cultural Context	3 hours
GN 340	German Civilization and Culture	3 hours
GN 360	Introduction to German Literature	3 hours
WL 450*	Methods of Teaching World Languages	3 hours
GN Electives	(including one literature course)	9 hours

Total hours required 30 hours

* Course prerequisites are required.

Spanish

The following courses are required:

SP 203	Building Proficiency in Spanish	3 hours
SP 204	Making Connections in Spanish	3 hours
SP 305	Spanish Composition in Cultural Context	3 hours
SP 306	Spanish Conversation in Cultural Context	3 hours
SP 360	Introduction to Hispanic Literature	3 hours
WL 450*	Methods of Teaching World Languages	3 hours
SP Electives	(including one literature course)	9 hours

One of the following is required:

SP 343	Civilization and Culture of Spain	
SP 344	Civilization and Culture of Latin America	3 hours

Total hours required 30 hours

* Course prerequisites are required.

Health

The health education program is approved by the Kansas Department of Education for the purpose of licensing PreK-12 health teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking health education licensure from Baker University.

HP 180	Concepts of Health	3 hours
HP 181	Introduction to HSHP	3 hours
HP 182	First Aid, CPR, and Safety	3 hours
HP 241	Techniques of Teaching Individual and Dual Sports	3 hours
HP 242	Techniques of Teaching Team Sports	3 hours
HP 244	Essentials of Sports Medicine	3 hours
HP 250	Practicum Experience in Health	1 hour
HP 343	Physiology of Exercise	3 hours
HP 346	Adapted Activities for Special Populations	3 hours
HP 347	Applied Kinesiology	3 hours
HP 339*	Methods of Teaching Physical Education and Health	3 hours
HP 388	Organization & Administration of Health, Physical Education, Recreation, and Athletics	3 hours

Activity courses:

HP 1XX	Team Sport	1 hour
HP 167	Cross Training	1 hour

Supporting Courses:

BI 246	Human Anatomy and Physiology I	4 hours
HP 245	Human Nutrition	3 hours

Total hours required 43 hours

* Course prerequisites are required.

History and Government

The history and government education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 history and government teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking U.S. history, U.S. government, and world history licensure from Baker University:

HI 127	History of the United States to 1877	3 hours
HI 128	History of the United States since 1877	3 hours
HI 142	World Civilizations III	3 hours
HI 143	World Civilizations IV	3 hours
HI 226	Laboratory Course in Historical Methods	3 hours
HI 346	History of Kansas	3 hours
HI 436	Senior Seminar in History	3 hours
IN 101	Introduction to International Studies	3 hours
PS 115	Introduction to American Politics	3 hours
SO 115	Principles of Sociology	3 hours
SS 484*	Teaching Social Studies in the Secondary School	3 hours

Total hours required 33 hours

* Course prerequisites are required.

Journalism

The journalism education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 journalism teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

Candidates are provided with opportunities for practical experience in journalism through required professional media, corporate and not-for-profit internships and participation on the **Baker University Orange**, the university's weekly newspaper.

The following courses are required of candidates seeking Journalism licensure from Baker University.

MM 140	Mass Media and Society	3 hours
MM 230	Digital Media I	3 hours
MM 231	Digital Media II	3 hours
MM 250	Writing for the Mass Media I	3 hours
MM 331	Mass Media Ethics	3 hours
MM 341	Editing	3 hours
MM 450*	Scholastic Journalism (Methods)	3 hours
MM 476	Senior Seminar in Communication	3 hours
MM 478	Mass Media Law	3 hours
MM 345	Advanced Reporting	3 hours

Total hours required 30 hours

* Course prerequisites are required.

Mathematics

The mathematics program is approved by the Kansas State Department of Education for the purpose of licensing 6-12 mathematics teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking mathematics licensure from Baker University.

MA 171	Calculus and Analytic Geometry I	4 hours
MA 172	Calculus and Analytic Geometry II	4 hours
MA 271	Calculus and Analytic Geometry III	4 hours
MA 281	Introduction to Linear Algebra	4 hours
MA 291	Introduction to Higher Mathematics	3 hours
MA 332	Geometry for Teachers	3 hours
MA 355	Advanced Introduction to Statistics	3 hours
MA 362	Modern Geometries	3 hours
MA 383	Introduction to Modern Algebra	3 hours
ED 412*	Methods of Teaching Secondary Mathematics	3 hours
CS 175	Introduction to Computer Science, C++	4 hours

Total hours required 38 hours

* Course prerequisites are required.

Middle Level English
Late Childhood through Early Adolescence
(Grades 5 - 8)

The middle level English education major and/or English language arts licensure program is approved by the Kansas Department of Education for the purpose of licensing grades 5-8 English language arts teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking middle level English language arts licensure from Baker University.

EN 120 Introduction to Literature	3 hours
EN 204 Writing and Research for Literary Studies	3 hours
EN 212 American Literature Since 1890	3 hours
EN 232 Poetry Writing I	3 hours
EN 313 Mythology	3 hours
EN 331 British Literature Since 1780	3 hours
EN 361* Methods of Teaching Sec. and Middle Level English	3 hours
EN 363 The English Language	3 hours
EN 365 Advanced Composition	3 hours

One of the following two courses:

EN 226 Contemporary and Minority Literature	
EN 315 Post-Colonial Literature	3 hours

Candidates seeking this endorsement must also take:

ED/EN262 Adolescent and Children's Literature	3 hours
EN 342 Language and Communication Arts in the Middle Grades	3 hours
ED 409 Teaching Middle Level Learners	3 hours

Total Hours required	39 hours
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* Course prerequisites are required.

NOTE: Persons completing a major and initial licensure in another area and adding middle level English as a second endorsement field should consult with the department chair for possible program modifications.

Middle Level Mathematics
Late Childhood through Early Adolescence
(Grades 5-8)

The middle level mathematics education major and/or licensure program is approved by the Kansas State Department of Education for the purpose of licensing 5-8 mathematics teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking middle level mathematics licensure from Baker University.

All students must have taken Algebra II and Geometry in high school or have completed equivalent coursework from a junior college.

MA 142	The Language of Mathematics	3 hours
MA 171	Calculus and Analytic Geometry I	4 hours
MA 172	Calculus and Analytic Geometry II	4 hours
MA 261	Mathematics for Elem. and Middle School Teachers I	3 hours
MA 262	Mathematics for Elem. and Middle School Teachers II	3 hours
MA 291	Introduction to Higher Mathematics	3 hours
MA 332	Geometry for Teachers	3 hours
MA 355	Advanced Introduction to Statistics	3 hours
ED 331	Methods for Teaching Elem. and Middle School Math I	3 hours
ED 409*	Teaching Middle Level Learners	3 hours
CS 151	Introduction to Computing for Non-Science Majors	3 hour

Total hours required	35 hours
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* Course prerequisites are required.

NOTE: Persons completing a major and initial licensure in another area and adding middle level mathematics as a second endorsement field should consult with the department chair for possible program modifications.

Middle Level Science
Late Childhood through Early Adolescence
(Grades 5 - 8)

The middle level science education major and/or licensure program is approved by the KSDE for the purpose of licensing 5-8 science teachers. The following courses will satisfy the content courses needed for licensure. Please note that all teachers must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking middle level science licensure from Baker University.

BI 151	Introduction to Molecular and Cellular Biology	4 hours
BI 246	Human Anatomy and Physiology I	4 hours
BI 251	Introduction to Ecological and Organismal Biology	4 hours
CH 120	Basic Chemistry (if not taken in high school)	3 hours
CH 137	General Chemistry	4 hours
ED 348*	Methods for Teaching Elementary and Middle School Science	3 hours
ED 409	Teaching Middle Level Learners	3 hours
GE 210	General Geology	3 hours
PC 140	Astronomy	3 hours

One of the following:

PC 125	Introduction to Physics	
PC 225	General Physics	4 hours

One of the following:

MA 145	College Algebra	3 hours
MA 171	Calculus I	4 hours

Any 300-level course with a lab 4 hours

Total hours required 39-43 hours

* Course prerequisites are required.

NOTE: Persons completing a major and initial licensure in another area and adding middle level science as a second endorsement field should consult with the department chair for possible program modifications.

Bachelor of Music Education for General Licensure

General - Vocal and Instrumental Music PreK-12

The Bachelor of Music Education for general licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 vocal and instrumental music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must earn a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.

The following courses are required of candidates seeking PK-12 Vocal and Instrumental licensure:

Musicianship:

MU 151	Music Theory Fundamentals	2 hours
MU 153	Sight-Singing, Dictation, and Aural Skills	1 hour
MU 157	Class Piano	1 hour
MU 164	18 th Century Harmony	3 hours
MU 158	Class Piano	1 hour
MU 263	Chromatic Harmony	3 hours
MU 257	Class Piano	1 hour
MU 264	20 th Century Compositional Techniques	3 hours
MU 258	Class Piano	1 hour
MU 320	World Music	3 hours
MU 331	History of Western Music I	3 hours
MU 332	History of Western Music II	3 hours
MU 362	Instrumental Arranging	1 hour
MU 249	Diction: English/Italian/Latin	1 hour
MU 349	Diction: German/French	1 hour
MU 354	Form and Analysis	2 hours
MU 244	Choral Conducting Techniques	1 hour
MU 246	Instrumental Conducting Techniques	1 hour
MU 282	Methods of Teaching Strings	1 hour
MU 283	Methods of Teaching Brass	1 hour
MU 284	Methods of Teaching Woodwinds	1 hour
MU 285	Methods of Teaching Percussion	1 hour
MU 286	Methods of Teaching Voice	1 hour
MU 287	Methods of Teaching Guitar	1 hour
MU 461	Teaching Choral Music	4 hours
MU 462	Teaching Instrumental Music	4 hours
MU 463	Teaching Elementary General Music	4 hours
	Recital/Concert Attendance (7 semesters minimum)	0 hours

Performance:

MU 21XM	Applied Lessons: Primary	4 hours
MU 41XM	Applied Lessons: Primary	4 hours
MU 2XX	Large Ensemble (Primary)	4 hours
MU 4XX	Large Ensemble (Primary)	3+ hours
MU 2XX	Large Ensemble (Secondary)	4 hours
MU 2XX	Chamber Ensemble	2 hours
MU 480	Partial Recital	1 hour

The student earns credit in two of the following depending on the primary performance area.

MU 217	Applied Lessons: Secondary Voice (inst. or piano major)	2 hours
MU 21X	Applied Lessons: Secondary Inst. (inst., piano, or voice major)	2 hours
MU 215	Applied Lessons: Secondary Piano (voice major)	2 hours
Total hours required		76 hours

Bachelor of Music Education for Instrumental Licensure

Instrumental Music PreK-12

The Bachelor of Music Education for instrumental licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 instrumental music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.

The following courses are required of candidates seeking PK-12 Instrumental licensure:

Musicianship:

MU 151	Music Theory Fundamentals	2 hours
MU 153	Sight-singing, Dictation, and Aural Skills	1 hour
MU 157	Class Piano	1 hour
MU 164	18 th Century Harmony	3 hours
MU 158	Class Piano	1 hour
MU 263	Chromatic Harmony	3 hours
MU 257	Class Piano	1 hour
MU 264	20 th Century Compositional Techniques	3 hours
MU 258	Class Piano	1 hour
MU 320	World Music	3 hours
MU 331	History of Western Music I	3 hours
MU 332	History of Western Music II	3 hours
MU 362	Instrumental Arranging	1 hour
MU 246	Instrumental Conducting Techniques	1 hour
MU 249	Diction: English/Italian/Latin	1 hour
MU 354	Form and Analysis	2 hours
MU 246	Instrumental Conducting Techniques	1 hour
MU 282	Methods of Teaching Strings	1 hour
MU 283	Methods of Teaching Brass	1 hour
MU 284	Methods of Teaching Woodwinds	1 hour
MU 285	Methods of Teaching Percussion	1 hour
MU 286	Methods of Teaching Voice	1 hour

Performance:

MU 21XM	Applied Lessons: Primary	4 hours
MU 41XM	Applied Lessons: Primary	4 hours
MU 2XX	Large Ensemble (Primary)	4 hours
MU 4XX	Large Ensemble (Primary)	3+ hours
MU 2XX	Large Ensemble (Secondary)	4 hours
MU 2XX	Chamber Ensemble	2 hours
MU 480	Partial Recital	1 hour

The student earns credit in two of the following depending on the primary performance area.

MU 217	Applied Lessons: Secondary Voice (inst. or piano major)	2 hours
MU 21X	Applied Lessons: Secondary Inst. (inst., piano, or voice major)	2 hours
MU 215	Applied Lessons: Secondary Piano (voice major)	2 hours

Total hours required	61 hours
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Bachelor of Music Education for Vocal Licensure

Vocal Music PreK-12

The Bachelor of Music Education for vocal licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 vocal music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.

The following courses are required of candidates seeking PK-12 Vocal and Instrumental licensure:

Musicianship:

MU 151	Music Theory Fundamentals	2 hours
MU 153	Sight-singing/ Dictation/Aural Skills	1 hour
MU 157	Class Piano	1 hour
MU 164	18 th Century Harmony	3 hours
MU 158	Class Piano	1 hour
MU 263	Chromatic Harmony	3 hours
MU 257	Class Piano	1 hour
MU 264	20 th Century Compositional Techniques	3 hours
MU 258	Class Piano	1 hour
MU 320	World Music	3 hours
MU 331	History of Western Music I	3 hours
MU 332	History of Western Music II	3 hours
MU 362	Instrumental Arranging	1 hour
MU 249	Diction: English/Italian/Latin	1 hour
MU 349	Diction: German/French	1 hour
MU 354	Form and Analysis	2 hours
MU 244	Choral Conducting Techniques	1 hour

One of the following four courses:

MU 282	Methods of Teaching Strings	2 hours
MU 283	Methods of Teaching Brass	2 hours
MU 284	Methods of Teaching Woodwinds	2 hours
MU 285	Methods of Teaching Percussion	2 hours

Each of the following courses:

MU 286	Methods of Teaching Voice	1 hour
MU 287	Methods of Teaching Guitar	1 hour
MU 461	Teaching Choral Music	4 hours
MU 463	Teaching Elementary General Music	4 hours
	Recital/Concert Attendance (7 semesters minimum)	0 hours

Performance:

MU 21XM	Applied Lessons: Primary	4 hours
MU 41XM	Applied Lessons: Primary	4 hours
MU 2XX	Large Ensemble: Primary	4 hours
MU 4XX	Large Ensemble: Primary	3+ hours
MU 2XX	Large Ensemble: Secondary	4 hours
MU2XX	Chamber Ensemble	2 hours
MU 480	Partial Recital	1 hour

The student earns credit in two of the following depending on the primary performance area.

MU 217	Applied Lessons: Secondary Voice (inst. or piano major)	2 hours
MU 21X	Applied Lessons: Secondary Inst. (inst., piano, or voice major)	2 hours
MU 215	Applied Lessons: Secondary Piano (voice major)	2 hours

Total hours required 69 hours

Physical Education

The physical education program is approved by the Kansas Department of Education for the purpose of licensing PK-12 physical education teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking physical education licensure from Baker University.

K-12 Physical Education and Health Licensure - Department Courses:

HP 180	Concepts of Health	3 hours
HP 181	Introduction to HSHP	3 hours
HP 182	First Aid, CPR, and Safety	3 hours
HP 241	Techniques of Teaching Individual and Dual Sports	3 hours
HP 242	Techniques of Teaching Team Sports	3 hours
HP 243	Movement and Rhythm	3 hours
HP 244	Essentials in Sports Medicine	3 hours
HP 339*	Methods of Teaching Physical Education and Health	3 hours
HP 343	Physiology of Exercise	3 hours
HP 346	Adapted Activities for Special Populations	3 hours
HP 347	Applied Kinesiology	3 hours
HP 388	Organization & Administration of Health, Physical Education, Recreation, and Athletics	3 hours
Activity courses:		
HP 1XX	Team Sport	1 hour
HP 167	Cross Training	1 hour
Supporting Courses:		
HP 245	Human Nutrition	3 hours
BI 246	Human Anatomy and Physiology I	4 hours
Total hours required		45 hours

* Course prerequisites are required

Physical Education/Health

A candidate wanting to earn both physical education and health licensure should include the following courses. This page is provided as a service to students and represents an overlap of the physical education and health programs approved by the Kansas Department of Education for the purpose of licensing PK-12 physical education/health teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking physical education/health licensure from Baker University.

K-12 Physical Education and Health Licensure - Department Courses:

HP 180	Concepts of Health	3 hours
HP 181	Introduction to HSHP	3 hours
HP 182	First Aid, CPR, and Safety	3 hours
HP 241	Techniques of Teaching Individual and Dual Sports	3 hours
HP 242	Techniques of Teaching Team Sports	3 hours
HP 243	Movement and Rhythm	3 hours
HP 244	Essentials in Sports Medicine	3 hours
HP 250	Practicum Experience in Health	1 hour
HP 339*	Methods of Teaching Physical Education and Health	3 hours
HP 343	Physiology of Exercise	3 hours
HP 346	Adapted Activities for Special Populations	3 hours
HP 347	Applied Kinesiology	3 hours
HP 388	Organization & Administration of Health, Physical Education, Recreation, and Athletics	3 hours

Activity courses:

HP 1XX	Team Sport	1 hour
HP 167	Cross Training	1 hour

Supporting Courses:

HP 245	Human Nutrition	3 hours
BI 246	Human Anatomy and Physiology I	4 hours

Total hours required	46 hours
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* Course prerequisites are required.

Physics

The physics program is approved by the Kansas Department of Education for the purpose of licensing 6-12 physics teachers. Two programs are available which lead to teacher licensure in physics. Program I is completed by those candidates earning initial licensure in physics. An additional 1-3 upper level hours in physics is required for a degree in physics. Program II is designed for candidates who have earned teacher licensure in another field and wish to add a physics endorsement. Please note that all teacher candidates must have a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements.

The following courses are required of candidates seeking physics licensure:

Program I:

PC 140	Astronomy	
OR		
PC 141	The Solar System	3 hours
PC 225	General Physics I	4 hours
PC 226	General Physics II	4 hours
PC 325	General Physics III	4 hours
PC 491	Senior Projects	1-3 hours
ED 410*	Methods for Teaching Secondary School Science	3 hours
Choose four of the following courses:		
PC 332	Electronics	4 hours
PC 340	Astrophysics	3 hours
PC 365	Wave Motion and Optics	3 hours
PC 390	Thermodynamics	3 hours
PC 441	Nuclear Physics	4 hours
PC 460	Elementary Particles Physics	3 hours
PC 470	Advanced Electricity and Magnetism	3 hours
PC 480	Advanced Mechanics	3 hours
PC 490	Quantum Mechanics	3 hours
PC 495	Special Topics	3 hours
Supporting courses:		
MA 171	Calculus & Analytic Geometry I	4 hours
MA 172	Calculus & Analytic Geometry II	4 hours
MA 271	Calculus & Analytic Geometry III	4 hours
MA 372	Differential Equations	<u>3 hours</u>
Total		46-50 hours

Program II:

PC 140	Astronomy	
OR		
PC 141	The Solar System	3 hours
PC 225	General Physics I	4 hours
PC 226	General Physics II	4 hours
PC 325	General Physics III	4 hours
ED 410	Methods for Teaching Science	3 hours
Supporting courses:		
MA 171	Calculus & Analytic Geometry I	4 hours
MA 172	Calculus & Analytic Geometry II	4 hours
MA 271	Calculus & Analytic Geometry III	4 hours
Total hours required		30 hours

* Course prerequisites are required.

Psychology

The psychology licensure program is designed for candidates who are completing initial licensure in another discipline and are interested in adding an endorsement in psychology. Such a program is intended to enhance the marketability of such candidates as well as to service the needs of area school districts.

The following courses are required of candidates seeking psychology licensure from Baker University.

PY 111	General Psychology	3 hours
PY 243	Human Development	3 hours
PY 251	Research Methods I	4 hours
ED 416*	Methods for Teaching Secondary School Psychology	3 hours

Two of the following courses:

PY 234	Abnormal Psychology	3 hours
PY 236	Social Psychology	3 hours
PY 238	Psychology of Personality	3 hours
PY 258	Industrial/Organization Psychology	3 hours

One of the following courses:

PY 346	Physiological Psychology	4 hours
PY 352	Sensation and Perception	4 hours
PY 358	Cognitive Psychology	4 hours
PY 374	Learning and Behavior	4 hours

One of the following courses:

PY 382	Health Psychology	3 hours
PY 385	Counseling	3 hours
PY 399	Selected Topics in Psychology	3 hours

Total hours required	26 hours
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* Course prerequisites are required.

NOTE: Since Psychology is an added endorsement and a candidate will have completed a methods course in the initial licensure area, the additional methods course may not be required.

Special Education Provisional Endorsement

Education candidates at all levels may **add** a provisional endorsement in special education upon completion of nine credit hours.

The following courses are required of candidates seeking special education provisional endorsement:

ED 413	Methods for Teaching Adaptive Learners	3 hours	F
ED 414	Characteristics of Adaptive Learners	3 hours	SP
ED 415	Practicum for Adaptive Learners	3 hours	SP

What is a Provisional License?

The provisional license is a two year license. It may be renewed for an additional two years by making appropriate progress on the remaining coursework.

What are the requirements for a Provisional Teaching Endorsement License?

- You must already hold a valid teaching license in another subject.
- A Kansas district must verify you are assigned to teach in the provisional subject area at the appropriate level.

Speech and Theater

The speech and theater program is approved by the Kansas Department of Education for the purpose of licensing 6-12 speech and theater teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking speech and theater licensure from Baker University.

MM 140	Mass Media and Society	3 hours
CO 115	Oral Communication	3 hours
CO/TH 120	Performance of Literature	3 hours
CO 230	Communications Workshop	1 hour
CO 380	Argumentation and Debate	3 hours
CO 472*	Teaching Speech Communication and Theatre Arts	3 hours
CO 476	Senior Seminar in Communication	3 hours
TH 111	The Theater Experience	3 hours
TH 130	Acting I	3 hours
TH 145	Stagecraft	3 hours
TH 155	Introduction to Theatrical Design	3 hours
TH 220	Stage Management	3 hours
TH 255	Costuming and Makeup	3 hours
TH 476	Directing	3 hours
TH 493	The Production Process	1 hour

One of the following two courses:

TH 320	Theater History I	3 hours
TH 330	Theater History II	

Total hours required	44 hours
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* Course prerequisites are required.

SECTION III ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

Seven Stages of the Teacher Education Program

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders. Students who become teachers in the U-SOE program will progress through seven stages.

- Stage 1-PC—Pre-Candidate or -NQ—Non-Qualified
- Stage 2—Newly Admitted Candidate (Admission to the Program)
- Stage 3—Candidate Status (Good Standing, Conditional, Probationary)
- Stage 4—Entry to Student Teaching
- Stage 5—Exit from Student Teaching
- Stage 6—Program Completion
- Stage 7—After Program Completion (Initial Licensure)

Admission to the U-SOE Teacher Education Program

A student is considered a **Pre-Candidate** after 1) making application to the program and 2) if currently enrolled in and attending classes for ED 100. This is Stage 1-PC of the Teacher Education Program.

A Pre-Candidate is considered **Non-Qualified** when at least one of the following situations occurs: 1) The Pre-Candidate did NOT complete an application to the program, 2) the Pre-Candidate did NOT successfully complete ED 100, or 3) the Pre-Candidate did NOT earn a score of 235 or higher on at least two of the three sections of the C-BASE or earn passing scores on at least two sections of the PPST or qualify for an exemption (ACT score of 26 or above or SAT score of 1170 or above). This is Stage 1-NQ of the Teacher Education Program.

A student may be **admitted to the program** and termed a **Newly Admitted Candidate** by fulfilling the criteria for Stage 2 which are 1) successful completion of ED 100 and 2) a score of 235 or higher on at least two out of three sections of the C-BASE, or passing scores on at least two sections of the PPST, or qualification for an exemption (ACT score of 26 or above or SAT score of 1170 or above). Program data will be collected on all students in Stages 2 through 7.

When students meet the requirements for Stage 2, they are then referred to as **Candidates** and are reviewed by the U-SOE for admittance into or continuance in the U-SOE Teacher Education Program. The Undergraduate Teacher Education Committee is notified once each semester of all candidates admitted to the Teacher Education Program by the U-SOE.

Candidates approved for admittance/continuance by the Undergraduate Teacher Education Committee will be notified in writing of their acceptance to and status in the program. The notification will indicate specific deficiencies if appropriate. Copies of this information will be shared with the student's major advisor.

All freshmen who believe that they may have an interest in teacher education are encouraged to enroll in ED 100 Teaching as a Career which is an exploratory course. *After the first semester of a student's college*

career, concurrent enrollment in both ED 100 and ED 243 is permitted. Potential candidates who do not qualify for an exemption (ACT score of 26 or above or SAT score of 1170 or above) are required to take the English, Writing, and Mathematics sections of the College Base Academic Subject Examination (C-BASE) or the Pre-Professional Skills Tests (PPST) during ED 100.

As candidates move through the Teacher Education Program, there are various factors considered that determine candidate status. Candidates must meet set criteria involving:

- 1) standardized basic skills test scores (C-BASE or PPST),
- 2) completion of professional and content coursework with a grade of "C" or above*,
- 3) grade point averages,
- 4) personal and professional skills scores (see Appendix F), and
- 5) practica evaluation scores.

***NOTE A grade of "C-" will not meet this requirement.** We will continue considering a grade of "C" or a 2.0 as passing. A grade of "C-" in a professional or licensure content area course will result in the need to retake the course.

Descriptions of Stages

Stage 1-PC—Pre-Candidate

A student is considered a Pre-Candidate when the following criteria have been met.

- ✓ Made application to the program
- ✓ Currently enrolled in ED 100

Pre-Candidates may not enroll in ED 244 or any 300- or 400-level education courses.

Stage 1-NQ—Non-Qualified

A Pre-Candidate is considered Non-Qualified when at least one of the following exists:

- ✓ The Pre-Candidate did NOT complete an application to the program.
- ✓ The Pre-Candidate did NOT successfully complete ED 100.
- ✓ The Pre-Candidate did NOT earn a score of 235 or higher on at least two of the three sections of the C-BASE or earn passing scores on at least two sections of the PPST or qualify for an exemption

Non-Qualified students may not enroll in any education courses.

Non-Qualified students will be counseled by the Department Chair in order to help the students understand the requirements that must be met before they are allowed to enroll in education courses. A "Plan for Addressing Concerns Regarding Student Status" form will be completed.

Stage 2—Newly Admitted Candidate

A student is admitted as a Newly Admitted Candidate when ALL of the following criteria have been met.

- ✓ Successfully completed ED 100
- ✓ Earned a score of 235 or higher on at least two out of three sections of the C-BASE or earned passing scores on at least two sections of the PPST or qualified for an exemption (ACT score of 26 or above or SAT score of 1170 or above)

Newly Admitted Candidates may not enroll in ED 244 or any 300- or 400-level education courses, until ED 243 is successfully completed.

Stage 3—Candidate Status Categories

Good Standing

An ***admitted*** candidate is considered to be in Good Standing if ALL of the following criteria have been met.

- ✓ Earned scores of 235 on all required sections of the C-BASE or passing scores on all sections of the PPST or qualified for an exemption (ACT score of 26 or above or SAT score of 1170 or above)
- ✓ Earned a grade of "C" or above in ED 243 and all licensure content area and professional courses taken as well as CO 115
- ✓ Attained an overall cumulative GPA of 2.5 or above
- ✓ Attained a content area and professional GPA of 2.8 or above
- ✓ Attained a composite average of 3.5 or above on the Personal and Professional Skills Survey
- ✓ Attained a composite average of 3.5 or above on Professional Development School practica evaluations

Candidates must be in Good Standing in order to be approved for student teaching.

Conditional

An ***admitted*** candidate is considered to be Conditional if ONE or more of the criteria for Good Standing is not met and ALL of the following have been met.

- ✓ Earned scores of 235 on two of the three sections of the C-BASE or passing scores on two of the three sections of the PPST or qualified for an exemption
- ✓ Completed ED 243 with a grade of "C" or above.
- ✓ Attained an overall cumulative GPA of 2.4 or above
- ✓ Attained a content area and professional GPA of 2.5 or above
- ✓ Attained a composite average of 3.0 or above on the Personal and Professional Skills Surveys
- ✓ Attained a composite average of 3.0 or above on Professional Development School practica evaluations

U-SOE faculty members will meet with all Conditional candidates in order to complete a *Plan for Addressing Concerns Regarding Student Status* form, which will be provided to advisors.

Probationary

An ***admitted*** candidate who has completed ED 243 is considered to be Probationary if ONE or more of the criteria for Conditional status is not met. **A candidate who has not earned a "C" or above in ED 243 is considered Probationary.**

Probationary Candidates may not enroll in any 300- or 400-level professional education course unless they are retaking such a course.

U-SOE faculty members will meet with all Probationary candidates in order to complete a *Plan for Addressing Concerns Regarding Student Status* form, which will be provided to advisors.

Stage 4—Entry to Student Teaching

The Undergraduate Teacher Education Committee grants candidates permission to enter the student teaching semester. In order to be admitted into the student teaching semester, a candidate must be in Good Standing and have met the following criteria:

- ✓ Completion of all Good Standing requirements
- ✓ Approval from the Undergraduate Teacher Education Committee
- ✓ Completion of 15 hours of community service
- ✓ Completion of the requirements outlined in the Student Artifacts Notebook
- ✓ Completion of at least 15 hours of credit from Baker University
- ✓ Completion of an application to student teach
- ✓ Completion of CO 115, PY 111, and PY 243
- ✓ Completion of all professional and content coursework except the student teaching semester*

*NOTE: This indicates that no candidate may student teach with a grade of "Incomplete" from the semester prior to the student teaching semester.

Further information on Stage 4 and the student teaching semester is included in Section VII The Student Teaching Semester of the TEPPH.

Stage 5—Exit from Student Teaching

Candidates must complete clinical practice (student teaching) with a grade of "C" or above. They will also complete the Kansas Performance Teaching Portfolio (KPTP) during student teaching. A listing of these requirements includes:

- ✓ Earn a grade of "C" or above in student teaching
- ✓ Successfully complete the KPTP
- ✓ Attain a composite average of 3.0 on the cooperating and supervising teacher summative evaluations with no more than two criteria scores below a 3.0 on any one evaluation form

Stage 6—Program Completion

Candidates who have graduated and met all program requirements are deemed program completers. In addition, successful program completion requires:

- ✓ Maintaining a cumulative GPA ≥ 2.5 (on a 4.0 scale)
- ✓ Maintaining a GPA ≥ 2.8 on professional and content coursework
- ✓ Successful completion of all content and professional courses with a grade of "C" or above including student teaching

Stage 7—After Program Completion (Initial Licensure)

Candidates who have graduated, completed the program, and earned passing scores on the Praxis II Principles of Learning and Teaching (PLT) and the appropriate content area test(s), may apply for a teaching license from the Kansas State Department of Education. Further information on Stage 7 and procedures for obtaining a teaching license are included in Section VIII Procedures for Obtaining Teacher Licensure of the TEPPH. You can also find further information on the required Praxis test in Section VI Pre-Licensure Testing of the TEPPH. The Licensure Officer will provide assistance with this process.

Retention in the Program

Automatic Drop

If a student has not taken ED 243 within three semesters after taking ED 100, he/she will be removed from the department database unless the student has contacted the Licensure Officer with notification of plans to continue in the program. These students will be emailed of the plans to drop them from the program unless the department is notified. If and when the dropped student decides to take ED 243, he/she will be required to make application again at that time and will then be governed under the requirements of the handbook in use at that time.

Candidate Dismissal

Candidates will not be allowed to enroll in education courses if ANY of the following situations occur: and are subject to dismissal from the teacher education program.

- ✓ Personal and/or professional misconduct
- ✓ Academic misconduct
- ✓ Failed the same professional education course twice
- ✓ Failed three or more professional education courses

See the list below of Professional Education courses.

Professional Education courses:

- ED 100 Teaching as a Career
- ED 243 Introduction to Education
- ED 244 Introduction to Education Practicum
- ED 264 Foundations of Classroom Management
- ED 265 Technology for Teachers
- ED 309 Evaluation Techniques for the Classroom
- ED 311 Fundamentals of Teaching English Language Learners
- ED 320 Education Field Service Practicum I
- ED 321 Education Field Service Practicum II
- ED 322 Education Field Service Practicum III
- ED 343 Educational Psychology
- ED 345 Psychology of the Exceptional Learner
- ED 366 Teaching Elementary Language Arts in the Content Areas

OR

- ED 368 Teaching Reading in the Secondary Content Areas
- IS 199 Diversity in Education Interterm (open to juniors and seniors)
- ED 462 Education Orientation Internship
- ED 440 Elementary and Middle Level Methods
- ED 450 Student Teaching in the Elementary or Middle School
- ED 460 Secondary and/or Middle Level Methods
- ED 470 Student Teaching at the Secondary and/or Middle Level
- ED 480 Middle Level Student Teaching

Readmission

If five or more years have elapsed since a student was deleted from the Undergraduate SOE database, the student will be required to meet teacher licensure requirements of the handbook in effect at the time of readmission.

Due Process Procedure

Students have the right to petition decisions and policies made by the Undergraduate Department of the School of Education. Petitions may be submitted in letter format to the department chair.

Explanations of Further Requirements

Communication

The official means of communication between the U-SOE and students will be Baker University email. Students are responsible for checking their Baker and maintaining their mailboxes so that messages can be received and sent; ignored mailboxes may become too full and reject messages.

TaskStream

Candidates will be required to purchase and maintain a membership in TaskStream for courses taken after ED 243. Information will be provided in the appropriate courses. The benefits of this membership are numerous. Students may create rubrics, access state standards for lesson plan writing, and create a Professional Portfolio. TaskStream is the primary data collection vehicle for the U-SOE. Students benefit from this data collection since it provides valuable feedback to U-SOE faculty and supports the accreditation process.

Conviction of a Crime Punishable as a Felony

Candidates who have been convicted of, or who pleaded guilty to a felony or crime involving theft, drugs, or a child are required to submit a certified copy of the court order or diversion agreement to the Kansas State Department of Education (KSDE) at the time of making application for teacher licensure. Persons with felony or criminal convictions will be reviewed by the Kansas Professional Practices Commission prior to issuance of a teaching license. The teacher candidate may not receive licensure to teach in Kansas. KSDE recommends that teacher education institutions inform all teacher education candidates of this practice as they enter and progress through the teacher education program, and certainly inform candidates prior to application for licensure.

All Baker University education candidates will be required to sign a copy of the “Felony Disclosure” form during ED 100 and in each subsequent course that involves an unsupervised field experience, practicum, or other activity involving school-aged students. Counseling sessions may be required depending on the information collected on this form.

Involvement in and Service to the Larger Community

Candidates are expected to demonstrate involvement in and service to the larger community. The department expects candidates to provide a minimum of 15 hours of approved community service to the larger community, assisting individuals or groups without pay or course credit. Candidates must keep a listing of hours served in community service on the "Community Service Documentation Form," and write a summary of the learning experiences derived from these experiences. The documentation form and written summary of experiences will be placed in the Student Artifacts Notebook. Both documents will be evaluated in ED 462 Education Orientation Internship. (See Appendix J.)

Candidate Portfolios - From a Student Artifacts Notebook to a Professional Portfolio

In the Beginning: The Artifacts Notebook

All teacher education candidates are required to begin the process of collecting educational artifacts in a Student Artifacts Notebook. These artifacts will provide evidence of the candidate's performance on the program objectives. The Student Artifacts Notebook will be distributed and the process explained during the first course in the department, ED 100 Teaching as a Career. Throughout the course of the program, candidates will be directed to place a variety of items in this notebook and instructors will check that all required items are included in the notebook at the end of each professional education course. Descriptions of each artifact area, with suggested comments for accumulating meaningful artifacts from each course, are included in Appendix H.

Toward the End: The Developmental Portfolio

During ED 440 Elementary and Middle School Methods or ED 460 Secondary School Methods, teacher candidates will transform this collection of materials into a true developmental portfolio by reexamining all entries, reorganizing notebook contents, writing reflective analyses over their development, and making an oral presentation of this material to the undergraduate School of Education and content area faculty. Developmental portfolio entries are organized within five themes: 1) reflective practitioner, 2) planner of instruction, 3) facilitator of learning, 4) assessor of learning, and 5) technologically skilled practitioner. Further information on the scheduling and format of this individual presentation will be provided in ED 440 and ED 460. Students who do not earn a grade of "C" or better will be required to redo their Developmental Portfolio.

At Last: The Professional Portfolio

In preparation for securing a job, candidates will create a professional portfolio on *TaskStream* as a course requirement for ED 440 or ED 460. The purpose of this professional portfolio is to display skills, dispositions, and experiences to potential employers.

A Guide for Computing the Cumulative GPA for Candidates

Candidates must possess a cumulative GPA ≥ 2.8 for all professional and required content area courses, and a cumulative GPA ≥ 2.5 for all college credit taken from any campus to be declared a Candidate in Good Standing and before recommendation for the student teaching semester. The cumulative GPA must be computed from all college work taken, both at Baker University and other colleges. Pass/No Credit hours are not computed in the GPA.

MyBaker offers an electronic way to compute the GPA. This tool is available on the Records and Registration section of the website.

Alternately, the following formula can be used to compute the cumulative GPA for all college credit taken from any campus:

$$\text{(BU Hrs. x BU GPA)} + \text{(Total Transfer Hrs. x Transfer GPA)} = \text{(Total Hrs. x Total GPA)}$$

For example, if Amanda has 50 Baker University hours with a Baker University cumulative GPA of 3.6, and a total of 60 transfer hours with a cumulative transfer GPA of 2.2, the total GPA would be computed as follows:

$$(50 \times 3.6) + (60 \times 2.2) = (110 \times \text{Total GPA})$$

$$(180) + (132) = 110G \quad (\text{G stands for GPA})$$

$$312 = 110G$$

$$312/110 = 2.8 = G \quad \text{Amanda's overall GPA would be 2.8.}$$

To project the feasibility of a student attaining a cumulative GPA of 2.5 (or a cumulative GPA of 2.8 for Professional and Content Area subjects) prior to the student teaching semester, the following formula can be used:

$$\text{(Previous Hours x Previous GPA)} + \text{(Future Hours x Future GPA)} = \text{(Total Hours x 2.5 (or 2.8))}$$

One needs to solve the formula for the necessary future GPA to determine if it is feasible to obtain a 2.5 cumulative GPA. For example, if John has 60 previous hours with a cumulative GPA of 2.2 and anticipates the need to complete 70 future hours prior to the student teaching semester, the necessary future GPA would be computed as follows: $(60 \times 2.2) + (70 \times \text{Future GPA}) = (130 \times 2.5)$

To make a cumulative 2.5 GPA, John must obtain an average GPA of 2.78 on the next 70 hours.

Transfer candidates must submit to the School of Education official copies of college transcripts for all previous college course work.

SECTION IV PRE-LICENSURE TESTING

Basic Skills Tests

Accrediting agencies require teacher education programs to use a basic skills test for admission to teacher education. Baker University requires the College Basic Academic Subject Examination (C-BASE) or the Pre-Professional Skills Tests (PPST) for admission to the undergraduate program. The department requires candidates to take the C-BASE or PPST during the first education course, ED 100. Both tests include three sections: Reading/English, Writing, and Mathematics.

Candidates are required to take and pass at least two of the three parts of the C-BASE or PPST before enrolling in upper level education courses unless the department has granted an exception. All three sections of the C-BASE or PPST must be passed before the student is declared a Candidate in Good Standing and before admission to the student teaching semester. The C-BASE will be administered on campus and the PPST can be taken at established testing sites or on-line. Individual tutoring sessions may be scheduled at the Student Academic Success (SAS) center prior to C-BASE testing dates. College graduates with a cumulative grade point average of 3.0 or greater and all persons with either an ACT composite score of 26 or higher, or an SAT composite score of 1170 or higher, are exempt from taking the C-BASE or PPST.

NOTE: As a convenience to students, the testing fee for the first administration of the C-BASE will be included in tuition/course fees for all students enrolled in ED 100. Those who are exempt from taking the C-BASE will be reimbursed. Any fees for retaking the C-BASE will be the responsibility of the student.

Passing scores for the admissions tests are listed below:

C-BASE:	English - 235	Writing - 235	Mathematics - 235
PPST:	Reading - 173	Writing - 172	Mathematics - 172

Principles of Learning and Teaching (PLT) and Content Area Tests

The Kansas State Department of Education requires each person who is seeking a Kansas teaching license to pass both the Principles of Learning and Teaching Test (PLT) and a content test in each endorsement area. Each of these tests is administered by Educational Testing Service (ETS), a company that specializes in developing tests. Kansas testing locations and testing centers in other states are listed in *The Praxis Series Registration Bulletin* or on-line at www.ets.org. This bulletin is available in the department's teacher education office. Candidates must verify a passing score for the appropriate content assessments as well as the PLT to qualify for an initial license.

PLT

The PLT should be taken the semester before or during student teaching. To do well on the PLT, it is important that candidates complete most of their professional coursework, particularly ED 343 Educational Psychology, ED 345 Psychology of the Exceptional Learner, and ED 309 Evaluation Techniques for the Classroom prior to taking the test. The department will assist candidates as they prepare for the PLT; however, the majority of the responsibility to prepare for this test rests with the candidate. The PLT test is

offered several times a year at a number of testing sites. The passing score set by the Kansas State Department of Education for the PLT test is 161.

Content Area Tests

KSDE requires most teaching candidates to pass a content test over endorsement areas for teacher licensure. For example, those pursuing an endorsement in biology must take a test over biology content. Elementary education majors will take a test over elementary education curriculum, instruction, and assessment. Content tests should be taken prior to or during the student teaching semester. See the content test material posted in the Education Station for registration information and a listing of all cut scores. The process for signing up and taking this test will be the same as that for the PLT. All required content tests are listed on the KSDE.org website.

Test Procedures and Policies

When completing the applications to take these tests, candidates will be asked where the test scores should be sent. They should be sent to Baker University. This is a very important step in completing the Baker University program and teacher licensure requirements and care should be taken to enter the correct code, 6031, so that scores will be sent to Baker University. Candidates should not send scores to the State of Kansas. Care should also be taken when entering the social security number on the application form.

Candidates concerned about their performance on the C-BASE or PPST or PLT tests are encouraged to consult with department staff or the Student Academic Success (SAS) center for help with test preparation. SAS is located on the ground floor of the Collins Library.

SECTION V

PROFESSIONAL FIELD EXPERIENCES

Teacher education candidates will complete a minimum of 200 clock hours in classrooms before student teaching. Baker University's Professional Development School (PDS) relationships have expanded to include two distinct consortiums: the Area Professional Development School Partnership and the Urban Professional Development School Partnership. The Area PDS Partnership includes all schools in the USD 348 (Baldwin City) and USD 289 (Wellsville) districts. The Urban PDS Partnership includes three schools in the USD 500 (Kansas City) district: Caruthers Elementary School, Northwest Middle School, and Wyandotte High School. These partnerships strengthen the field experiences provided to education majors.

Field Experiences Required of All Candidates

ED 244 Education Field Practicum

Candidates will be assigned to a public school teacher mentor during ED 244 and will spend 20 hours serving as a classroom aide to an assigned teacher mentor. The Baker University candidate will assist in many student learning activities. The prerequisite for ED 244 is ED 243 Introduction to Education.

ED 320 Education Field Service Practicum I

Candidates desiring teacher licensure must enroll in ED 320 after taking ED 243 and ED 244 and before the student teaching semester. Candidates will take an increasingly sophisticated level of field service responsibilities with an assigned mentor teacher. Music education candidates will satisfy the ED 320 requirement through practicum experiences in music coursework.

IS 199 Diversity in Education – Interterm Only Course

Diversity in Education, a field experience in an urban school, gives prospective teachers the opportunity to gain valuable experience working in a diverse school setting. IS 199 has ED 243 and ED 244 as prerequisites and should be taken during the junior or senior year.

ED 462 Education Orientation Internship – Fall Only Course

ED 462 requires a student to spend 30 hours assigned to a teacher at the beginning of the contract year. These hours include participating in before-school planning, preparation, curriculum meetings, school improvement activities, and attending faculty meetings. Candidates take this course in the fall of the student teaching year.

Optional Field Experiences Available to All Candidates

ED 321 Education Field Service Practicum II

As an option, candidates may enroll in ED 321 and experience an increasingly sophisticated level of field service responsibilities with the assigned mentor teacher. This experience is for 20 clock hours.

ED 322 Education Field Service Practicum III

ED 322 is designed to provide students with a specialized classroom experience tailored to meet their individualized needs. Students will meet with the PDS Coordinator to devise a course of study that best addresses the student's needs and the relevant course objectives.

ED 322 will be required of all students who average a score of 3.0 or below on the PDS Evaluation form. The PDS Coordinator will oversee this requirement and work with students to ensure their enrollment and monitor their progress. The intent of this requirement is attempted remediation of those pre-service students whose scores are at or below the Basic level on the PDS Evaluation form. ED 322 offers the student one more opportunity to raise the PDS score to the necessary 3.5 which is a factor in approving a candidate for the student teaching semester.

ED 322 is also offered to any education student who may desire an additional practicum experience. The prerequisites are ED 243, ED 244, and ED 320.

Other Practicums

IE 160 Education in Action – Interterm Only Course

All students may choose to gain additional experience by enrolling in the interterm course IE 160 Education in Action. Candidates spend interterm in a classroom of their choice, and students will be expected to progress from a classroom observer to a functioning teacher's aide.

Methods Courses

Several courses have required practicum experiences built into the requirements of the courses. For example, elementary education majors are required to complete ED 354 Essentials of Reading Supervised Practicum. This is a three-hour course devoted to reading activities in the school. Candidates enrolled in this course spend numerous class periods doing small-group teaching of reading. Separate sessions allow a candidate to work at different age levels. Under direct supervision, Baker University candidates both plan and actually teach reading lessons covering material that has been taught in ED 352 Essentials of Reading. Secondary candidates have practica included in their respective methods courses.

Felony Disclosure Forms

All Baker University education candidates will be required to sign a copy of the "Felony Disclosure" form during ED 100 and in each subsequent course that involves an unsupervised field experience, practicum, or other activity involving school-aged students. Counseling sessions may be required depending on the information collected on this form.

Interterm Enrollment Timeline

Policy

Students taking interterm courses that are education field experiences are required to enroll during the regular enrollment period. Education field experiences involve placing Baker University students within schools that must be arranged prior to students leaving for winter break. Placement information and course requirements are distributed to students in a mandatory meeting that will take place soon after the regular enrollment period ends. Enrolled students will be sent an e-mail indicating the time and place of the mandatory meeting. Only students attending the placement meeting will remain in the course, all others will be administratively dropped.

This policy pertains to the following education field experience interterm courses:

IS 199 Diversity in Education

IE 160 Education in Action

Rationale

The purpose of this policy is to foster and maintain good relations with the public schools. These courses require advanced planning and arrangements that are done in December before winter break. Also, students who do not attend one of the mandatory meetings scheduled in December will not understand the scope or expectations of the courses. This policy will avoid last minute pleas for student placements in the schools.

SECTION VI

THE STUDENT TEACHING SEMESTER: STAGES 4, 5, AND 6

Permission to Enter the Student Teaching Semester

The Undergraduate Teacher Education Committee grants candidates permission to enter the student teaching semester. Although most candidates enroll in the student teaching semester during their final semester, a student may enroll in student teaching during the first semester of his or her senior year if all content and professional education courses are satisfactorily completed. Still other candidates take the student teaching semester immediately after they graduate.

Prior to the semester in which a candidate wishes to do his/her student teaching, the candidate must submit an application to enroll in the student teaching semester. In earlier orientation sessions, candidates are informed that they must submit this request. In addition, potential candidates are reminded by email and letter to enroll in the student teaching semester.

In order to be admitted into the student teaching semester, a candidate must be in Good Standing and have met the following criteria:

- ✓ Completion of all Good Standing requirements
- ✓ Approval from the Undergraduate Teacher Education Committee
- ✓ Completion of 15 hours of community service
- ✓ Completion of the requirements outlined in the Student Artifacts Notebook
- ✓ Completion of at least 15 hours of credit from Baker University
- ✓ Completion of an application to student teach
- ✓ Completion of PY 111, PY 243, and CO 115
- ✓ Completion of all professional and content coursework except the student teaching semester

All candidates who apply for entry into the student teaching semester are notified by letter of the UTEC's decision. Letters to candidates who are approved include a stipulation that the approval is contingent on remaining in good standing. If a candidate falls below the specified standards during the semester in which approval is granted, permission to student teach could be rescinded. Candidates are also informed of any requirements for licensure that have not been met.

Candidates who are denied may appeal the decision of the UTEC. Please refer to the Due Process Procedure found in this TEPPH.

Student Teaching Placement

Candidates who are approved by the Undergraduate Teacher Education Committee for student teaching will be assigned to their student teaching site and teacher by the Licensure Officer and the Director of Field Experience. Baker University has student teaching contracts with most school districts within a 50-mile radius. For a listing of approved sites, please check the list posted in the Education Station. Candidates will be provided a listing of these school districts and will be given the opportunity to request their top three choices; however candidates are not to make their own arrangements for student teaching sites. Students will not be reimbursed for travel expenses incurred while student teaching (or for attending practicum sites before student teaching). Background checks are now required by many school districts before student

teaching. There will be a \$20 fee for this service. If a district does not require the background check, this fee will be reimbursed to the student.

Student Teaching Policies

Assignment Policies

Candidates are *not* to make their own arrangements for student teaching sites.

District Assignment Preferences

The Undergraduate School of Education (U-SOE) will request placements from districts with which we have contracts. Student requests will be taken into consideration, with districts making the final placements. A list of available districts is posted in Case 205.

Student Teaching in Schools a Candidate Has Attended

To create rich experiences and to increase networking, candidates are highly encouraged to student teach in a new setting. Ideally this would not be where they attended high school, with a previous teacher, or where a parent is employed.

Policies Concerning the Time Demands of Student Teaching

Enrolling in Other Coursework

Student teaching is highly demanding. As a result, candidates may not enroll in any other courses during the student teaching semester other than the required student teaching and methods courses.

Working

The U-SOE strongly discourages anyone from taking outside employment during student teaching. An exception would be school-related employment such as extra-curricular duties. Candidates must sign a form stating that they recognize that working may jeopardize the successful outcome of student teaching.

Intercollegiate Athletics and Co-Curricular Activities

The U-SOE strongly discourages anyone from attempting to participate in intercollegiate athletics and/or co-curricular activities during student teaching. Candidates must sign a form stating that they recognize that such participation may jeopardize the successful outcome of student teaching. Candidates will not be allowed to miss student teaching time to attend athletic competitions beyond their available discretionary days.

Policy Concerning Absences During Student Teaching

Discretionary Days

Three (3) discretionary days will be allowed for interviewing, sick days, or professional and personal leave of absence. Anything beyond three days will need to be made up at the end of the official student teaching period.

Student Teaching Evaluation Process

Evaluations

Cooperating teachers will complete two (2) evaluations during the student teaching period. The Department will send the evaluations to the cooperating teacher during the seventh and fourteenth weeks of student teaching. The initial form is called the "Baker University Student Teacher Evaluation Form." A sample of

this form is in the appendix of this handbook.

The final evaluation completed by the cooperating teacher will be copied and sent to the University's Career Development Center. This form will be the recommendation form for the student teacher candidate. This recommendation will be placed in the candidate's credential file. A sample of this form is in the appendix of this handbook.

The supervising teacher also completes evaluations. A sample of this form is in the appendix of this handbook. If the candidate's mean score (averaging the supervisor and the cooperating teacher together) is below 3.0 on the summative, final evaluation for any rubric criteria, the candidate may not be recommended for licensure. If three or more of the 13 evaluation criteria fall below 3.0, the candidate will not be recommended for licensure.

Grading Policies

The University supervising teacher will assume responsibility for grading the student teaching experience; however, the supervising teacher will consult with the cooperating teacher(s) prior to assigning the grade. Student teacher candidates often have two or more supervising teachers with whom they work, all of whom must be consulted. Grades will be based on the quality of plans, teaching expertise, and classroom management skills. Improvement during the course of the experience will also be weighed. A student teacher must earn a grade of at least a "C" in order to be recommended for licensure.

SECTION VII PROCEDURES FOR OBTAINING TEACHER LICENSURE: STAGE 7

Accrediting Agency Requirements

The minimum requirements specified by accrediting agencies for licensure are:

- 1) successfully complete a content test and the PLT test.
- 2) complete an approved teacher education program and be recommended by that institution,
- 3) possess a bachelor's degree, and
- 4) complete a license application and submit the licensing fee as set by KSDE.

School of Education's GPA Requirements

In addition, the School of Education has GPA requirements. The GPA requirements for teacher licensure include:

- ✓ A cumulative GPA requirement of 2.5 for all college work; and
- ✓ A 2.8 cumulative GPA for professional and content area courses.

Adding Endorsements

Adding Endorsements to a Current Kansas Teaching License

Additional endorsements can be obtained by 1) passing the appropriate content tests (as of July 2008) or 2) completing additional subject matter components appropriate for the level of licensure and passing the appropriate content tests (as of August 2007). The Kansas State Department of Education (KSDE) provided these methods for adding endorsements to a teaching license. The first set of methods went into effect in August 2007. The second set was effective July 2008.

2007 Changes

1. Secondary licensed science teachers may add an additional science endorsement by verifying a score on the appropriate science content assessment.
2. Any licensed teacher can add a middle level content endorsement (math, science, history/government, English language arts) by verifying the following:
 - Verification through a teacher education institution that they have 15 semester credit hours in the content
 - A middle level pedagogy course OR recent accredited experience of one year of more in grades 5-8
 - Passing score on the appropriate middle level content assessment
3. Any secondary licensed teacher can add any new secondary endorsement OR Any teacher with a middle level content endorsement (math, science, history/government, English language arts) can add the secondary level to that content endorsement by verifying the following:
 - Completion of 50% or more of the approved content area program including the methods course
 - A passing score on the appropriate secondary content assessment

(Special education endorsements are not included in the above options)

If the level of licensure sought is different from the level of the person's prior license, that person may be required to complete an additional student teaching experience. All coursework taken toward the additional endorsement must be completed with a grade of "C" or above and may be taken through other institutions with the approval of the Baker University School of Education.

2008 Change

1. All licensed teachers may add an additional teaching endorsement by passing a content test.

(Elementary, early childhood and all special education endorsements are not available by testing only. Secondary, middle level, and all-level endorsements for art, physical education, music, or world language can be added through testing.)

License Application

During the student teaching semester candidates should complete the application form from the Kansas State Department of Education for a Kansas teaching license. The application will be kept on file in the Undergraduate Department of Education office until student teaching and all other requirements have been completed. The fee for a Kansas teaching license payable to KSDE is required.

Successful applicants submitted for processing will be issued an initial teaching license valid for two years from KSDE. Guidelines for renewal can be obtained from the Kansas State Department of Education.

Fingerprinting and Background Checks

In compliance with state statute, candidates must be fingerprinted in order to have a background check done by a licensed agency prior to their Kansas licensure application. This background check will require candidates to complete a fingerprinting process conducted by a licensed law agency. The department will assist in making arrangements for fingerprinting during student teaching. The cost of the background check will be added to the student teaching semester billing by the business office.

Teaching in Other States

Candidates need to apply for a Kansas license even if they do not intend to teach in Kansas. Holding a certificate from the state where the teacher training is received makes it easier to obtain a teaching license from another state.

The Kansas State Department of Education website has a list of all state department websites and contact information. It is wise to contact the individual states for official information.

The Kansas State Department of Education currently has a licensure exchange agreement with Illinois, Iowa, Michigan, Missouri, Nebraska, Oklahoma, South Dakota, and Wisconsin, which means that any person holding a valid license in Kansas is guaranteed a two-year provisional license in any of these states. The two-year provisional license provides time to meet any additional requirements necessary for full licensure.

Teaching Credentials

Information regarding teaching credentials can be obtained by visiting the Career Development Center in Harter Union. A representative of the Career Development Center will work with candidates during ED 440 or ED 460 to inform candidates of the services available. Spring graduates must complete credential files before March 1 of the year of graduation in order to participate in the Teacher Fair. Fall graduates should complete their credential file by November 1.

SECTION VIII NON-TRADITIONAL PATHWAYS TO TEACHER EDUCATION

Transfer or Late-Deciding Students

Transfer students are welcome in Baker University's teacher education program. The Licensure Officer and faculty members will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

Transfer students or candidates who enroll in the program during their junior year or later may be permitted, with Department Chair approval, to enroll concurrently in ED 100 Teaching as a Career, ED 243 Introduction to Education, ED 244 Education Field Practicum, ED 345 Psychology of the Exceptional Child, and/or ED 366/ED 368 Teaching Language Arts/Reading in the Content Areas. ED 264 and ED 265 are also available. Transfer students must complete a minimum of 15 credit hours at Baker University prior to the student teaching semester.

College Graduates

A person who holds a degree from an accredited institution and seeks teacher licensure through Baker University may meet some of the general education, professional education, and/or content area requirements through equivalent course work if approved by the Undergraduate Department.

Policy on Admission of SOE Undergraduate Students to SOE Graduate-Level Courses

Juniors and seniors who meet the requirements below and who have received the necessary approvals and permission from the Dean of the School of Education may enroll in ED 515 Practicum for Adaptive Learners and either 513 Methods for Teaching Adaptive Learners or ED 514 Characteristics of Adaptive Learners. These courses will be taught on the Baldwin City campus and Baldwin City campus tuition and fees will be assessed.

Minimum Requirements:

1. Completion of at least 90 credit hours prior to the beginning of the graduate level course(s).
2. Completion of either ED 413 Methods for Teaching Adaptive Learners or ED 414 Characteristics of Adaptive Learners with a grade of "C" or above.
3. Earned at least a 3.0 cumulative GPA in all college work.

To request permission to take a graduate-level course, the senior must:

1. Obtain an application to take a graduate level course from the instructor (Dr. Wintermantel) and transcript from the Licensure Officer (Tonya Simms, Case Hall, Room 205A).
2. Complete the form, attach the transcript to the form, and seek approval signatures on the form from the course instructor, student's undergraduate advisor, and the chair of the undergraduate department of education.
3. Submit the completed form to the Dean of the School of Education. This last step should occur no later than one month before the beginning of the course.

This policy is intended to allow undergraduate students to earn six (6) hours of graduate credit and the possibility for a provisional license in special education. Undergraduate students cannot enroll in more than

six (6) credits of graduate-level credit. Graduate-level credit cannot be applied to bachelor degree requirements and cannot be computed in the undergraduate GPA.

In order to meet financial aid eligibility requirements, students should enroll in at least 12 undergraduate hours *in addition to any graduate-level credit*. Undergraduate tuition and fees will apply to these graduate-level enrollments.

Requests by students who meet all the requirements stated above will be approved by the Dean of the School of Education or the dean's designated representative. In exceptional cases, students who do not meet the requirements stated above or who miss the deadline may present a petition to the Dean of the School of Education.

SECTION IX CONCEPTUAL FRAMEWORK

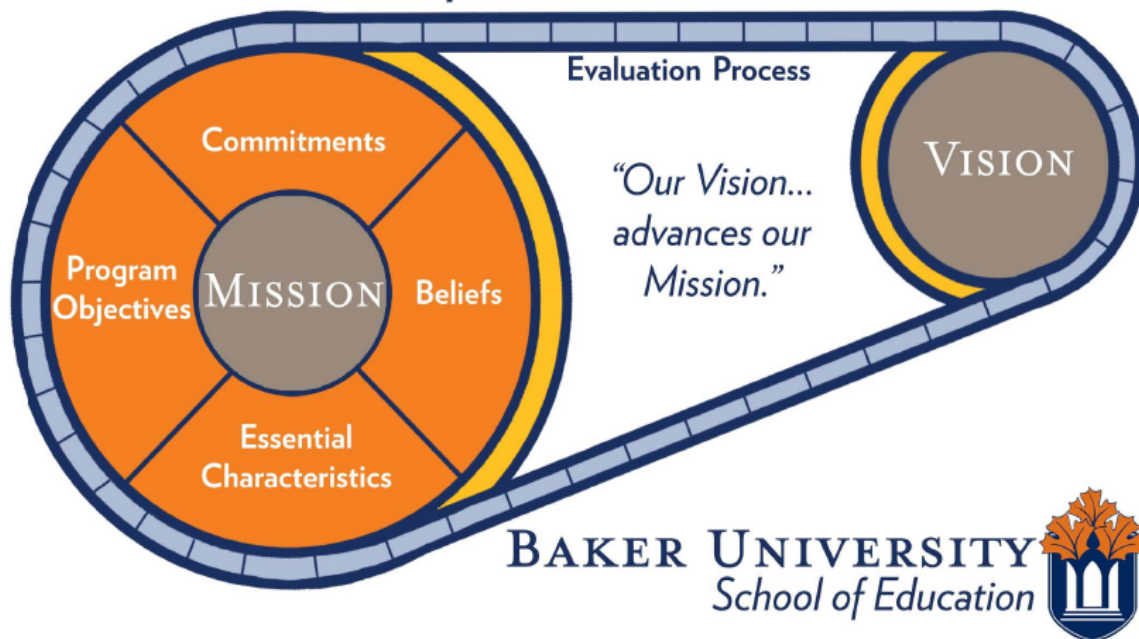
Conceptual Framework Components

The conceptual framework for the Baker University School of Education (SOE) has seven components including the: 1) Mission, 2) Vision, 3) Beliefs, 4) Commitments, 5) Program Objectives, 6) Essential Characteristics, and 7) Evaluation Process. This conceptual framework drives all programs. The Mission, Vision, Beliefs, and Commitments are the same for both the undergraduate and graduate levels of the SOE. The Program Objectives, Essential Characteristics, and Evaluation Process components vary depending on the program. The various components reflect the Baker University Vision and Purpose, Mission, and Values.

Model of the Conceptual Framework

The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) Beliefs, 2) Program Objectives, 3) Essential Characteristics, and 4) Commitments. These components surround the 5) Mission, which is the hub of the wheel. The second wheel contains the 6) Vision. The two wheels are linked together by 7) the Evaluation Process. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.

MODEL OF THE SCHOOL OF EDUCATION *Conceptual Framework*



SOE Mission, Vision, and Beliefs

SOE Mission

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Vision

The Baker University School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE Beliefs

The School of Education believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE Commitments

A listing of sixteen SOE commitments has been developed to increase the probability that all SOE faculty and staff members are “committed to learning and to developing confident and competent educational leaders.” The SOE commitments are listed below.

The unit is committed to ensuring

1. Candidates understand the conceptual framework.
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate the value of life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communications skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.

10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations, through the analysis of program data, and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty and other members of the professional community.
15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community.

U-SOE Program Objectives

Using the Mission Statement, Essential Characteristics (personal and professional skills and dispositions), and knowledge bases supported by research and best practices, department members identified fifteen Program Objectives that undergraduate candidates are expected to be able to demonstrate in the process of becoming confident and competent educational leaders. The first 10 program objectives mirror the INTASC standards. The first 13 are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education September 2001, with revisions aligned with the writings of Charlotte Danielson. Program Objectives 14 and 15 are unique to Baker University's undergraduate teacher education program.

1. Making Content Meaningful

Our graduates will demonstrate the ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students.

2. Human Development and Learning

Our graduates will demonstrate the ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content.

3. Diverse Learners

Our graduates will demonstrate the ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners.

4. Instructional Strategies

Our graduates will demonstrate the ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading.

5. Motivation and Classroom Management

Our graduates will demonstrate an understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation.

6. Communication

Our graduates will demonstrate the ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Instructional Planning

Our graduates will demonstrate the ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals.

8. Assessment of Student Learning

Our graduates will demonstrate the ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners.

9. Reflection and Professional Development

Our graduates will demonstrate the professional skills, responsibilities, attitudes and ethical values of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and professionals in the learning community), actively seeking out opportunities to grow professionally, change as necessary, and participate in the school improvement process.

10. Collaboration

Our graduates will demonstrate the ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

11. Integrating Content

Our graduates will demonstrate the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

12. Instructional Technology

Our graduates will demonstrate the ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively.

13. Foundations of Education

Our graduates will demonstrate the ability to be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.

14. Law and Policies

Our graduates will demonstrate an understanding of school law, educational policies, local, state and national educational structures, professional licensing procedures, and professional organizations.

15. Conceptual Framework

Our graduates will demonstrate an understanding of the SOE Conceptual Framework which is defined as the Mission, Vision, Beliefs, Commitments, Program Objectives, Essential Characteristics (Personal and Professional Skills and Dispositions), and Evaluation Process.

U-SOE Essential Characteristics

The Baker University undergraduate teacher education program believes there are essential characteristics that must be associated with becoming a confident and competent educational leader. These essential characteristics are divided into two primary areas of personal and professional skills and dispositions. These personal and professional skills and dispositions can be developed to some degree as one proceeds through the program; however, the department believes that the candidates must bring some levels of these skills and dispositions to the program if they hope to be successful in helping learners develop to their full potential. Instructors of teacher candidates make determinations in each professional and content area course relative to the degree that these skills and dispositions are possessed by the candidates. Instructors are requested to make these important assessments in light of what the student demonstrates as part of the course activities. (See Appendix F.)

Personal and Professional Skills

The Department evaluates nine Personal and Professional Skills that are associated with becoming a confident and competent educational leader. These skills require the candidate to demonstrate:

- 1. Professional responsibility and dependability** that enable the candidate to assume responsibility for assignments, attend class regularly, plan, schedule, and meet time lines;
- 2. Dispositions for teaching** that enable candidates to be enthusiastic, be able to relate to others and accept individual differences, be open to new ideas, and be willing to address personal weaknesses;
- 3. Initiative** that enables candidates to show interest in class, participate in class, and be willing to go beyond minimum requirements;
- 4. General emotional maturity** that enables candidates to take personal responsibility for their own actions and results (e.g. not engaging in personal conversations during class);
- 5. A strong knowledge base** in the arts and sciences and professional content;
- 6. Written communication skills** that enable the candidate to express ideas clearly, using good writing conventions, organization, and focus;
- 7. Oral communication skills** that enable the candidate to clearly articulate oral comments and interact with individuals and groups; and
- 8. Problem solving, creativity, and critical thinking skills** that enable the candidate to think critically and use problem-solving skills and originality.
- 9. Potential for teaching success**

Personal and Professional Skills Surveys (PPSS) are completed by instructors of professional education courses and required content classes.

Candidates receive results of their ratings every semester and those who do not demonstrate adequate skills at the outset have subsequent opportunities for improvement in future classes. Refer to “Personal and Professional Skills Survey” (Appendix F).

Should it be necessary for a student to retake a course, the most recent survey from that course will replace the prior survey in calculating the composite average.

Dispositions

The Department defines dispositions as patterns of behaviors that are influenced by beliefs and values. The dispositions curriculum is integrated throughout the program and instructors in several professional education courses rate candidates on the four dimensions listed below. Follow-up conferences are conducted with candidates who score low on the dispositions rubric. The purpose of the conferences is to increase awareness of the dispositions that are expected of effective and caring educational leaders.

Dispositions for teaching require the candidate to demonstrate beliefs that:

1. S/he is capable of positively influencing learning for all people. (beliefs about self)
2. All people are capable of learning at a high level. (beliefs about others)
3. The purpose of education is to help all people become competent and successful. (beliefs about purpose)
4. Teaching is an interpersonal process where the student's attitudes, feelings, and welfare must be of prime consideration in effective teaching. (beliefs about the importance of the affective domain)

U-SOE Evaluation Process

In order to continually monitor progress and identify program strengths and weaknesses, the School of Education (SOE) has intentionally included an evaluation process within the conceptual framework. This evaluation process enables the SOE to assess, both internally and externally, student progress, the scope and quality of programs, effectiveness of operation, faculty competency, and graduate performance. The undergraduate department will adhere to the following Evaluation Process.

The undergraduate department will:

1. Schedule meetings:
 - a. A minimum of twice monthly with the undergraduate Chair of Teacher Education and all full-time undergraduate School of Education faculty and staff members;
 - b. Monthly with the Undergraduate Teacher Education Committee;
 - c. A minimum of once each year with the Education Advisory Council; and
 - d. Regularly with public school officials and staff members to develop/maintain Professional Development School (PDS) agreements between the School of Education and school partners.
2. Monitor all teacher education candidates on a regular and systematic basis. All pre-candidates and candidates (Stages 1-7) will be closely monitored by the department faculty and staff members. Program data will be collected on all students in Stages 2-7. At the end of each grading period in which a student completes a course, the student will be informed in writing of his or her professional progress, unless a student notifies the department of his or her intent to drop the program. This letter will identify the status of each student and may indicate specific deficiencies. The student's advisor will be provided a copy of the updated information. Criteria for admission to Stage 4 Student Teaching can be found in table form in Appendix L.
3. Utilize the following evaluation instruments with the stated frequency:
 - a. IDEA Student Ratings of Instruction - The IDEA evaluation is completed by program candidates at the end of each course. These forms are summarized by IDEA for each faculty member to use for instructional improvement.
 - b. Classroom Evaluation of Instruction - Evaluations are completed regularly by the U-SOE Undergraduate Department Chair for all faculty (University requirement).
 - c. Student Teacher Evaluation Form - This form is completed by supervising teachers during every student teacher on-site visit.

- d. Student Teacher Evaluation Form - This form is completed twice during the student teaching semester by cooperating teachers. (See Appendix C)
- e. Graduate Reflection Form - This form is completed by program graduates the first and third years after graduation. (See Appendix D)
- f. Graduate Evaluation Form - This form is completed by public/private school building principals during the graduate's first and third years after graduation. (See Appendix E)
- g. Personal and Professional Skills Survey - This form is completed by instructors of the professional and content courses at the completion of each course. (See Appendix F)
- h. Rubric for Measuring Candidate Dispositions - The candidate's dispositions are assessed in each professional course in the manner explained in the dispositions curriculum.
- i. Program Rubrics - Program rubrics, such as the lesson plan rubric, assess professional and pedagogical knowledge and skills. These are completed several times during the candidate's program.
- j. Program Portfolios - Developmental and professional portfolios are assessed for all candidates during their student teaching semester.

The results of the Personal and Professional Skills Surveys, completed by faculty in professional and required content courses, are used as one of the program screening devices. The results of the dispositions assessments are used to counsel candidates regarding the match of their beliefs and values with professional expectations. Data collected on candidate performance on program rubrics, portfolios, Student Teacher Evaluation Forms, Graduate Reflection Forms, and Graduate Evaluation Forms are used to assess candidate effectiveness. The summarized results gathered from the above assessments are reviewed annually by the undergraduate department staff, the Education Advisory Council, and the Undergraduate Teacher Education Committee for the purpose of evaluating and making recommended program changes.

- 4. Evaluate candidate skills through C-BASE or PPST scores, Personal and Professional Skills Survey, Dispositions Survey results, and grade point averages (particularly in professional courses and major content courses) to determine the program progress of candidates or potential candidates.
- 5. Compile an annual Outcomes Assessment Report and use this information as a basis for making annual recommendations to the Undergraduate Teacher Education Committee for revisions of the conceptual framework, policies, assessments, programs, and operational procedures.

It is the Department's belief that developing confident and competent educational leaders implies that all candidates will be provided with the expectations and opportunities to develop all necessary skills. However, the candidates' success will be based not only on opportunities to develop skills but also on their desire, commitment, performance, and efforts.

Conceptual Framework Undergraduate Research Base

The research base used to support the undergraduate Baker University teacher education programs includes the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the National Board for Professional Teaching Standards (NBPTS), and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

- A. The first 10 program objectives mirror the INTASC standards. The first 13 are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education

September 2008, with revisions aligned with the writings of Charlotte Danielson. Program Objectives 14 and 15 are unique to Baker University's undergraduate teacher education program.

- B. The U-SOE Commitments incorporate the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).
- C. The Professional Skills reflect perceptions used by the Gallup Poll to assess competence of beginning teachers and the personal dispositions are based on a model developed by Eastern Kentucky University. This model is based on the research of Arthur W. Combs.

SECTION X GOVERNANCE

Undergraduate School of Education Faculty & Staff

Peggy Harris	Professor, Vice President and Dean of the School of Education and the School of Professional and Graduate Studies	Case 200	785-594-8492
Judy Favor	Assistant Dean, School of Education & School of Professional & Graduate Studies	Overland Park	913-344-6035
Karla Wiscombe	Assistant Professor, Interim Chair of Undergraduate School of Education	Case 205C	785-594-8368
Shedreese Colding-Scott	Assistant Professor, Director of Field Experiences	Case 202	785-594-8429
Carolyn Doolittle	Assistant Professor	Case 203	785-594-4593
Amy Wintermantel	Assistant Professor	Case 201	785-594-4583
Tonya Simms	Licensure Officer	Case 205A	785-594-4502

Governance Policies and Procedures

The School of Education administration, faculty, and staff play a major role in formulating policy recommendations; however, all policies must be approved by a variety of groups. The following groups and/or persons determine policy decisions for the undergraduate department:

1. The Undergraduate Teacher Education Committee (UTEC)
The undergraduate department maintains a working relationship with other university departments through the UTEC. This committee serves as the undergraduate department's policy-making body. Meetings are scheduled the third Tuesday of each month from September through May. The UTEC is composed of all full-time members of the undergraduate department of education, six CAS faculty representatives, and two teacher education candidates. The Coordinator of Music Education and two representatives from PDS partnerships serve as ex-officio members of the UTEC, with voice and vote. The SOE Dean serves ex officio with voice, but without vote. The chair of the undergraduate department of education prepares agendas and chairs the UTEC.

Each faculty representative from CAS will be nominated by the University Faculty Nominating Committee and elected to a three-year term by the university faculty. An officer of BUSEA serves as one student representative. The other student representative is appointed annually by the Undergraduate Chair in consultation with the CAS Student Senate.

The primary responsibilities of the UTEC are to:

- a) Recommend curriculum and academic procedures to the PEC, excluding undergraduate general education requirements;
- b) Recommend program policies and operational procedures to the PEC;
- c) Review candidate progress and approve program candidates for student teaching placement;
- d) Review and consider student appeals and petitions pertaining to undergraduate department policy and program requirements.
- e) Make recommendations to the PEC regarding assessment requirements including admission, program progress, and graduation requirements; and
- f) Assist in the process of employing full-time faculty.

Minutes of meetings shall be distributed to committee members with one copy placed in departmental records and another sent to the CAS Faculty Senate. UTEC members are invited to attend the SOE Education Advisory Council meetings.

2. Professional Education Council (PEC)

The Professional Education Council serves as the policy body for the School of Education. The PEC consists of the chairs of the undergraduate and graduate departments of education, the Dean of the SOE (ex-officio with voice, but without voting privileges), the CAS and SPGS Directors of Academic Records or designee (ex-officio with voice and vote), a BUSEA officer, and all SOE faculty/staff who serve more than half-time contracts.

The purpose and responsibilities of the Professional Education Council are the following:

- a) Serve as the policy body for programs and courses offered by Baker University through the School of Education. In addition, the PEC will approve all SOE program policy handbooks.
- b) Be responsible, in consultation with the SOE Dean, for amendments to the SOE-related sections of the Baker University Faculty Constitution, which shall be submitted to the University Academic Council and are subject to approval by the Board of Trustees.
- c) Review and make recommendations regarding admission, program progress and degree requirements. The CAS ASEM Committee will continue to set academic entry standards for undergraduate candidates.
- d) Recommend academic programs, curriculum, policies and procedures for the undergraduate and graduate education programs. The CAS will retain the authority to determine the undergraduate general education curriculum for all SOE undergraduate candidates.
- e) Recommend undergraduate and graduate program evaluation and assessment requirements including admission, candidate progress, and graduation requirements for all education programs.
- f) Evaluate and analyze program data and formulate recommendations for program change.
- g) Make recommendations to the SOE Dean for policy and program change.
- h) Review candidate progress and approve undergraduate and graduate candidates for degrees.
- i) Make recommendations for faculty growth and development.
- j) Approve faculty orientation programs for adjunct faculty.
- k) Approve the faculty evaluation and/or peer review program.
- l) Serve as a resource to the Faculty Development and Evaluation Committees in the promotion and tenure review of SOE faculty.

3. SOE Education Advisory Council (EAC)

The Education Advisory Council shall serve in an advisory capacity to the School of Education. The Council will meet annually to evaluate program data and make recommendations for program change. The Council will be composed of all half-time or more SOE faculty members, as well as selected teacher education candidates, educators who are former graduates of the SOE, and public school administrators who have demonstrated an interest in the university.

The primary responsibilities of the SOE Education Advisory Council are to:

- a. Assist the department in defining and modifying the department's conceptual framework;
- b. Annually review data, programs, assessment plans, and evaluation instruments,
- c. Provide advisory feedback regarding programs, changes and/or modifications, and suggest future direction; and
- d. Assist and advise the department regarding the ongoing evaluation reviews.

4. Other university personnel are involved in departmental decisions.

- A. The Dean of the School of Education plays an important role in the employment of all faculty members.

(The U-SOE chair, in consultation with department faculty, identifies part-time faculty and makes employment recommendations to the SOE dean.)

- B. The University Controller, Dean of the School of Education, President's Office and the Board of Trustees each play a role in budgeting for the department.
- C. All curricular changes that are requested by the department and result in the addition or deletion of courses must be approved in sequence by the following groups:
 - 1) Undergraduate Teacher Education Committee;
 - 2) CAS Faculty Senate (for endorsement or recommendation for change only);
 - 3) Professional Education Council;
 - 4) University Academic Council; and
 - 5) Baker University Board of Trustees.

See Appendix B for the “Baker University Governance Structure for the School of Education.”

Revisions of the *Teacher Education Policy and Programs Handbook (TEPPH)*

Substantive revisions of this handbook must be approved by a majority vote of the Undergraduate Teacher Education Committee. (A quorum must be present.)

**SECTION XI
APPENDICES**

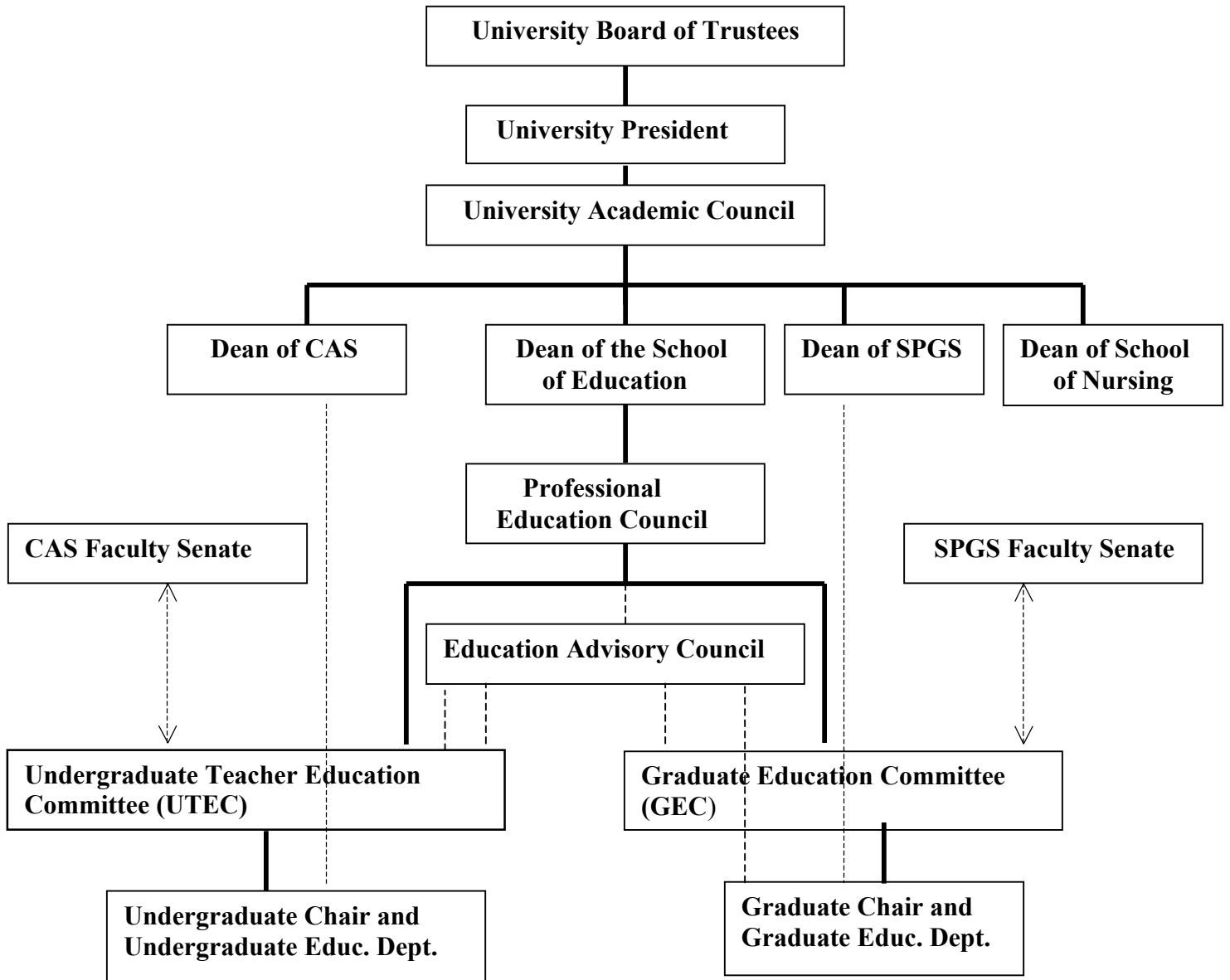
APPENDIX A

Matrix Associating Program Objectives to Courses

Courses	Program Objectives														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ED 100 Teach. as Career			X						X	X		X	X		X
ED 243 Intro to Ed.			X	X		X	X					X	X	X	X
ED 264 Clsrn Mgmt	X		X		X	X	X		X		X				X
ED 265 Tech for Teacher	X					X			X			X			X
ED 309 Eval. Techniques			X	X				X	X	X	X	X		X	X
ED 311 Teaching ELL	X	X	X	X		X			X						
ED 320 Field Serv. Pract.			X	X	X	X			X	X		X			
ED 343 Ed. Psych.	X	X	X	X	X		X		X			X			X
ED 345 Psych of Except.			X							X		X		X	X
ED 366 and ED 368 Teaching. . .Areas	X	X	X	X	X	X	X	X	X		X	X		X	X
ED 440/460 Methods	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ED 462 Ed. Orientation			X			X			X	X		X			X
ED 450/470 St. Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
IS 199 Diversity In Ed.	X		X			X			X	X		X			
PY 111 General Psych.		X													
PY 243 Human Dev.		X													

APPENDIX B

**BAKER UNIVERSITY
GOVERNANCE STRUCTURE FOR THE SCHOOL OF EDUCATION**



Reporting Lines —————

Communications Lines - - - - -

Faculty Senate endorsement and/or recommendation for change <- - - - ->

The School of Education (SOE) undergraduate and graduate Chairs, and/or their representatives, serve on the respective CAS and SPGS Faculty Senates and EPCs and communicate with (not report to) the respective Deans to ensure communication and compliance with all licensure programs. All reporting lines move upward.

APPENDIX C

Baker University
Student Teacher Evaluation Form
To be filled out by the Cooperating Teacher

First Evaluation Final Evaluation
Please return this form to the Baker University Licensure Officer in the envelope provided.

Student Teacher -

School -

Subject or Grade -

Students are to be evaluated by the following rubric and comments are to be included regarding observations made.

Table with 6 columns: N/O Not Observed, 1 Unsatisfactory, 2 Not ready to assume responsibility for classroom, 3 Basic, 4 Meets expected skills of a beginning teacher, 5 Distinguished

This Baker University student teacher demonstrates: N/O 1 2 3 4 5

Making Content Meaningful

- 1. The ability to use the central concepts, tools of inquiry, and structure of the discipline as s/he teaches creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students.

Comments:

Human Development and Learning

- 2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content.

Comments:

Diverse Learners

- 3. The ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners.

Comments:

Instructional Strategies

- 4. The ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading.

Comments:

Motivation and Classroom Management

- 5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation.

Comments:

Communication

- 6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments:

Instructional Planning

7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals. _____

Comments:

Assessment of Student Learning

8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners. _____

Comments:

Reflection and Professional Development

9. The professional skills, responsibilities, attitudes and ethical values of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and professionals in the learning community), actively seeking out opportunities to grow professionally, change as necessary and participate in the school improvement process. _____

Comments:

Collaboration

10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. _____

Comments:

Integrating Content

11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas. _____

Comments:

Instructional Technology

12. The ability to use skills in technology to gather and analyze information, enhance instructional practice, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively. _____

Comments:

This Baker University student teacher also demonstrates:

N/O 1 2 3 4 5

The ability to receive and respond to suggestions and criticism. _____

Comments:

Signature _____
Cooperating Teacher

Date _____

Thank you for your assistance in helping to develop a future educator.

BAKER UNIVERSITY STUDENT TEACHER EVALUATION FORM

Student Teacher

School

Date

Supervising Teacher

Cooperating Teacher

Subject/Grade

I visited with the Cooperating teacher: Yes _____ No _____

Students are to be evaluated by the following rubric and comments are to be included regarding observations made.

N/O	1	2	3	4	5
Not Observed	Unsatisfactory	Not ready to assume responsibility for classroom	Basic	Meets expected skills of a beginning teacher	Distinguished

This Baker University student teacher demonstrates:

N/O 1 2 3 4 5

Making Content Meaningful _____

1. The ability to use the central concepts, tools of inquiry, and structure of the discipline as s/he teaches creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students.

Comments:

Human Development and Learning _____

2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content.

Comments:

Diverse Learners _____

3. The ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners.

Comments:

Instructional Strategies _____

4. The ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading.

Comments:

Motivation and Classroom Management _____

5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation.

Comments:

Communication _____

6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments:

Instructional Planning _____

7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals.

Comments:

Assessment of Student Learning

- 8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners.

Comments:

Reflection and Professional Development

- 9. The professional skills, responsibilities, attitudes and ethical values of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and professionals in the learning community), actively seeking out opportunities to grow professionally, change as necessary and participate in the school improvement process.

Comments:

Collaboration

- 10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Comments:

Integrating Content

- 11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Comments:

Instructional Technology

- 12. The ability to use skills in technology to gather and analyze information, enhance instructional practice, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively

Comments:

This Baker University student teacher also demonstrates:

N/O 1 2 3 4 5

The ability to receive and respond to suggestions and criticism.

Comments:

Student Strengths:

Goals:

Student Teacher Comments:

Student Teacher Signature

Supervising Teacher Signature

Date

APPENDIX D

BAKER UNIVERSITY GRADUATE REFLECTION FORM

This checklist is one means that the Baker University School of Education uses to evaluate the effectiveness and growth of our graduates in areas that the Department deems important in becoming confident and competent educational leaders. Please check each criteria listed below. Column 1 suggests unsatisfactory ability; 2 = below average ability; 3 = average ability; 4 = above average ability; and 5 = very strong ability. Please use N/O if you have not had the opportunity to observe.

Please indicate how you perceive your ability to meet the competencies listed below.

This Baker University graduate demonstrates:

N/O 1 2 3 4 5

1. The ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students. _____
2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content. _____
3. The ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners. _____
4. The ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading. _____
5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation. _____
6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. _____
7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals. _____
8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners. _____
9. The ability to be a reflective practitioner capable of being held to a high standard of ethical behavior, professional skills, and personal dispositions in the areas of family communications, accurate record-keeping, professional growth and responsibilities, and contributions to the school and district. _____
10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. _____
11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to _____

understand relationships between subject areas.

12. The ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively. _____

13. The ability to receive and respond to suggestions and criticism. _____

My teaching preparation was for: _____ secondary; _____ elementary; or _____ K-12. Gender _____ (M/F)

Ethnic background (optional): _____ African American; _____ Asian; _____ Caucasian; _____ Hispanic; _____ Native American; _____ Other.

Year completed Baker Teacher Education Program _____.

Please respond to the following questions using a scale of 1 to 5 (1=not at all to 5=very well)

1. Were you pleased with the Baker Teacher Education Program? _____

2. How well did Baker prepare you for the teaching occupation? _____

Comments:

Thank you for participating in this survey.

APPENDIX E

BAKER UNIVERSITY GRADUATE EVALUATION FORM

Baker University Graduate: _____ School _____

Year Graduate Completed Program _____ Date of Survey _____

This check list is one means that the Baker School of Education uses to evaluate the effectiveness and growth of our graduates in areas that the Department deems important in becoming confident and competent educational leaders. Please check each criteria listed below. Column 1 suggests unsatisfactory ability; 2 = below average ability; 3 = average ability; 4 = above average ability; and 5 = very strong ability. Please use N/O if you have not had the opportunity to observe.

This Baker University graduate demonstrates: N/O 1 2 3 4 5

1. The ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students. _____
2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content. _____
3. The ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners. _____
4. The ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading. _____
5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation. _____
6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. _____
7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals. _____
8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners. _____
9. The ability to be a reflective practitioner capable of being held to a high standard of ethical behavior, professional skills, and personal dispositions in the areas of family communications, accurate record-keeping, professional growth and responsibilities, and contributions to the school and district. _____
10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. _____

11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas. _____

12. The ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively. _____

13. The ability to receive and respond to suggestions and criticism. _____

Comments:

Signature

Date

Thank you for your participation in this survey. Your input is valued and will be used to evaluate and/or modify the Baker University Teacher Education Program.

APPENDIX F

PERSONAL AND PROFESSIONAL SKILLS SURVEY

An Instructor's Rating of the Prospective Teacher

Name of Student _____ Instructor _____

Course being evaluated **this semester** _____

Your ratings below imply that the student has demonstrated:

- 1 Very little or no competence in the area identified. - WEAK
- 2 Below average competence in the area identified. – BELOW AVERAGE
- 3 Average competence in the area identified. - AVERAGE
- 4 Above average competence in the area identified. – ABOVE AVERAGE
- 5 Outstanding competence in the area identified. - OUTSTANDING

N/A- you have been unable to evaluate the area or you consider this area not applicable to your course.

The student demonstrates:		<u>Circle One</u>					<u>For office use only</u>
Professional Responsibility and Dependability The skills that enable candidates to assume responsibility for class assignments, attend regularly, plan, schedule, and meet time lines.	N/A	1	2	3	4	5	X 3 = _____
Disposition for Teaching Enthusiasm, ability to relate to others, acceptance of individual differences, openness to new ideas, willingness to address personal weakness.	N/A	1	2	3	4	5	X 3 = _____
Initiative Class participation, showing interest in class, and willingness to go beyond minimum requirements.	N/A	1	2	3	4	5	X 3 = _____
General Emotional Maturity No chatting during class, taking personal responsibility for own actions and results, inappropriate use of technology.	N/A	1	2	3	4	5	X 3 = _____
Knowledge Base A strong knowledge base in the general arts and sciences and professional content.	N/A	1	2	3	4	5	X 1 = _____
Written Communication Skills The ability to write ideas clearly, using good writing conventions, organization, and focus.	N/A	1	2	3	4	5	X 1 = _____
Oral Communication Skills The ability to clearly articulate oral comments and interact with individuals and groups.	N/A	1	2	3	4	5	X 1 = _____
Problem Solving, Creativity, and Critical Thinking Skills The ability to think critically and use problem-solving skills and originality.	N/A	1	2	3	4	5	X 1 = _____
Potential for Teaching Success Overall rating of this student as a candidate for the teaching profession.	N/A	1	2	3	4	5	X 1 = _____

APPENDIX G

SCHOOL OF EDUCATION'S RECOMMENDED STRATEGIES AND BEST PRACTICES

The School of Education believes that the following instructional strategies are supported by research and best practices and should be considered in planning for effective instruction. Furthermore we believe that modeling, one of the identified strategies, is among the most powerful and effective means of ensuring that our candidates learn and apply these important practices. Therefore the Undergraduate Department faculty commit to teaching by incorporating and modeling the following instructional strategies and practices.

The Undergraduate Department of Education faculty will model, use, and encourage:

Actively involving the learner in the learning, including the use of cooperative learning

Effective verbal and non-verbal communication skills

Facilitating vs. lecturing

Setting high expectations for learning

Critical thinking, problem solving, reflection, and inquiry

The use of multiple assessments

Effective questioning techniques and dignifying learner responses

Providing appropriate feedback

Providing guided practice prior to independent practice

Technology that will enhance learning

Clarifying comments follow:

Actively involving the learner in the learning

The faculty will organize the instructional process so that candidates become active participants in the learning process.

Effective verbal and non-verbal communication skills

The faculty will encourage communication skills through group and individual activities including discussion and questioning techniques.

The faculty will also incorporate specific cooperative learning formats and small group work during class sessions.

Facilitating vs. lecturing

The faculty will attempt to break the usual collegiate pattern of lecturing as the main mode of delivery of information. We recognize that what candidates see and have experienced most frequently will imprint and affect future teaching.

High expectations

The faculty will hold high expectations, insisting that candidates successfully learn identified outcomes.

Critical thinking, problem solving, reflection, and inquiry

The faculty will promote problem solving, discovery, active inquiry, and higher levels of Bloom's Taxonomy in planning questioning techniques, assessments, and student activities.

The use of multiple assessments

The faculty will utilize multiple and various assessments in evaluating candidates. Peer evaluations will be used to enhance student feedback and reflection.

Effective questioning techniques and dignifying learner responses

The faculty will use a number of effective teaching strategies that incorporate effective questioning techniques, dignify learner responses, and provide appropriate wait time.

Providing appropriate feedback

The faculty will ensure that candidates are given appropriate feedback at all times regarding expectations, learning activities, and assessments.

Providing guided practice prior to independent practice

The faculty will ensure that candidates have ample opportunity to practice and have success on learning activities prior to providing independent assignments.

Technology that will enhance learning

The faculty will use technology to enhance instruction. Faculty will make use of technologies both in and out of the classroom and set expectations that student learn to use instructional technologies.

APPENDIX H

CANDIDATE PORTFOLIOS

From a STUDENT ARTIFACTS NOTEBOOK to a PROFESSIONAL PORTFOLIO

In the beginning.....THE STUDENT ARTIFACTS NOTEBOOK

All teacher education candidates are required to begin the process of collecting educational artifacts in a student artifacts notebook. These artifacts will provide evidence of the candidate's performance on program objectives. The Student Artifacts Notebook will be distributed and the process explained during the first course in the department, ED 100 Teaching as a Career. Throughout the course of the program, candidates will be directed to place a variety of items in this notebook and professors will check that required items are included at the end of each of the professional education courses. Descriptions for each artifact area, with suggested comments for accumulating meaningful artifacts from each course, are attached.

Toward the end..... THE DEVELOPMENTAL PORTFOLIO

During ED 440 Elementary and Middle School Methods or ED 460 Secondary and Middle School Methods, teacher candidates will transform this collection of materials into a true developmental portfolio by re-examining all entries, reorganizing notebook contents, writing reflective analyses over their development, and making an oral presentation of this material to undergraduate School of Education and content area faculty. Developmental portfolio entries are organized along the themes of the "teacher as a 1) reflective practitioner, 2) planner of instruction, 3) facilitator of learning, 4) assessor of learning, and 5) technologically skilled practitioner." Further information on the scheduling and format of this individual presentation will be provided in ED 440 and ED 460. Students who do not earn a grade of C or better will be required to redo their Developmental Portfolio.

At last..... THE PROFESSIONAL PORTFOLIO

During the course of student teaching, candidates will create a professional portfolio on *TaskStream*, as a course requirement for ED 440/460. The purpose of this portfolio is to display skills, dispositions, and experiences to potential employers. Materials and themes from the developmental portfolio may be used; however, the emphasis will be on documenting activities from the student teaching experience that provide evidence that the candidate is "a confident and competent educational leader" (*School of Education Mission*). Guidelines will be discussed in ED 440/460.

Explanatory Comments

The Student Artifacts Notebook is arranged by themes. These themes, which can be linked to the departmental program objectives, provide the framework upon which to organize class assignments and other personal educational artifacts.

The Teacher as a Reflective Practitioner Program Objectives 9, 13, 14, 15

1. Philosophy of Education
Candidates will write a personal educational philosophy and belief statements at various times throughout the program. These statements will be included in section #1, entitled *Philosophy of Education*.
 - Completed in ED 100, ED 343, and ED 440/460
2. Program Objectives Reflections
Candidates will write reflective paragraphs over their individual growth at the end of each professional education course, after examining their pre- and post-course ratings. These reflective paragraphs will be included under section #2 entitled *Program Objectives Reflections*.
 - Completed in ED 100, ED 243, ED 244, ED 264, ED 265, ED 309, ED 311, ED 320, ED 343, ED 345, ED 366/368, ED 440/460, ED 462, and IS 199.
3. Lifelong Learning Plans
Candidates will write a reflection paper on experiences outside of the classroom that demonstrates personal and professional growth. They must also include plans for future learning experiences. This paper will be included under section #3 entitled *Lifelong Learning Plans*.
 - Completed in ED 309
4. Critical Thinking/Reflection Activities
Candidates will write reaction papers and complete reflection activities in several courses. These papers and activities will be included in section #4 entitled *Critical Thinking/Reflection Activities*.
 - Completed in ED 243, ED 345, and IS 199
5. Community Service Record
Candidates must complete 15 hours of unpaid community service prior to the beginning of ED 462. Candidates must write a two page reflection paper detailing the nature of the volunteer service, the particular setting(s), and the social benefits provided by this service. In addition, candidates should reflect on the affective component of this experience and any attitudinal changes facilitated by this experience. This paper and the community service documentation form will be included in section #5 entitled *Community Service Record*. See specific assignment guidelines in the notebook under the Community Service.
 - Completed in ED 462
6. Field Experience
Candidates will write reaction papers over their experiences in several pre-service placements. These papers, along with information on the location of the field experience, verification sheet, and mentor evaluations will be included in the section #6 entitled *Field Experiences*.
 - Completed in ED 244, ED 320, ED 366/368, ED 462, and IS 199

The Teacher as a Planner of Instruction
Program Objectives 5, 7, 11

7. Lesson Plans

As part of the course requirements in several classes, candidates will write lesson plans. These plans and their grading rubrics will be included under the section #7 entitled *Lesson Plans*. Candidates are encouraged to include representative lesson plans from specific methods courses. These lesson plans must follow the format presented in class and will be evaluated on the departmental lesson plan rubric. A sample lesson plan form and rubric is found under the lesson plan section.

- Completed in ED 243, ED 311, and ED 366/ED 368

8. Unit Plan

Candidates will create an integrated multidisciplinary unit in ED366/368. The grading rubric for this unit, along with others created in additional classes, will be included in section #8 entitled *Unit Plans*.

- Completed in ED 366/368

The Teacher as a Facilitator of Learning
Program Objectives 1, 2, 3, 4, 6, 10

9. Self Evaluation of Taped Presentations

Candidates will complete self-evaluations of videotaped teaching sessions and parent-teacher conferences in several courses. All of these self-evaluations will be included in section #9 entitled *Self-Evaluations of Taped Presentations*.

- Completed in ED 243, ED 309, and ED 343

10. Differentiated Instruction

Candidates will complete a summary of the variety of instructional and classroom accommodations they have used with candidates who have exceptionalities or those who need additional learning assistance. In addition, candidates will also create an adapted study guide and adapted tests for students with special needs. These forms will be included in section #10 entitled *Differentiated Instruction*.

- Completed in ED 345 and ED 366/368

11. Best Practices & Teaching Strategies

Candidates will create a list of effective teaching strategies. They will include a portfolio of effective reading strategies. This list and the grading rubric for the unit will be included in section #11 entitled *Best Practices & Teaching Strategies*.

- Completed in ED 311, ED 343, ED 345 and ED 366/368

The Teacher as an Assessor of Learning
Program Objective 8

12. Assessment Items

Candidates will create assessments for special needs students in ED 345, an assessment plan for the unit created in ED 366/ED 368, and a unit test and an alternative assessment with detailed grading rubrics in ED 309. These assignments will be included in section #12 entitled *Assessment Items*.

- Completed in ED 309, ED 345, and ED 366/368

The Teacher as a Technologically- Skilled Practitioner
Program Objective 12

13. Technology

Technological skills are integrated throughout the program. Specific assignments will be completed in several courses and candidates will create and submit many assignments on *TaskStream*, a web-based educational resource. Refer to section #13 entitled *Technology* to identify the special requirements and experiences that must be completed in each class and included in this section.

- Completed in ED 243, ED 264, ED 265, ED 309, ED 311, ED 345, ED 366/368, ED 440/460, and ED 462

Student Artifacts Notebook Verification Sheet

The Teacher as a Reflective Practitioner

Tab	Artifact Item	ED 100	IS 199	ED 243	ED 244	ED 264	ED 265	ED 309	ED 311	ED 320	ED 343	ED 345	ED 366/8	ED 462	ED 440/460
1	Philosophy of Education														
2	Program Objectives Reflections														
3	Lifelong Learning Plan														
4	Critical Thinking/Reflection Activities														
5	Community Service Record														
6	Field Experiences														

The Teacher as a Planner of Instruction

Tab	Artifact Item	ED 100	IS 199	ED 243	ED 244	ED 264	ED 265	ED 309	ED 311	ED 320	ED 343	ED 345	ED 366/8	ED 462	ED 440/460
7	Lesson Plans														
8	Unit Plans														

The Teacher as a Facilitator of Learning

Tab	Artifact Item	ED 100	IS 199	ED 243	ED 244	ED 264	ED 265	ED 309	ED 311	ED 320	ED 343	ED 345	ED 366/8	ED 462	ED 440/460
9	Self-Evaluations of Taped Presentations														
10	Accommodations & Modifications														
11	Best Practice & Teaching Strategies														

The Teacher as an Assessor of Learning

Tab	Artifact Item	ED 100	IS 199	ED 243	ED 244	ED 264	ED 265	ED 309	ED 311	ED 320	ED 343	ED 345	ED 366/8	ED 462	ED 440/460
12	Assessment Items														

The Teacher as a Technologically-Skilled Practitioner

Tab	Artifact Item	ED 100	IS 199	ED 243	ED 244	ED 264	ED 265	ED 309	ED 311	ED 320	ED 343	ED 345	ED 366/8	ED 462	ED 440/460
13	Technology														

Shaded Areas = not officially recorded during this course

- ED 100: Teaching as a Career
- IS 199: Diversity in Education Interterm
- ED 243: Introduction to Education
- ED 244: Introduction to Education Practicum
- ED 264: Foundations of Classroom Management
- ED 265: Technology for Teachers
- ED 309: Evaluation Techniques for the Classroom
- ED 311: Fundamentals of Teaching English Language Learners
- ED 320: Education Field Service Practicum I
- ED 343: Educational Psychology
- ED 345: Psychology of the Exceptional Child
- ED 366/368: Teaching Reading in the Content Areas
- ED 440/460: Elementary/Secondary Methods
- ED 462: Education Orientation Internship

APPENDIX I

Baker University Undergraduate Department of Education Technology Expectations

Candidates completing the School of Education undergraduate teacher education program will demonstrate the technology skills identified below. Many of these assignments are included in the student artifacts notebook. All of the assignments in this notebook are assessed by individual instructors on pre-determined standards prior to their inclusion in the notebook. It is assumed that all candidates possess and use the basic skills of word processing, internet access, and email. The Education Department expects all candidates to check their Baker University wildcat email account daily since this is a primary means of communicating within the department.

Updated August 2011

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1. Internet Searches
 - A. ED 243: Candidates find applicable educational resources to include in the student artifacts notebook.
 - B. ED 343: Candidates write critiques of three educational websites for inclusion in the student artifacts notebook.
 - C. ED 366/ED 368: Candidates use the internet as a resource for writing a unit. The unit bibliography is included in the student artifacts notebook.
 - D. ED 366/ED 368: Candidates access program standards online and cite standards addressed in writing an integrated unit.
 2. PC/Apple Comparison
 - A. ED 265: Candidates will explore Apple platforms
 3. Technology-Based Educational Resources, and Software Programs
 - A. ED 309: Candidates use a grade book software program to enter student assignments and grades. They print summary reports and include them in the student artifacts notebook.
 - B. ED 309: Candidates examine resources on the www.ksde.org site, paying particular attention to the formative state assessment component of the site and write a summary of the resources available on the site.
 - C. ED 265: Candidates create websites that are evaluated with a rubric.
 - D. ED 309: Candidates access www.taskstream.com and create at least one rubric for their alternative assessment assignment. This alternative assignment, with rubric, is included in the student artifacts notebook.
 - E. ED 345: Candidates examine technology specific to accommodating the communication needs of diverse students. Resources are kept in the candidate's artifact notebook.
 - F. ED 440/460: Candidates will be exposed to electronic to Professional Portfolio options.
 4. Electronic Presentation
 - A. ED 366/368: Candidates will create and present an electronic presentation as a reflective report of their practicum experience.
 5. Technology Hardware
 - A. ED 265: Candidates examine/interact with current available technology.
 - B. ED 366/ED 368: Candidates will use presentation hardware such as (but not limited to) Elmo and computer projection.
 6. E-mail Communication
 - A. ED 244 and ED 320: Candidates will communicate with their PDS mentor teachers via email.
 - B. ED 309: Candidates create a parent communication in response to a parent email.
 7. On-line course management system
 - A. Candidates use TaskStream to access assignment guidelines, submit assignments, and examine assignment results via TaskStream rubrics in all professional education courses.

APPENDIX J

COMMUNITY SERVICE

RATIONALE:

The School of Education's Conceptual Framework includes fifteen Program Objectives which "confident and competent educational leaders" possess. One of these competencies relates to the educator's responsibility to the larger community. It is our belief that confident and competent educational leaders must be community participants. Consequently, the teacher education curriculum includes a required community service component.

PROCESS:

To maximize flexibility in service opportunities and scheduling, this requirement is not tied to any particular course, but must be completed by ED 462 Education Orientation Internship. Candidates must provide fifteen (15) hours of unpaid volunteer service at an approved site, beyond the Baker University community, to satisfy this requirement. The documentation form, along with the reflection paper, will be included under section #5 *Community Service Record*. The required documentation form is attached.

GUIDELINES:

Since the purpose of this experience is to **volunteer** at a setting that provides a service to the larger community, several types of placements are possible. Candidates may coach a little league or community sports team, tutor in an after-school program, serve as a Big Brother or Big Sister, or assist in the *Read Across America* program. Other activities *could* be:

- Habitat for Humanity
- Increased hours in practicum settings
- Boys and Girls Club
- Olathe Headstart (BUSEA is working with this group)
- Baldwin City Recreation
- Coaching little league teams
- Sunday/Bible school
- Special Olympics

If unsure, contact a member of the School of Education for approval. Candidates are responsible for contacting the agency, arranging the specifics of the experience, completing the documentation form, and writing the reflective paper.

ASSIGNMENTS:

Candidates are required to write a two-page reflection paper detailing this fifteen-hour experience. This reflection should explain the nature of the volunteer service(s), the particular setting(s), and the social benefits provided by this service. In addition, candidates should focus on the affective component of this experience and reflect on any attitudinal changes facilitated by this experience.

COMMUNITY SERVICE DOCUMENTATION FORM

I hereby attest that I completed the community service hours listed below.

Student Signature

Service Site _____

Date	Time	Nature of Duty
------	------	----------------

Service Site _____

Date	Time	Nature of Duty
------	------	----------------

Service Site _____

Date	Time	Nature of Duty
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APPENDIX K

PLAN FOR ADDRESSING CONCERNS REGARDING STUDENT STATUS

Name: _____ Date: _____

Current Student Candidate Status:

Non-Qualified _____ **Probationary Candidate** _____ **Conditional Candidate** _____

Criteria Deficiencies:

1. Current cumulative GPA: _____
Current GPA for professional and content course: _____
Students must possess a cumulative GPA ≥ 2.8 for all professional and required content area courses, and a cumulative GPA ≥ 2.5 for all college credit taken.
2. Current ratings on Personal and Professional Skills Surveys: _____
Students must possess a composite average ≥ 3.5 (on a 5.0 scale) on the Personal and Professional Skills Surveys.
3. Current ratings on Professional Development School Evaluations: _____
Students must possess a composite average ≥ 3.5 (on a 5.0 scale) on the Professional Development School Evaluations.
4. C-BASE scores: English (235) _____ Writing (235) _____ Math (235) _____
OR
PPST scores: Reading (173) _____ Math (172) _____ Writing (172) _____
Students must pass all parts of the test. For students having problems passing these tests, we recommend individual tutoring at Sylvan Learning Center.

Other Program Requirement Deficiencies:

1. Professional Education Course Grades: _____
Students must possess a grade of C or above in all education courses.
2. Required Content Course Grades: _____
Students must possess a grade of C or above in all content area courses.
3. General Education Course Grades: _____
Students must possess a grade of C or above in CO 115 or its equivalent.

Goal(s) (including specific areas of concern if known):

Plan:

Signed Statement Regarding Student Status

I am aware that my current status is (Probationary or Conditional). I have read and understand the Probationary and Conditional Candidate requirements explained in the TEPPH and understand that if I do not attain at least conditional status, I will not be allowed to take further education courses. I also understand that I must be a Candidate in Good Standing to enroll in the student teaching semester.

Signature of Student

Signature of Faculty Member

Revised Fall 2008

APPENDIX L

Criteria for Admission to Student Teaching

The following table outlines the criteria for “Good Standing” status. Candidates must achieve “Good Standing” status before admission to student teaching will be approved. Please note that either the PPST or the C-BASE test may be used to satisfy the basic skills test.

	Your Scores	Required Scores for Good Standing
Cum GPA:		2.50
Professional and Content Area GPA:		2.80
Average score on Prof. Skills Survey:		3.50
PDS Evaluations		3.50
PPST – Reading or C-BASE – English		173/235
PPST – Writing or C-BASE – Writing		172/235
PPST – Math or C-BASE – Math		172/235
Successfully completed, with a grade of “C” or better, the professional education and content area courses taken to- date.	Yes or No	Deficiency
Successfully completed general education courses PY 111 and PY 243. Successfully completed, with a grade of “C” or better CO 115.	Yes or No	Deficiency

In addition, a candidate in good standing must meet the following requirements to be admitted to student teaching:

- ✓ Completion of all Good Standing requirements
- ✓ Approval from the Undergraduate Teacher Education Committee
- ✓ Completion of 15 hours of community service
- ✓ Completion of the requirements outlined in the Student Artifacts Notebook
- ✓ Completion of at least 15 hours of credit from Baker University
- ✓ Completion of an application to student teach
- ✓ Completion of CO 115, PY 111, and PY 243
- ✓ Completion of all professional and content coursework except the student teaching semester

APPENDIX M

LICENSURE REQUIREMENTS FOR CANDIDATES WHO HAVE PREVIOUSLY EARNED A DEGREE

Student Name _____

Date of Initial Contact _____

Persons who come to Baker University with a baccalaureate degree from an accredited institution and wish to obtain teaching licensure in a field or fields must satisfy the expectations of the School of Education, which operates in concert with the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). Baker University is accredited by KSDE and NCATE to license teachers in elementary education and a number of secondary fields. Persons wishing to obtain licensure must successfully satisfy the following:

- I. Possess a cumulative GPA \geq 2.8 for all professional and required content area courses, and possess a cumulative GPA \geq 2.5 for all college credit taken from any campus;
- II. Obtain satisfactory faculty ratings on the Personal and Professional Skills Survey (3.5 on a 5 pt. scale);
- III. Satisfy the following general education course requirements:

	Course	Credit Hrs.	Grade	Sem. Comp.
1. Writing equivalent to English Comp.*	_____	2 - 3	_____	_____
2. Literature	_____	2 - 3	_____	_____
3. Oral communication *	_____	2 - 3	_____	_____
4. History	_____	2 - 3	_____	_____
5. Social science: General Psychology	_____	2 - 3	_____	_____
Human Development	_____	2 - 3	_____	_____
6. Mathematics (Inter. Algebra* or higher)	_____	2 - 3	_____	_____
7. Science	_____	2 - 3	_____	_____
8. Multicultural or global (could be met by one of the above or IS 199)	_____	2 - 3	_____	_____

* A grade of "C" or above required

- IV. Satisfy the following professional education requirements (**with a grade of C or better**):

1. ED 100 Teaching as a Career	_____	1	_____	_____
2. ED 243 Introduction to Education	_____	2	_____	_____
3. ED 244 Introduction to Education Practicum	_____	1	_____	_____
4. ED 309 Evaluation Techniques for the Classroom	_____	3	_____	_____
5. ED 320 Education Field Service Practicum	_____	1	_____	_____
6. ED 343 Educational Psychology	_____	3	_____	_____
7. ED 345 Psychology of the Exceptional Child	_____	3	_____	_____
8. ED 364 Classroom Mgmt/Teaching ELL	_____	2	_____	_____
9. ED 365 Technology for Teachers	_____	1	_____	_____
10. ED 366/ED 368 Teaching Reading in Content Areas	_____	3	_____	_____
11. ED 462 Education Orientation Internship	_____	1	_____	_____
12. IS 199 Diversity in Education	_____	3	_____	_____
13. ED 440/460 Elementary/Secondary Methods,	_____	3	_____	_____
14. ED 450/470/480 Student Teach. In Elem./Middle/Sec. School	_____	12	_____	_____

Candidates in PreK-12 programs enroll in 6 hours of ED 450 and 6 hours of ED 470 or 480.

- V. Complete the requirements in the major field(s) of endorsement (refer to separate sheet)
- VI. **Complete at least 15 hours of Baker University credit prior to the student teaching semester. Of these 15 hours, 3 hours must be an upper level Professional Education course.**
- VII. C-BASE scores**: _____ English (235) _____ Writing (235) _____ Math (235) (PPST also accepted)
 **College graduates with a cumulative grade point average of 3.0 or above are exempted from C-BASE.
 PLT (161) score: _____ The PLT is a licensure requirement and not a program requirement.
 Content Area: _____ The Content Area test is a licensure requirement and not a program requirement.
 KPTP (20) _____ The KPTP is a licensure requirement and not a program requirement.

APPENDIX N

**School of Education Undergraduate Department
Attendance Policy**

MWF Classes: The following is a policy for MWF (or three-days-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing “confident and competent educational leaders.” In preparation for being a professional, it is important that you attend each class session. One “sick day” is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Two percent (2%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 4% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	2%
3	4%
4	8%
5	12%
6	16% *
7	20%
8 or more	an additional 4% deduction per absence

*** Passing the course is unlikely at this point.**

TR Classes: The following is a policy for TR (or two-days-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing “confident and competent educational leaders.” In preparation for being a professional, it is important that you attend each class session. One “sick day” is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Three percent (3%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 5% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	3%
3	6%
4	11%
5	16% *
6	21%
7	26%
8 or more	an additional 5% deduction per absence

*** Passing the course is unlikely at this point.**

Weekly Classes: The following is a policy for weekly (or one-day-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing “confident and competent educational leaders.” In preparation for being a professional, it is important that you attend each class session. One “sick day” is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Four percent (4%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 6% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	4%
3	8%
4	14%*
5	20%
6	26%
7	32%
8 or more	an additional 6% deduction per absence

*** Passing the course is unlikely at this point.**

Prorated policies apply to summer school, and seven-week classes.

Optional ideas that may be used by faculty.

- If you must be absent for any reason, please contact me in advance.
- Prepare a written/dated summary of why you were absent and hand it to me at the next class session.
- Plan to be in class on time, as you would expect to do in meeting your job commitments. Excessive tardies are unacceptable. Five tardies will be considered one absence.
- Absences will not affect the due date of assignments. Please arrange for your assignments to be in on time whether or not you are physically present in class on a due date.
- An assignment turned in after the due date will be considered late and will be docked 10 percentage points for each 24 hours it is late.
- Tests must be taken on the scheduled date. Any conflict must be cleared with the instructor prior to test time.
- If you must be absent, it is your responsibility to get assignments and class notes from classmates.
- Perfect attendance will be credited to your final grade.

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.



FREQUENTLY ASKED QUESTIONS

1. Can I finish in four years?

Most programs can be finished in four years.

2. What courses will I have to take?

The Teacher Education Policies and Programs Handbook (TEPPH) is designed to give you an accurate listing of the required courses as well as the other requirements for your particular program.

3. When may I start? Do I have to wait to be admitted into the Undergraduate School of Education (U-SOE) Teacher Education Program?

We feel we are in the student growth and development business. As a result all candidates are allowed to start our program immediately by enrolling in ED 100 Teaching as a Career. All are welcome to apply for admission by meeting entry-level expectations but only those who meet the incremental requirements of the program will finish and be recommended for a teaching license. These requirements are outlined in the TEPPH.

4. What are the distinguishing components of your program?

The Baker Teacher Education Program is based on a long-standing tradition of integrating the theoretical with the practical with early classroom placement. In the 1950s, Baker teacher candidates began enhancing their understanding of how to teach by observing and aiding in schools. This tradition continues today with a minimum of 200 practicum hours required of all candidates before student teaching.

Also, all U-SOE faculty consciously attempt to model appropriate teaching strategies that we hope our candidates will use when they have their own classrooms and students.

5. I am a transfer student. What about me?

Transfer students are welcome in Baker University's teacher education program. A department faculty member will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

6. I already have a degree but I now want to be a teacher. Is this possible at Baker?

Many non-traditional students have earned their teaching licenses with the U-SOE. The Licensure Officer and a department faculty member will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

7. Is the Baker Teacher Education Program accredited?

All Baker SOE programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education (KSDE).

APPENDIX P

**BAKER UNIVERSITY UNDERGRADUATE SCHOOL OF EDUCATION
FELONY DISCLOSURE FORM**

The School of Education (SOE) at Baker University has the responsibility for placing candidates in school-based field experiences and for recommending candidates for teacher licensure. The SOE takes its responsibility seriously and requires that each student fill out a Felony Disclosure Form prior to placement in the schools for any unsupervised field experience or other SOE-sanctioned activity in which a candidate participates with school students. Baker University's School of Education is also responsible for recommending to the Kansas State Department of Education (KSDE) individuals who have completed the teacher education program for licensure as a teacher. However, the Kansas State Department of Education reserves the right to deny a license to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.

The following questions were taken from the KSDE Initial License application. You should answer honestly; dishonest answers could result in the denial of a teaching license from KSDE. If an affirmative answer is given to the background questions below, applications or classroom field experience will be placed on hold until additional information is provided to the Vice President/Dean of the School of Education. Students will be asked to meet with the VP/Dean to determine the status for continuance in the teacher education program. It is the student's obligation to notify the VP/Dean if a change to one of the following questions occurs.

1. Have you ever been convicted of a felony?
No _____ Yes _____ If yes, attach a copy of the court documents regarding conviction.

2. Have you ever been convicted of ANY crime involving theft, drugs, or a child?
No _____ Yes _____ If yes, attach a copy of the court documents regarding conviction.

3. Have you entered into a criminal diversion agreement after being charged with any offense described in questions 1 and/or 2 above?
No _____ Yes _____ If yes, attach a copy of the diversion agreement.

4. Are criminal charges pending against you in any state involving any of the offenses described in questions 1 and/or 2 above?
No _____ Yes _____ If yes, attach a copy of the court documents regarding case.

5. Have you had a teacher's or school administrator's certificate or license denied, suspended, or revoked in any state?
No _____ Yes _____ If yes, circle the action taken: denied, suspended, or revoked.
Which state(s) _____. Attach a copy of the documents regarding the official action taken.

6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
No _____ Yes _____ If yes, attach a copy of the official documents regarding the action pending against you.

7. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
No _____ Yes _____

8. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
No _____ Yes _____

Signature

Course number and name

Printed Name

Date

(Revised 04/11)

APPENDIX Q

Glossary of Terms

Accreditation	A process for assessing and enhancing academic and educational quality through voluntary peer review
Adjunct Faculty	Faculty and administrative positions at a college or university that are not permanent positions at the academic institution
Automatic Drop	Students may be dropped from the Teacher Education Program under certain circumstances.
Candidates	Individuals admitted to, or enrolled in, programs for the initial preparation of teachers. Candidates are distinguished from <i>students</i> in P-12 schools. (NCATE)
C-BASE	College Base Academic Subject Examination
Clinical Practice	Another name for the professional or student teaching semester
Conceptual Framework	An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. (NCATE)
Cooperating Teacher	The classroom teacher who works with the student teacher during the student teaching semester
Credentials	Records and recommendations kept in the Career Development Center
Curriculum	Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area (NCATE)
Deficiencies	Lack of some requirements
Dispositions	Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. (NCATE)
EAC	Education Advisory Council
Endorsement	The legend printed on each license that identifies the subject in which an individual has specialization (KSDE)
Ethnicity	Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry,

language, shared history, traditions, values, and symbols--all of which contribute to a sense of distinctiveness among members of the group. (NCATE)

Ex officio	An ex officio member is a member of a body (a board, committee, council, etc.) who is part of it by virtue of holding another office.
Facilitating	Making easier; supporting actions
Feasibility	Reasonableness, likelihood
Felony Disclosure	Revealing the history of having been involved in a crime termed a felony
Governance	The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school professionals prepared at the institution. (NCATE)
GEC	Graduate Education Committee
INTASC	The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. (NCATE)
Interterm	January term offered at Baker between first and second semesters
KSDE	Kansas State Department of Education
Licensure	The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (NCATE) The granting of access to practice teaching, administration, or school services in Kansas public schools (KSDE)
Operating Procedures	Policies for conducting actions
Orientation	As applied to ED 462 Education Orientation Internship, the process of becoming acquainted with the beginning procedures and activities of starting a new school year in a public school.
Pedagogical Content Knowledge	The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. (NCATE)
Pedagogical Knowledge	The general concepts, theories, and research about effective teaching, regardless of content areas (NCATE)

Pedagogy	The art, science, or profession of teaching
Portfolio	An accumulation of evidence about individual proficiencies (NCATE)
Practicum	The experience and application in a classroom of previously studied theory
Practitioner	One who practices a profession; a teacher with a license
Praxis	Tests by Educational Testing Service (ETS): The <i>Praxis I</i> [®] Test (PPST) measures reading, writing and mathematical skills that colleges often require for entry into a teacher education program. The <i>Praxis II</i> [®] measures subject knowledge and skills that are needed for teacher licensure in 39 states. (ETS)
Probationary	A Probationary candidate is a candidate who has not met all requirements for either Conditional or Good Standing status in the Teacher Education Program.
PDS	Professional Development School
PEC	Professional Educational Council
Prorated Policies	The attendance policies are calculated according to a proportion of the policy for MWF classes.
Provisional	"Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement. (KSDE)
Qualitatively	Involving qualities or characteristics
Quantitatively	Involving quantities or measurement of amounts
Quorum	The number, usually a majority, of members of a group needed to conduct business
Remediation	The act or process of remedying or correcting
Rubric	Assessment guide that reflects content and performance standards; an assessment rubric reflects what is important, defines what work meets a standard and distinguishes between different levels of performance
SPGS	School of Professional Graduate Studies
Student Artifacts Notebook	Notebook that is issued in ED 100 in which students start collecting prescribed educational products.

TaskStream	TaskStream is the name of the company and the product the SOE is using to manage student portfolios and assignments, and to collect data. Candidates will be required to purchase and maintain a membership in TaskStream. Information will be provided when needed. The benefits of this membership are numerous. Students may create rubrics, access state standards for lesson plan writing, and create a Professional Portfolio. TaskStream is the primary data collection vehicle for the U-SOE. Students benefit from this data collection since it provides valuable feedback to U-SOE faculty and supports the accreditation process.
TEPPH	Teacher Education Policy and Programs Handbook
Tenure	A status granted after a trial period to a teacher protecting him/her from dismissal that is done without a formal process
UTEC	Undergraduate Teacher Education Committee
UAC	University Academic Council