

Baker University
Teacher Education Policy and Programs Handbook (TEPPH)
Handbook X

Table of Contents

Introduction	1
Section I Conceptual Framework	
Conceptual Framework Components	1
Mission Statement	1
Mission	1
Vision	1
Model of the Conceptual Framework	1
Essential Characteristics	2
Personal and Professional Skills.....	3
Dispositions.....	3
Program Objectives.....	3
Department Commitments.....	5
Evaluation Process	6
Conceptual Framework Undergraduate Research Base	7
Section II Department Faculty	8
Section III Governance	8
Section IV Revisions of the <i>Teacher Education Policy and Programs Handbook</i>	10
Section V Admission to and Retention in the Teacher Education Program	11
Six Stages of the Teacher Education Program	11
Admission to the Program	11
Descriptions of Stages	11
Stage 1 – Pre-Candidate	11
Stage 2 – New Candidate	12
Stage 3 – Candidate Status	12
Candidate Status Categories	12
Good Standing	12
Conditional	12
Probationary	13
Stage 4 – Professional Semester	13
Stage 5 – Program Completion.....	13
Stage 6 – Initial Licensure.....	13
Retention in the Program	13
Automatic Drop	13
Candidate Dismissal	14
Due Process Procedure	14
Conviction of a Crime Punishable as a Felony	14
Explanations of Further Requirements	15
Involvement in and Service to the Larger Community.....	15
Candidate Portfolios.....	15

Artifacts Notebook	15
Developmental Portfolio	15
Professional Portfolio	16
Exhibiting Life-Long Learning Characteristics	16
A Guide for Computing the Cumulative GPA for Candidates	16
Fingerprinting	17
Section VI Pre-Licensure Testing	17
Basic Skills Tests	17
Principles of Learning and Teaching (PLT) and Content Area Tests	17
PLT	17
Content Area Tests	18
Test Procedures and Policies	18
Section VII The Student Teaching Semester	18
Permission to Enter the Professional Semester	18
Student Teaching Placement	19
Student Teaching Restrictions	19
Section VIII Procedures for Obtaining Teacher Licensure	19
Accrediting Agency Requirements	19
School of Education's GPA Requirements	20
Endorsements	20
Definition of Endorsement	20
Adding Endorsements to a Current Kansas Teaching License.....	20
2008 Change	20
2007 Changes	20
License Application	21
Teaching in Another State	21
Section IX Teaching Credentials	22
Section X General Education Requirements	22
Section XI Professional Field Experiences	22
ED 242	22
ED 320 and ED 321	22
ED 322	23
Other Practicum Opportunities	23
Interterm Enrollment Timeline	24
Policy	24
Rationale	24
Section XII Professional Education Courses	25
Required Professional Education Courses	25
Transfer Students.....	26
College Graduates.....	26
Section XIII Elementary Education Requirements	27
Section XIV Special Education Provisional Endorsement	27

Policy on Admission of SOE Undergraduate Students to SOE Graduate Level Courses	28
Section XV Secondary Education Major	28
Section XVI Secondary Education Licensure Areas	29
Art Education	30
Biology	31
Business	32
Chemistry	33
English	34
Foreign Language.....	35
French	35
German	36
Spanish.....	36
Health	37
History and Government	38
Journalism.....	39
Mathematics.....	40
Middle Level English.....	41
Middle Level Mathematics.....	42
Middle Level Science.....	43
Bachelor of Music Education for General Licensure.....	44
Bachelor of Music Education for Instrumental Licensure	45
Bachelor of Music Education for Vocal Licensure.....	46
Physical Education and Health	47
Physics	48
Psychology.....	49
Speech and Theatre	50
Appendices	51
Appendix A - Matrix Associating Program Objectives to Courses	52
Appendix B - Governance Chart for Educational Programs	53
Appendix C - Student Teacher Evaluation Form.....	54
Appendix D - Graduate Reflection Form	55
Appendix E - Graduate Evaluation Form.....	56
Appendix F - Personal and Professional Skills Survey	57
Appendix G - Dispositions Rubric	58
Appendix H - Recommended Strategies and Best Practices	59
Appendix I - Candidate Portfolio	61
Explanatory Comments	62
Student Artifacts Notebook Verification Sheet.....	65
Appendix J - Technology Expectations.....	66
Appendix K - Community Service.....	68
Appendix L - Plan for Addressing Concerns Regarding Student Status	70
Appendix M - Status on Criteria for Admission to Student Teaching.....	71
Appendix N - Licensure Requirements for Candidates Who Have Previously Earned a Degree.....	72
Appendix O - Table of Criteria	73

The Mission of the Baker University School of Education is to develop exemplary educational leaders.

BAKER UNIVERSITY TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK (TEPPH) HANDBOOK X

This 2008-2009 handbook (TEPPH) serves as the official document of policies, programs and operating procedures for Baker University's Undergraduate Department of the School of Education and the Baker University teacher education program. The policies, programs, and operating procedures in force at the time an applicant applies to enter the teacher education program are the ones that the applicant must fulfill.

Baker University's teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Board of Education (KSBE).

SECTION I CONCEPTUAL FRAMEWORK

Conceptual Framework Components

The conceptual framework for the Baker University School of Education has five components including the: 1) Mission Statement which includes the Mission and Vision, 2) Essential Characteristics, 3) Program Objectives, 4) Department Commitments, and the 5) Evaluation Process. This conceptual framework drives all programs.

Mission Statement

Mission

The mission of the Baker University School of Education is to develop exemplary educational leaders.

Vision

The vision of the Baker University School of Education reflects the above mission and the belief that exemplary educational leaders must:

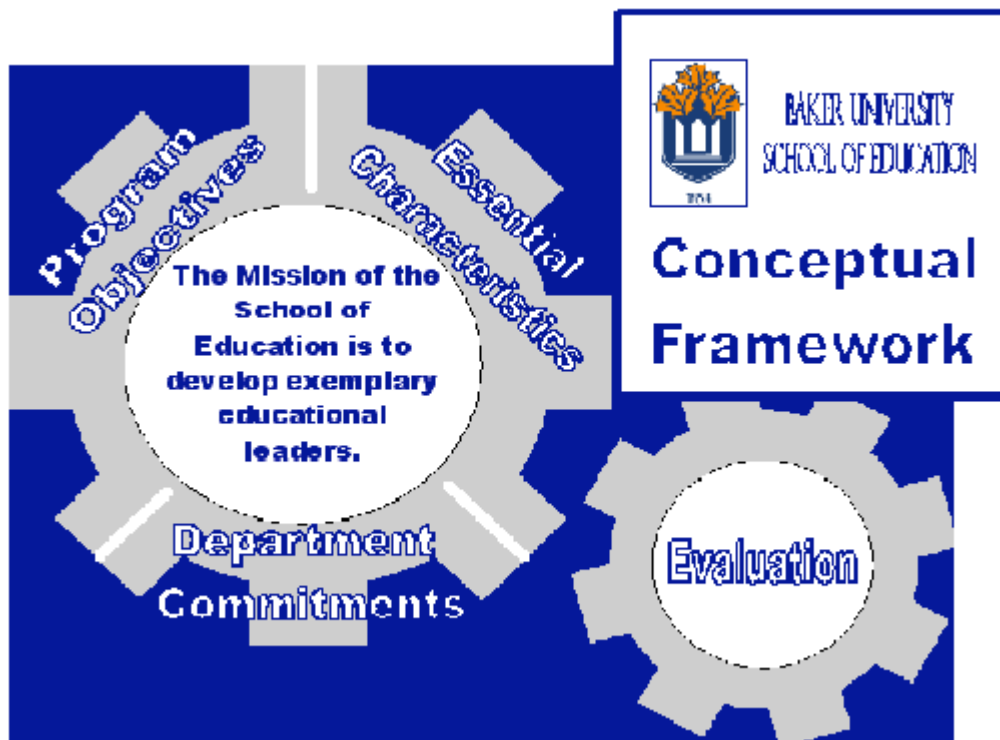
- Advocate for, be committed to and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

Model of the Conceptual Framework

The model of the Conceptual Framework serves as a guide for developing exemplary educational leaders with the essential skills, knowledge, attitudes, beliefs, and values for students of the twenty-first century. The five components of this model are the: **1) Mission Statement, 2) Essential Characteristics (Personal**

and Professional Skills and Dispositions, 3) Program Objectives, 4) Department Commitments, and 5) Evaluation Process. The first component (the mission statement) provides the hub around which the essential characteristics, the program objectives, and the department commitments revolve. Evaluation is the gear that drives the other components of the framework. This model illustrates the importance of the evaluation process and explains its role in the dynamic process of designing a program that develops exemplary educational leaders who:

- Advocate for, are committed to and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs, and values into policy and practice; and
- Maintain an unremitting drive for improvement. (The SOE Vision)



Essential Characteristics

The Baker undergraduate teacher education program believes there are essential characteristics that must be associated with becoming an exemplary 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 Appendices F and G)

Personal and Professional Skills

The Department believes there are eight Personal and Professional Skills that must be associated with becoming an exemplary educational leader. These skills require the candidate to demonstrate:

- 1. A strong knowledge base** in the arts and sciences and professional content;
- 2. Written communication skills** that enable the candidate to express ideas clearly, using good writing conventions, organization, and focus;
- 3. Oral communication skills** that enable the candidate to clearly articulate oral comments and interact with individuals and groups;
- 4. Professional attitudes and responsibilities** that enable the candidate to assume responsibility for assignments, attend class regularly, plan, schedule, and meet time lines;
- 5. Problem solving, creativity, and critical thinking skills** that enable the candidate to think critically and use problem-solving skills and originality;
- 6. Personal dispositions for teaching** that enable candidates to be enthusiastic, able to relate to others and accept individual differences, be open to new ideas, and willing to address personal weaknesses;
- 7. Initiative** that enables candidates to show interest in class, participate in class, and be willing to go beyond minimum requirements; and
- 8. 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).

Personal and Professional Skills Surveys are completed by instructors of professional education courses and required content classes with the exceptions of ED100 Teaching as a Career and ED 320/321 Education Field Service Practicum. 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).

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 these conferences is to increase awareness of the dispositions that are expected of effective and caring educational leaders. See Appendix G for the “Dispositions Rubric.” 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)

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 exemplary educational leaders.

Our graduates will demonstrate:

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 be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.
14. An understanding of school law, educational policies, local, state and national educational structures, professional licensing procedures, and professional organizations.

15. An understanding of the Department's conceptual framework which is defined as the Mission Statement, Essential Characteristics (Personal and Professional Skills and Dispositions), Program Objectives, Department Commitments, and Evaluation Process.

Department Commitments

A listing of sixteen Department Commitments for the undergraduate department was developed to increase the probability that all graduates become “exemplary educational leaders.” A number of these Department Commitments have been aligned with the National Board for Professional Teaching Standards (NBPTS). Department Commitments are listed below.

The undergraduate department will:

1. Ensure that candidates understand the conceptual framework.
2. Ensure that candidates are committed to students and their learning. Candidates will make knowledge accessible to all students, acting on the belief that all students can learn.
3. Ensure that candidates know the subjects they teach and how to teach those subjects to students by providing varied classroom field experiences. These varied field experiences will empower candidates to demonstrate professional dispositions, reflect on those experiences, and apply them to the candidate's repertoire of teaching skills.
4. Ensure that candidates are responsible for managing and monitoring student learning. Candidates will know how to engage students and organize instruction that will create, enrich, and maintain an instructional setting that is conducive to learning.
5. Ensure that candidates think systematically about their practice and learn from experience by emphasizing and modeling problem solving, critical thinking and reflection as an integral part of the instruction for all course work.
6. Ensure that all candidates become members of professional communities by: a) working collaboratively with other professional educators; b) demonstrating a motivation for life-long learning; and c) exhibiting professional attitudes and responsibilities that support student learning.
7. Ensure that candidates develop a respect for diversity. The department will provide opportunities in every professional course for participants to become inclusive educators who can provide service to and build on experiences from all members of a diverse community. Candidates will be provided a variety of experiences with a diverse population that will enable them to relate to and make modifications for diverse and exceptional students.
8. Identify, and continually model a variety of instructional strategies, including methods of inquiry, that are supported by wisdom of practice and educational research. (Refer to Appendix H.)
9. Encourage the integration of content within and across the disciplines and the application of knowledge to life situations.
10. Promote professional growth for all department members.
11. Engage in regular systematic evaluations and modify the conceptual framework and programs

- when appropriate.
12. Require candidates to become actively involved in the wider community through participation and/or service.
 13. Require reading and writing activities for all candidates appropriate to the level and field of endorsement.
 14. Identify and model ethical practices, values, and other dispositions expected of the participants.
 15. Develop collaborative/cooperative agreements with: a) school districts to ensure appropriate field experiences; b) higher education faculty; and c) other members of the professional community to evaluate programs, keep abreast of educational change, and improve the continuity and quality of education experiences for candidates.
 16. Develop and implement a technology plan that will enable candidates to effectively use technology to gather and analyze information, enhance instructional practices, increase professional productivity, and assist with educational change. (Refer to Appendix J.)

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 the program, 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 1-6) will be closely monitored by the department faculty and staff members. Program data will be collected on all students in Stages 2-6. 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 sent a duplicate of this letter. Information that is included in this letter can be found in Appendix M.
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 SOE Undergraduate Department Chair for all faculty (University requirement);

- c. Supervising 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 the 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; (See Appendix G)
- i. Program Rubrics - Program rubrics, such as the lesson plan rubric, assess professional and pedagogical knowledge and skills and are completed several times during the candidate's program.
- j. Program Portfolios - Developmental and professional portfolios are assessed for all candidates during their professional semester.

The results of the Personal and Professional Skills Surveys, completed by faculty in all 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 results gathered from the above assessments are reviewed annually by the undergraduate department staff, the Education Advisory Council, and the 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) each semester 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 exemplary 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 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 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.

- B. The undergraduate Department Commitments have been aligned with the NBPTS Standards.
- 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 II DEPARTMENT FACULTY

Peggy Harris, Professor, Interim Dean of the School of Education

Bill Neuenswander, Professor, Assistant Dean of the School of Education

Merrie Skaggs, Associate Professor, Acting Undergraduate Department Chair

Carolyn Doolittle, Assistant Professor

Machele Timberlake, Coordinator of Student Teachers

Amy Wintermantel, Assistant Professor

Karla Wiscombe, Assistant Professor

SECTION III GOVERNANCE

The School of Education administration and faculty 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 fourth 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 field experience 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 program 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;
- 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. The CAS ASEM Committee will continue to set academic entry standards for undergraduate candidates;
- 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; and
- 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 employment process for full-time faculty members includes:

- 1) Advertising nationally, as appropriate, for the purpose of acquiring qualified and diverse applicants;
- 2) Using a screening committee consisting of members from the Undergraduate Teacher Education Committee; and
- 3) Requesting candidates to appear on campus to meet with appointed groups and persons and teach a lesson before a panel of members from the Undergraduate Teacher Education Committee and department candidates.

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

B. The Treasurer of the University, 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 “Baker University SOE Governance Chart for Educational Programs.”

SECTION IV

REVISIONS OF THE *TEACHER EDUCATION POLICY* AND PROGRAMS HANDBOOK

Substantive revisions of this handbook must be approved by a majority vote of the Undergraduate Teacher Education Committee. (A quorum must be present.) Suggested revisions should be submitted one meeting in advance of the requested vote to change. Exceptions to this rule must be approved by a two-thirds vote of the committee with a quorum present.

Candidates, with the approval of the department, can substitute components from newer editions of the TEPPH for the student's assigned handbook in order to assist the student in meeting licensure requirements.

SECTION V ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

Six Stages of the Teacher Education Program

The Baker teacher education program is designed to develop "exemplary educational leaders." Department faculty and staff guide students who have declared interest in teaching as a career. Students who become teachers will progress through six stages. A visual tracking aid for Stages 1-3 is available to students. (See Appendix O.)

- Stage 1—Pre-Candidate
- Stage 2—New Candidate
- Stage 3—Candidate Status
- Stage 4—Professional Semester
- Stage 5—Program Completion
- Stage 6—Initial Licensure

Admission to the Program

A student may be admitted to the program by fulfilling the criteria for Stage 2. Program data will be collected on all students in Stages 2 through 6. When students meet the requirements for Stage 2, they are then referred to as candidates and are reviewed and approved by the undergraduate department at the end of each grading period for admittance into or continuance in the teacher education program. The Undergraduate Teacher Education Committee is notified in September and February of all candidates approved by the undergraduate department.

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 letter will indicate specific deficiencies if appropriate. Copies of this information will be shared with the student's major advisor.

Descriptions of Stages

Stage 1—Pre-Candidate

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

- ✓ Currently enrolled in and attending classes for ED 100

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 242 is permitted. Potential candidates 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. At the end of ED 100, students will have the opportunity to confirm their interest in admission to the program by submitting an application to the teacher education program.

Stage 2—New Candidate

A student is considered a New Candidate and eligible for admittance to the teacher education program when **ALL** of the following criteria have been met.

- ✓ Confirmed interest in admission to the program by making application
- ✓ 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

Stage 3—Candidate Status

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,
- 2) completion of prescribed coursework with a grade of C or above,
- 3) grade point averages, and
- 4). personal and professional skills scores.

Candidate Status Categories

Candidates are determined to be in one of three status categories:

- Good Standing**
- Conditional**
- Probationary**

Good Standing: An *admitted* candidate is considered to be in Good Standing if **ALL** of the following criteria have been met. Note: Candidates must be in Good Standing in order to be approved for student teaching.

- ✓ Earned scores of 235 on all required sections of the C-BASE or passing scores on all sections of the PPST
- ✓ Completed ED 242 with a grade of C or above
- ✓ Earned a grade of C or above in all content area and professional courses as well as CO 115
- ✓ Attained an overall cumulative GPA of 2.5
- ✓ Attained a content area and professional GPA of 2.8
- ✓ Attained a composite average of 3.5 on the Personal and Professional Skills Survey
- ✓ Attained a composite average of 3.5 on Professional Development School evaluations

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. Note: Candidates in Conditional status may take any and all education courses except those offered during the student teaching semester.

- ✓ Completed ED 242 with a grade of C or above
- ✓ Attained an overall cumulative GPA of 2.4
- ✓ Attained a content area and professional GPA of 2.5
- ✓ Attained a composite average of 3.0 on the Personal and Professional Skills Surveys
- ✓ Attained a composite average of 3.0 on Professional Development School evaluations

Education Department faculty members will meet with all Conditional candidates in order to complete a *Plan for Addressing Concerns Regarding Student Status* form. This should be completed each semester in time for a copy of the form to be shared with the student's advisor during pre-enrollment. These copies will be mailed to advisors. (See Appendix L.)

Probationary: An *admitted* candidate who has completed ED 242 is considered to be Probationary if **ONE** or more of the criteria for Conditional status is not met. **Students in Probationary status may not enroll in any 300- or 400-level education courses unless they are retaking such a course.**

Education Department faculty members will meet with all students with Probationary status in order to complete a *Plan for Addressing Concerns Regarding Student Status* form. This should be completed each semester in time for a copy of the form to be shared with the student's advisor during pre-enrollment. These copies will be mailed to advisors. (See Appendix L.)

Stage 4—Professional Semester

The Undergraduate Teacher Education Committee grants candidates permission to enter the professional semester. In order to be admitted into the professional 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 and PY 243

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

Stage 5—Program Completion

Candidates who have graduated and met all program requirements are deemed program completers.

Stage 6—Initial Licensure

Candidates who have graduated, completed the program, and earned passing scores on the PLT and Content Test, may apply for a teaching license from the Kansas State Department of Education. Further information on Stage 6 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.

Retention in the Program

Automatic Drop

If a student has not taken ED 242 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. If and when the dropped student decides to take ED 242, he/she will be required to make application again at that time and will then be locked into the requirements of the handbook in use at that time. An email will be sent to each student before he/she is removed from the database, but if no response is received, he/she will be removed.

Candidate Dismissal

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

- ✓ 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 242 Introduction to Education
IS 199 Diversity in Education Interterm
ED 309 Evaluation Techniques for the Classroom
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 Child
ED 367 Teaching Reading in the Content Areas
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

Due Process Procedure

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

Candidates wishing to appeal any decision of the Undergraduate Department and/or the Undergraduate Teacher Education Committee are referred to Article V, Section IV, B, 4 (a-e) in the Baker University Faculty Constitution and Bylaws, May 2008 Edition. This document states that one of the responsibilities of the Faculty Student and Grievance Committee is "to provide the primary hearing for grievances and/or appeals initiated by students or faculty". A copy of this document can be found in the office of any of the SOE faculty and staff.

Conviction of a Crime Punishable as a Felony

Candidates who have been convicted of, or who pleaded guilty to a felony or crime involving dishonesty, a controlled substance, 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 "Attestation of Eligibility" form during ED 100 and ED 440 or ED 460. If a candidate responds that s/he has been convicted of or pleaded guilty to a violation punishable as a felony, the student will be required to consult with the Chair of the Undergraduate Department of Education.

Explanations of Further Requirements

Communication

The official means of communication between the SOE and students will be Baker email. Students are responsible for checking email daily. Should a student primarily use an email address other than that issued by Baker University, the student should have their email forwarded so they will not miss important communications.

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 summaries will be evaluated in ED 462 Education Orientation Internship. (See Appendix K.)

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 a number of 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 I.

Toward the End: The Developmental Portfolio

At the beginning of 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 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.

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 professional 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 “an exemplary educational leader” (*School of Education Mission Statement*). Guidelines will be discussed in ED 440/460.

Exhibiting Life-Long Learning Characteristics

Teacher education candidates are expected to realize the value and benefits of a life-long approach to learning. During ED 309 Evaluation Techniques for the Classroom, candidates will write a two-page paper on experiences outside of the classroom, which demonstrate personal and professional growth. They must also include plans for future learning experiences. This reflection paper will be included in the student artifacts notebook.

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 professional semester. The cumulative GPA must be computed from all college work taken, both at Baker and other colleges. Pass/No Credit hours are not computed in the GPA.

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

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

For example, if Amanda has 50 Baker hours with a Baker 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:
 $(50 \times 3.6) + (60 \times 2.2) = (110 \times \text{Total GPA})$.

To project the feasibility of a student attaining a cumulative GPA of 2.5 prior to the professional semester, the following formula can be used:

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

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 professional 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.

Fingerprinting

Candidates must be fingerprinted and have a background check done by a licensed agency prior to their Kansas licensure application. This cost is currently \$44.00 and this fee will be added to your tuition during your student teaching semester. The department will assist in making arrangements for fingerprinting prior to the start of student teaching.

SECTION VI PRE-LICENSURE TESTING

Basic Skills Tests

Accrediting agencies require teacher education programs to use a basic skills test for admission to teacher education. Baker requires the College Basic Academic Subject Examination (C-BASE) or the Pre-Professional Skills Tests (PPST) for admission to the undergraduate program. The department instructs 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 computer. Individual tutoring sessions may be scheduled at the Learning Resource Center prior to C-BASE testing dates. College graduates with a cumulative grade point average of 3.0 or greater and all persons with an ACT composite score of 26 or higher are exempt from taking the C-BASE or PPST.

Passing scores for the two 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), test publisher. 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 a conditional 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, especially ED 343 Educational Psychology, 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

Any teaching candidate must take content tests 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.

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 program and teacher licensure requirements and care should be taken to enter the correct code 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 Learning Resource Center for help with test preparation.

SECTION VII THE STUDENT TEACHING SEMESTER

Permission to Enter the Professional Semester

The Undergraduate Teacher Education Committee grants candidates permission to enter the professional semester. Although most candidates enroll in the professional 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 professional 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 professional semester. In earlier orientation sessions, candidates are informed that they must submit this request. In addition, potential candidates are reminded by letter to enroll in the professional semester.

In order to be admitted into the professional 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 and PY 243

The Undergraduate Teacher Education Committee devotes one or more meetings to the process of approving candidates. Student members of the committee are excused from these sessions. The committee has the latitude to review Conditional Candidates who do not meet the Candidate in Good Standing criteria. Only under exceptional circumstances will UTEC approve persons who do not meet all of the criteria stated for a Candidate in Good Standing. All such exceptions and their rationales are included in UTEC minutes.

All candidates who apply for entry into the professional semester are notified by letter of the Committee'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 Committee. Please refer to the Due Process Procedure found in this Handbook.

Student Teaching Placement

Except for music candidates, candidates who are approved by the Undergraduate Teacher Education Committee for student teaching will be assigned by the department to their student teaching site and teacher. Baker 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 select their top three choices; however **candidates are not to make their own arrangements for student teaching sites.**

Music Student Teachers

The placements for all music education candidates will be handled by the music department; music student teaching applications will still be submitted to the School of Education's Assistant Licensure Officer. Please see the chair of the music department if you have questions.

Student Teaching Restrictions

Teacher candidates may not enroll in any courses other than the required student teaching and methods courses during the professional semester. Any exceptions to this policy would be highly unusual and would require a written petition to the Education Department for approval.

In addition, the School of Education **strongly discourages** candidates from attempting to participate in any co-curricular activities, intercollegiate athletics, or work during student teaching. However, candidates who wish to participate in intercollegiate athletics must present a plan of action. The plan of action must identify any time conflicts between athletic contests and student teaching hours and the means by which the missed time will be made up. The plan will be submitted to the undergraduate department chair and receive departmental approval. Students must sign a statement verifying that 1) they understand the importance and priority of student teaching duties during the professional semester and 2) they realize that outside activities may jeopardize success during student teaching.

SECTION VIII PROCEDURES FOR OBTAINING TEACHER LICENSURE

Accrediting Agency Requirements

The minimum requirements specified by accrediting agencies for licensure are:

- 1) successfully complete a basic skills test, 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 \$39.00 licensing fee.

School of Education's GPA Requirement

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.

Endorsements

Definition of Endorsement

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 foreign language. Regardless of the level(s) of licensure sought, the specific program(s) completed will determine the endorsement(s) received.

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.

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 foreign language can be added through testing.)

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 better and may be taken through other institutions with the approval of the Baker University School of Education.

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. This 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 is \$39.

In compliance with state statute, candidates making application for licensure are required to have a KBI background check conducted. This background check will require candidates to complete a fingerprinting process conducted by a licensed law agency. The Department of Education will assist candidates in this process early in the professional semester. The cost of this background check is currently \$44. This fee will be added to semester billing by the business office.

Candidates applying for licensure will be issued a conditional teaching license valid for two years. Guidelines for renewal can be obtained from the Kansas State Department of Education.

Teaching in Another State

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 other states.

Candidates hoping to teach in another state should ask to see the School of Education's directory that lists addresses and phone numbers for each state's licensing agency. The Internet is another source for current guidelines. 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 enables one to meet any additional requirements necessary for full licensure.

SECTION IX TEACHING CREDENTIALS

Any candidate seeking employment in the teaching field will be required to have teaching credentials on file in the Career Development Center. A copy of a candidate's credential file will be sent to prospective employers at the candidate's request. Information regarding the 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 before or during ED 440 or ED 460 to support them in the completion of this task. The candidate's credential file will eventually contain unofficial transcripts, completed evaluation forms from cooperating and supervising teachers of field experiences, and recommendations. 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 X GENERAL EDUCATION REQUIREMENTS

All persons who earn degrees from Baker must meet Baker's general education degree requirements. Generally the majority of these requirements are completed during the freshman and sophomore years. Candidates should check their catalog to determine the general education program and work with their advisor in satisfying these requirements.

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

SECTION XI PROFESSIONAL FIELD EXPERIENCES

The Baker education program has a long history of quantitatively and qualitatively strong field experiences for candidates. More than five decades ago, a sound working relationship with Baldwin USD 348 was established, and since that time, this interaction has proven to be one of the strongest assets of the program. The Undergraduate Department has Professional Development School agreements with Baldwin Elementary School, Baldwin Junior High School, Baldwin High School, and Caruthers Elementary School in Kansas City that continues to strengthen the field experiences provided education majors.

ED 242

Teacher education candidates at the sophomore through senior levels will have opportunities to participate in professional laboratory experiences every semester. Candidates will be assigned to a public school teacher mentor during ED 242 Introduction to Education and will spend twenty hours serving as a classroom aide to an assigned teacher mentor. The Baker candidate will assist in many student learning activities

ED 320 and ED 321

Candidates desiring teacher licensure must enroll in ED 320 Education Field Service Practicum and ED 321 Education Field Service Practicum after taking ED 242 and before the professional semester. During ED 321, candidates will take an increasingly sophisticated level of field service responsibilities with the assigned mentor teacher. These two 20-hour lab requirements provide the means through which many teaching tasks required in a variety of Baker education courses can be completed. Music education candidates will satisfy these requirements through practicum experiences in music coursework.

ED 322

ED 322 Education Field Service Practicum is a one-hour practicum 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 student for student teaching.

ED 322 is also offered to any education student who may desire an additional practicum experience. The prerequisites are ED 242, ED 320, and ED 321.

Other Practicum Opportunities

In addition, a few courses will require additional laboratory experiences. For example, all teacher candidates (both elementary and secondary) are required to complete:

ED 462 Education Orientation Internship: This course 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.

IS 199 Diversity in Education: During this interterm course, candidates serve as teacher aides in settings that include a mixture of multi-cultural and disadvantaged students. The interterm has ED 242 as a prerequisite and should be taken during the junior or senior year.

All students may choose to gain additional experience by enrolling in one of the following interterm courses:

IE 160 Education in Action: Elementary Level
IE 161 Education in Action: Middle Level
IE 162 Education in Action: Secondary Level

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 twenty-one 45-minute class periods doing small-group teaching of reading. Separate sessions allow a candidate to work at different age

levels. Under direct supervision, Baker candidates both plan and actually teach reading lessons covering material that has been taught in ED 352 Essentials of Reading.

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. E-mails explaining the enrollment policy for education field experience interterm courses will be sent to all undergraduate SOE students prior to the interterm enrollment period. Reminders will also be e-mailed three times during the enrollment period to ensure awareness of this policy.

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

IS 199 Diversity in Education

IE 160 Education in Action: Secondary

IE 161 Education in Action: Elementary

IE 162 Education in Action: Special Education

Rationale

The purpose of this policy change is to foster and maintain good relations with the public schools. These courses require advance planning and arrangements that are done in December before Christmas 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 XII PROFESSIONAL EDUCATION COURSES

All teacher education candidates must take the following professional education courses. In addition, elementary education majors must complete the courses listed under Section XIII, while those pursuing secondary and middle school licensure must complete the courses listed on the appropriate content page listed under Section XIV. Bear in mind that all licensed teachers must also have an earned college degree from Baker University or elsewhere. You must work closely with an advisor familiar with your content major requirements and teacher licensure requirements.

Required Professional Education Courses

ED 100	Teaching as a Career	1 hour	F/SP
ED 242	Introduction to Education (second semester freshman status or above)	3 hours	F/SP

A student who has successfully completed ED 242 and who qualifies for either Conditional or Good Standing candidacy may enroll in the following:

IS 199	Diversity in Education Interterm (juniors or seniors)	3 hours	January
ED 309	Evaluation Techniques for the Classroom	3 hours	F/SP/Su
ED 320	Education Field Service Practicum	1 hour	F/SP
ED 321	Education Field Service Practicum (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 Child	3 hours	F/SP
ED 367	Teaching Reading in the Content Areas	3 hours	F/SP
ED 462	Education Orientation Internship	1 hour	Fall only

A student must achieve Candidate in Good Standing status to be approved for the professional semester. During the student teaching semester, candidates enroll in the following courses

ED 440	Elementary and Middle Level Methods, or	3 hours	F/SP
ED 460	Secondary and Middle Level Methods		
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: 37 hours

Support courses required for teacher licensure

PY 111	General Psychology	3 hours	F/SP
PY 243	Human Development	3 hours	F/SP
CO 115	Oral Communication (grade of "C" or above)	3 hours	F/SP

Transfer Students

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 242 Introduction to Education, ED 345 Psychology of the Exceptional Child, and/or ED 367 Teaching Reading in the Content Areas.

College Graduates

College graduates wishing to pursue teacher licensure must meet the professional course requirements and the appropriate content area course requirements. A person who holds a degree from an accredited institution and seeks teacher licensure through Baker may meet some of the professional education and content area requirements through equivalent course work if approved by the Undergraduate Department. This process usually takes three or more semesters. Occasionally a candidate may have less than three semesters of course work to complete. This is a rare situation and requires special sequencing.

A policy was developed to guide candidates who already possess a bachelor's degree and wish to complete the teacher licensure process in fewer than three semesters. Previously degreed candidates who wish to become candidates in the program must meet the following requirements before being allowed to enroll in a condensed sequence of concurrent professional course work:

- a. complete a teacher education program application;
- b. possess a cumulative GPA of 2.5 from all college course work taken and 2.8 from all professional and content area courses;
- c. pass 2 of the 3 parts of the C-BASE or PPST with official results on file with the Department*;
- d. possess a 3.5 average on three recommendations submitted from professors with whom the student has worked in the past. The "Professional Skills Survey" form with an explanatory cover letter will be used.

Applications for tentative admittance to the professional semester are accepted in October for spring semester student teaching and in February for fall semester student teaching. The above criteria are necessary before a student may *apply* for student teaching approval. Final approval will be granted only to persons who qualify for "Candidate in Good Standing" status with all requirements completed. In addition, a student must complete IS 199 Diversity in Education during a January interterm session prior to student teaching.

* College graduates with a 3.0 cumulative grade point average are exempted from the C-BASE or PPST.

SECTION XIII ELEMENTARY EDUCATION REQUIREMENTS

Baker University's elementary education program is built upon a strong tradition of combining theory and practice to achieve its major goal of preparing exemplary educational leaders. While the foundations and pedagogy of teaching are important and covered in formal professional course work, the observation and application of these theories in actual elementary classrooms is a crucial ingredient in the scope of the elementary education program at Baker. 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 250	Teaching English Language Learners in the Mainstream Classroom	3 hours	Sp
ED 262	Adolescent and Children's Literature	3 hours	Sp
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 349	Methods and Materials for Teaching Physical Education and Health	1 hour	Sp
ED 352	Essentials of Reading	3 hours	Sp
ED 354	Essentials of Reading Supervised Practicum	3 hours	Sp
ED 356	Classroom Management	3 hours	F
ED 363	Elementary School Social Studies	3 hours	Sp
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
FA 380	Art and Music for Classroom Teachers	3 hours	F
ED 413 or 414	Special Education Requirement	3 hours	B
Total		37 hours	

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.

SECTION XIV SPECIAL EDUCATION PROVISIONAL ENDORSEMENT

Elementary education candidates may add a provisional endorsement in special education upon completion of nine hours.

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

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	Jan.

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

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 accessed.

Minimum Requirements:

1. Completed at least 90 credit hours prior to the beginning of the graduate level course(s).
2. Completed 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 graduate level course from the Assistant Licensure Officer office (Case Hall, Room 205A) and a transcript from the Registrar's Office.
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 provisional licensure 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 and athletic eligibility requirements, students should enroll in at least 12 undergraduate hours in addition to any graduate-level credit. Undergraduate tuition and fees will apply.

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 XV SECONDARY EDUCATION MAJOR

Candidates who desire to teach in secondary schools will earn a double major in a content field and in secondary education. To earn the secondary education major, the candidate must complete all professional education and general education requirements previously listed as well as the appropriate content courses listed on the following pages. In addition, the candidate must earn a major in a content area. Many times the requirements for licensure in a content area and the requirements for the major in that content area are identical, but occasionally they are not. Candidates must work carefully with an advisor or advisors familiar with the content major and teacher licensure requirements.

SECTION XVI
SECONDARY EDUCATION LICENSURE AREAS

Art Education

Biology

Business

Chemistry

English

Foreign Languages (French, German, Spanish)

Health

History and Government

Journalism

Mathematics

Middle Level English

Middle Level Math

Middle Level Science

Music Education
(General, Instrumental, and Vocal)

Physical Education/Health

Physics

Psychology*

Speech and Theater

* Only offered as an additional area of licensure

Note: Physical Education only is also available as a licensure area.

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 or elsewhere, and must satisfy Baker'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 Seminar on Art Criticism 3 hours
 - C. Six (6) hours from Art History courses numbered 300 or above 6 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
 - AND**
 - Three (3) additional hours of three-dimensional Studio Art selected from:
 - AS 132 Sculpture I, 3 hours
 - AS 230 Jewelry and Metalsmithing, or
 - AS 240 Weaving and Fiber Art

 - D. Nine (9) hours of Studio Art courses numbered 300 or above, which include all advanced and/or prerequisite courses. 9 hours

- Total: 46 hours

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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

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

BI 132	Introduction to Molecular and Cellular Biology	4 hours
BI 133	Introduction to Organismal and Ecological Biology	4 hours
BI 242	Botany	4 hours
BI 246	Human Anatomy and Physiology I	4 hours
BI 252	General Zoology	4 hours
BI 262	Introduction to Microbiology	4 hours
BI 377	General Ecology	4 hours
BI 378	Genetics	4 hours
BI 410	Biology Seminar	2 hours
ED 410	Methods of Teaching Science	3 hours
Elective:	One (1) upper college biology courses	4 hours

Supporting Courses:

CH 137	General Chemistry I	4 hours
MA 145	College Algebra (or higher)	3 hours
GE 210	Geology	3 hours
PC 125	Introductory Physics I	4 hours
Total		55 hours

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 or elsewhere, and must satisfy Baker'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 351	Intermediate Accounting I	3 hours
AC 142	Managerial Accounting	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:

CS 151	Introduction to Computing for Non-Science Majors	3 hours
MA 221	Statistics I	3 hours
MA 321	Statistics II	3 hours
CI 255	Career Involvement Internship	3 hours

Total		51 hours
-------	--	----------

Candidates seeking Business licensure will be required to show proficiency in developing the ability to operate and maintain the more common types of business computer usage and common business software. Proficiency will be determined through an arrangement with Baldwin High School.

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 or elsewhere, and must satisfy Baker'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	1 hour
CH 491	Chemistry Seminar	2 hours
ED 410	Methods of Teaching Science	3 hours

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 132	Introduction to Molecular and Cellular Biology	4 hours
OR		
BI 133	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		56-57 hours
-------	--	-------------

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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

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

EN 204	Research and Writing for Literary Studies	3 hours
--------	---	---------

One of the following two courses:

EN 210	American Literature to 1890	3 hours
--------	-----------------------------	---------

EN 212	American Literature since 1890	3 hours
--------	--------------------------------	---------

One of the following two courses:

EN 220	European Literature Through the Renaissance	3 hours
--------	---	---------

EN 222	European Literature Since the Renaissance	3 hours
--------	---	---------

Each of the following courses:

EN 226	Contemporary and Minority Literature	3 hours
--------	--------------------------------------	---------

EN 330	British Literature to 1780	3 hours
--------	----------------------------	---------

EN 331	British Literature Since 1780	3 hours
--------	-------------------------------	---------

EN 361	Methods of Teaching Secondary School 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		39 hours
-------	--	----------

FOREIGN LANGUAGE

The foreign 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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

The foreign 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 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 foreign language. Program I requires 30 semester hours and is designed for those candidates who intend to have a foreign 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 foreign languages must successfully complete FL450 - Theory and Methods of Foreign Language Teaching (3 hrs.).

Program II is reserved for candidates who have met licensure requirements in one foreign language and seek an additional endorsement in a second foreign 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		30 hours

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		30 hours

Spanish

The following courses are required:

SP 203	Building Proficiency in Spanish	3 hours
SP 204	Making Connections in Spanish	3 hours
SP 305	Composition in Cultural Context	3 hours
SP 306	Conversation in Cultural Context	3 hours
SP 343	Civilization and Culture of Spain	
OR		
SP 344	Civilization and Culture of Latin America	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
Total		30 hours

Note:

1. Teaching candidates may seek exemption, based on their proficiency from 200 level courses, but they are still required to earn the minimum number of hours specified in each licensure program.

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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

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

Health Licensure - Department Courses:

HP 180	Concepts of Health	3 hours
HP 181	History & Principles of HPER and Sports	3 hours
HP 182	First Aid, CPR, and Safety	3 hours
HP 241	Techniques of Individual and Dual Sports	3 hours
HP 242	Techniques of Team Sports	3 hours
HP 244	Essentials in Sports Medicine	3 hours
HP 343	Physiology of Exercise	3 hours
HP 346	Adapted Physical Education	3 hours
HP 347	Applied Kinesiology	3 hours
HP 339	Elementary/Middle Level Methods for Physical Education and Health	3 hours
HP 388	Organization & Administration of Health, Physical Education, and Athletics	3 hours
HP 250	Practicum Experience in Health	1 hour

Activity courses:

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

Supporting Courses:

BI 132	Introduction to Molecular and Cellular Biology	4 hours
OR		
BI 133	Introduction to Ecological and Organismal Biology	4 hours
BI/HP245	Human Nutrition	3 hours
BI 246	Human Anatomy and Physiology I	4 hours

Total hours required 47 hours

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 or elsewhere, and must satisfy Baker'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.

Each of the following courses

HI 127	History of the United States to 1877	3 hours
HI 128	History of the United States since 1877	3 hours
HI 226	Laboratory Course in Historical Method	3 hours
HI 436	Senior Seminar in History	3 hours
PS 115	Introduction to American Politics	3 hours
PS 211	Public Policy Analysis	3 hours
PS 312	The Legislative Process	3 hours
HI/PS 323	Gov. and Policies of Western Europe	3 hours
SS 484	Teaching Social Studies in the Secondary School	3 hours

Two courses (6 hours) from the following four courses

HI 140	World Civilizations I	3 hours
HI 141	World Civilizations II	3 hours
HI 142	World Civilizations III	3 hours
HI 143	World Civilizations IV	3 hours

One of the following five courses:

HI 326	Eastern European/ Soviet History and Politics	3 hours
HI 351	African Civilization to 1870	3 hours
HI 361	World of Late Antiquity	3 hours
HI 405	Dynasties of Ancient Egypt	3 hours
HI 441	Rome from Republic to Empire	3 hours

One of the following three courses:

HI 333	American Social and Intellectual History	3 hours
HI 334	American Economic History	3 hours
HI 346	History of Kansas	3 hours

Total 39 hours

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 or elsewhere, and must satisfy Baker'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 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 250	Writing for the Mass Media I	3 hours
MM 325	Mass Media Advertising	3 hours
MM 331	Mass Media Ethics	3 hours
MM 341	Editing	3 hours
MM 368	Media Photography	3 hours
MM 450	Scholastic Journalism (Methods)	3 hours
MM 476	Senior Seminar in Communication	3 hours
MM 478	Mass Media Law	3 hours
CO 115	Oral Communication	3 hours

One of the following courses:

MM 345	Advanced Reporting	3 hours
MM 490	Special Topics course in Specialized Writing	3 hours
Total		33 hours

MATHEMATICS

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 or elsewhere, and must satisfy Baker'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 362	Modern Geometry	3 hours
MA 372	Differential Equations	3 hours
MA 383	Introduction to Modern Algebra	3 hours
MA 385	Probability	3 hours
MA 472	Advanced Applied Statistics	3 hours
ED 412	Methods of Teaching Secondary Mathematics	3 hours
CS 175	Introduction to Computer Science, C++	4 hours
Total		41 hours

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 or elsewhere, and must satisfy Baker'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	Research and Writing for Literary Studies	3 hours
EN 212	American Literature Since 1890	3 hours
EN 226	Contemporary and Minority Literature	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

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 for endorsement	39 hours
--------------------------------------	----------

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 or elsewhere, and must satisfy Baker'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 221	Statistics I	3 hours
MA 321	Statistics II	3 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
OR		
MA 362	Modern Geometry	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		38 hours

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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements. Candidates earning licensure in biology will also receive licensure in middle level science if they take ED 348.

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

BI 132	Introduction to Molecular and Cellular Biology	4 hours
BI 133	Introduction to Organismal and Ecological Biology	4 hours
CH 120	Basic Chemistry**	3 hours
CH 137	General Chemistry	4 hours
ED 348	Methods for Teaching Elem. 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	4 hours
OR		
PC 225	General Physics	4 hours
One of the following:		
BI 246	Human Anatomy and Physiology I	4 hours
OR		
BI 252	General Zoology	4 hours
One of the following:		
BI 360	Comparative Vertebrate Anatomy	4 hours
OR		
BI 377	General Ecology	4 hours
One of the following:		
MA 145	College Algebra	3 hours
OR		
MA 171	Calculus I	4 hours
Total		39-43 hours

** Required if not taken in high school

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 have an earned degree, from Baker or elsewhere, and must satisfy Baker's professional education and basic general 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 from Baker University.

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 Functional 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	Music History I	3 hours
MU 332	Music History II	3 hours
MU 362	Instrumental Arranging	1 hour
MU 363	Choral Arranging	1 hour
MU 354	Form and Analysis	2 hours
MU 245	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 288	Methods of Teaching Piano I	1 hour
MU 461	Teaching Choral Music	4 hours
MU 462	Teaching Instrumental Music	4 hours
MU 463	Teaching Elementary General Music	4 hours

Performance:

MU 21XM	Applied Primary Studio Lessons	4 hours
MU 41XM	Applied Primary Studio Lessons	4 hours

*The student will earn credit in two of these three courses depending on the major performance area.

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

MU 2XX	Primary Large Ensemble	7+ hours
MU 2XX	Secondary Large Ensemble	4 hours
MU 2XX	Chamber Ensemble	2 hours
MU 480	Partial Recital	1 hour

Total	75 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 an earned degree, from Baker or elsewhere, and must satisfy Baker's professional education and basic general 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 from Baker University.

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 Functional 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	Music History I	3 hours
MU 332	Music History II	3 hours
MU 362	Instrumental Arranging	1 hour
MU 354	Form and Analysis	2 hours
MU 245	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 462	Teaching Instrumental Music	4 hours
MU 463	Teaching Elementary General Music	4 hours

Performance:

MU 21XM	Applied Primary Studio Lessons (4.0 hours total)	4 hours
MU 41X M	Applied Primary Studio Lessons (4.0 hours total)	4 hours
MU 217	Applied Secondary Voice (1 sem. class voice accepted)	2 hours
MU 21X	Applied Secondary Instrumental	2 hours
MU 2XX	Primary Large Ensemble (7.0 hours total)	7+ hours
MU 2XX	Choral Large Ensemble	2 hours
MU 2XX	Secondary Instrumental or Choral Large Ensemble	2 hours
MU 2XX	Chamber Ensemble	2 hours
MU 480	Partial Senior Recital	1 hour

Total 67 hours

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 an earned degree, from Baker or elsewhere, and must satisfy Baker's professional education and basic general 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 from Baker University.

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 Functional 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	Music History I	3 hours
MU 332	Music History II	3 hours
MU 363	Choral Arranging	1 hour
MU 354	Form and Analysis	2 hours
MU 245	Conducting Techniques	1 hour

One of the following four courses:

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

Each of the following courses:

MU 286	Methods of Teaching Voice	1 hour
MU 287	Methods of Teaching Guitar	1 hour
MU 288	Methods of Teaching Piano I	1 hour
MU 461	Teaching Choral Music	4 hours
MU 463	Teaching Elementary General Music	4 hours

Performance:

MU 21XM	Applied Primary Studio Lessons	4 hours
MU 41XM	Applied Primary Studio Lessons	4 hours
MU 21X	Applied Secondary Instrumental	2 hours
MU 215	Applied Secondary Piano	2 hours
MU 2XX	Choral Large Ensemble	7+ hours
MU 2XX	Instrumental Large Ensemble	4 hours
MU 2XX	Chamber Ensemble	2 hours
MU 480	Partial Senior Recital	1 hour

Total 67 hours

PHYSICAL EDUCATION/HEALTH

The physical education/health program is 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 or elsewhere, and must satisfy Baker'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	History & Principles of HPER and Sports	3 hours
HP 182	First Aid, CPR, and Safety	3 hours
HP 241	Techniques of Individual and Dual Sports	3 hours
HP 242	Techniques of Team Sports	3 hours
HP 243	Movement and Rhythm	3 hours
HP 244	Essentials in Sports Medicine	3 hours
HP 343	Physiology of Exercise	3 hours
HP 346	Adapted Physical Education	3 hours
HP 347	Applied Kinesiology	3 hours
HP 339	Elementary/Middle Level Methods for Physical Education and Health	3 hours
HP 388	Organization & Administration of Health, Physical Education, and Athletics	3 hours
HP 250	Practicum Experience in Health	1 hour

Activity courses:

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

Supporting Courses:

BI 132	Introduction to Molecular and Cellular Biology	4 hours
OR		
BI 133	Introduction to Ecological and Organismal Biology	4 hours
BI/HP 245	Human Nutrition	3 hours
BI 246	Human Anatomy and Physiology I	4 hours

Total hours required 50 hours

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 an earned degree, from Baker or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

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

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 of Teaching Science	3 hours
Choose five of the following courses:		
PC 332	Electronics	4 hours
PC 340	Astrophysics	3 hours
PC 359	Math Methods of Physics	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
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		49-53 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
PC 491	Senior Projects	1-3 hours
ED 410	Methods of 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		31-33 hours

PSYCHOLOGY

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

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
PY 390	Methods of Teaching 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		26 hours
-------	--	----------

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 or elsewhere, and must satisfy Baker's professional education and basic general education requirements.

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

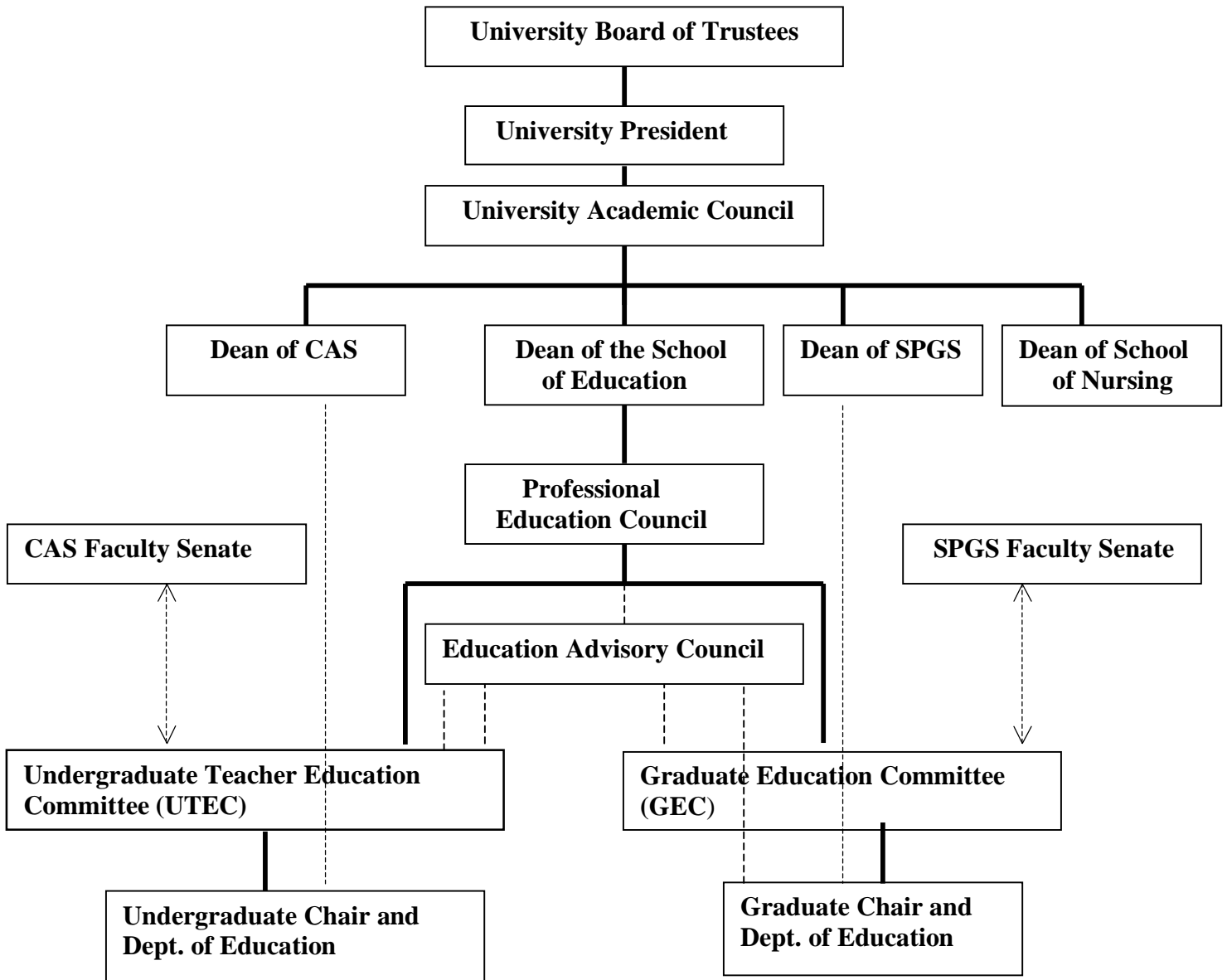
MM 140	Mass Media and Society	3 hours
CO 115	Oral Communication	3 hours
CO/TH 120	Performance of Literature	3 hours
CO 230	Forensics Workshop	1 hour
CO 380	Argumentation and Debate	3 hours
CO 472	Teaching Speech Communication and Theatre Arts	3 hours
CO 476	Senior Seminar* (must have Department permission)	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
TH 320	Theater History I, or	3 hours
TH 330	Theater History II	
Total		44 hours

* CO 476 has a prerequisite of CO 376 Media and Communication Theory and Methods

APPENDICES

APPENDIX B

**BAKER UNIVERSITY
ORGANIZATIONAL 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

Student _____ Date _____

School _____

This checklist is one means of evaluating the student teacher's effectiveness and growth. Please check each criterion 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.

The student teacher demonstrates the ability to:	N/O	1	2	3	4	5
1. Create learning opportunities and make the content meaningful.	___	___	___	___	___	___
2. Use multiple teaching strategies that align with student developmental levels.	___	___	___	___	___	___
3. Create instructional opportunities adapted to learners with exceptionalities and to diverse learners.	___	___	___	___	___	___
4. Use a variety of instructional strategies to develop reading, critical thinking, problem solving, reflection, and performance skills.	___	___	___	___	___	___
5. Create a learning environment that engages, motivates, and positively influences student behavior.	___	___	___	___	___	___
6. Communicate effectively and foster supportive interaction.	___	___	___	___	___	___
7. Plan instruction effectively based on knowledge of students, content, community, resources, and learning goals.	___	___	___	___	___	___
8. Use formal and informal assessment strategies to ensure student growth.	___	___	___	___	___	___
9. Use reflective practices and model professional responsibilities, attitudes and ethical values.	___	___	___	___	___	___
10. Skills in using instructional support tools, including technology to enhance learning.	___	___	___	___	___	___
11. Respond to suggestions and make improvements through coaching from the cooperating and supervising teachers.	___	___	___	___	___	___

Goals/Suggestions/Comments:

Thank you for your assistance. Please return this form in the envelope provided.

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 exemplary 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 student teacher demonstrates:	N/O	1	2	3	4	5
1. The ability to make content meaningful.	___	___	___	___	___	___
2. An understanding of learning and development sufficient to enhance learning for all students.	___	___	___	___	___	___
3. The ability to provide different approaches to learning sufficient to meet the needs of exceptional and diverse learners.	___	___	___	___	___	___
4. Skills in using appropriate instructional strategies to develop critical thinking, problem solving, reflection, and performance skills.	___	___	___	___	___	___
5. The ability to motivate students and control student behavior.	___	___	___	___	___	___
6. The ability to communicate effectively and encourage classroom interaction.	___	___	___	___	___	___
7. A strong knowledge base and the ability to plan effectively.	___	___	___	___	___	___
8. The ability to make and interpret student assessments.	___	___	___	___	___	___
9. Professional skills, responsibilities, attitudes and ethical values.	___	___	___	___	___	___
10. The ability to establish collegial relationships with colleagues, parents, and community that supports student learning.	___	___	___	___	___	___
11. The ability to integrate curriculum across and within subject areas.	___	___	___	___	___	___
12. Skills in using technology to enhance instructional practices.	___	___	___	___	___	___
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 exemplary 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 student teacher demonstrates:	N/O	1	2	3	4	5
1. The ability to make content meaningful.	___	___	___	___	___	___
2. An understanding of learning and development sufficient to enhance learning for all students.	___	___	___	___	___	___
3. The ability to provide different approaches to learning sufficient to meet the needs of exceptional and diverse learners.	___	___	___	___	___	___
4. Skills in using appropriate instructional strategies to develop critical thinking, problem solving, reflection, and performance skills.	___	___	___	___	___	___
5. The ability to motivate students and control student behavior.	___	___	___	___	___	___
6. The ability to communicate effectively and encourage classroom interaction.	___	___	___	___	___	___
7. A strong knowledge base and the ability to plan effectively.	___	___	___	___	___	___
8. The ability to make and interpret student assessments.	___	___	___	___	___	___
9. Professional skills, responsibilities, attitudes and ethical values.	___	___	___	___	___	___
10. The ability to establish collegial relationships with colleagues, parents, and community that supports student learning.	___	___	___	___	___	___
11. The ability to integrate curriculum across and within subject areas.	___	___	___	___	___	___
12. Skills in using technology to enhance instructional practices.	___	___	___	___	___	___
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 help us 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.	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 = _____

Signed: _____

Date: _____

Comments :

APPENDIX G

BAKER UNIVERSITY
Rubric for Measuring Candidate Dispositions

Ratings of Educator Beliefs

The educator believes that s/he is capable of positively influencing learning for all people.

<u>Connected</u>			<u>Unconnected</u>			
The educator feels a oneness with all people. S/He feels capable of having a meaningful impact on persons of every description.			The candidate feels generally apart from others. S/He does not feel capable of having a meaningful impact on persons different then self.			
7	6	5	4	3	2	1

The educator believes that all people are capable of learning at a high level.

<u>Able</u>			<u>Unable</u>			
The educator sees all others as capable of learning. S/He believes others are capable of finding adequate solutions to events and problems in their own lives.			The educator sees others as lacking the capacity to learn or deal effectively with their own problems			
7	6	5	4	3	2	1

The educator believes that the purpose of education is to help all people become competent and successful.

<u>Larger</u>			<u>Smaller</u>			
The educator views events and people in a broad perspective. His/Her goals extend learning opportunities beyond the immediate and/or a select few to all people in the larger context.			The educator views events and people in a narrow perspective. His/Her purpose is to focus on immediate needs and a select group of people.			
7	6	5	4	3	2	1

The candidate believes that teaching is an interpersonal process where the student's attitudes, feelings, and welfare must be of prime consideration in effective teaching.

<u>People</u>			<u>Things</u>			
The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.			The educator is concerned with the impersonal aspects of affairs. Questions of order, management, process, and details are prime considerations in his/her thinking.			
7	6	5	4	3	2	1

 This evaluation was completed by

 Date of evaluation

APPENDIX H

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 I

CANDIDATE PORTFOLIOS

FROM A STUDENT ARTIFACTS NOTEBOOK TO A PRESENTATION 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

At the beginning of 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 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.

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 "an exemplary educational leader" (*School of Education Mission Statement*). 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 462
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 242, ED 309, ED 343, ED 345, , ED 367, 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 demonstrate 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 242, ED 320, ED 321, IS 199, and ED 440/460
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 IS 199, ED 242, ED 320, ED 321, and ED 462

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 method 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 242 and ED 367

8. Unit Plan

Candidates will create an integrated multidisciplinary unit in ED367 Teaching Reading in the Content Areas. 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 367

9. Teaching Resource Files:

Candidates will begin collecting files of teaching resources in the first course and will add to them throughout the program. These files should be organized and kept in plastic crates or file boxes. Further information on these teaching resources will be presented in class. Copies of the completed rubric will be included in section #9 entitled *Teaching Resource Files*.

- Completed in ED 242, 309, 343, 345, 367, and ED 440/460

The Teacher As A Facilitator of Learning
Program Objectives 1, 2, 3, 4, 6, 10

10. 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 #10 entitled *Self-Evaluations of Taped Presentations*.

- Completed in ED 242, ED 309, and ED 343

11. Modifications for Exceptionalities

Candidates will complete a summary of the variety of instructional and classroom modifications 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 #11 entitled *Modifications for Exceptionalities*.

- Completed in ED 345 and ED 367

12. Effective Teaching Strategies

Candidates will create a list of effective teaching strategies. They will include effective strategies in their integrated unit plan. This list and the grading rubric for the unit will be included in section #12 entitled *Effective Teaching Strategies*.

- Completed in ED 343 and ED 367

The Teacher As An Assessor of Learning
Program Objective 8

13. Evaluation Samples

Candidates will create assessments for special needs students in ED 345, assessments for the unit created in ED 367, and a unit test and an alternative assessment with detailed grading rubrics in ED 309. These assignments will be included in section #13 entitled *Evaluation Samples*.

- Completed in ED 309, ED 345, and ED 367

The Teacher As A Technologically- Skilled Practitioner
Program Objective 12

14. 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 #14 entitled *Technology* to identify the special requirements and experiences that must be completed in each class and included in this section.

- Completed in ED 242, ED 309, ED 343, ED 345, and ED 367

Student Artifacts Notebook Verification Sheet

For _____ who entered the program _____

		ED 100	IS 199	ED 242	ED 309	ED 320	ED 321	ED 343	ED 345	ED 362	ED 367
	Philosophy of Education P. O.: 13										
2	Program Objectives Reflections P. O.: 1, 9, 15										
3	Lifelong Learning Plan P. O.: 9										
4	Critical Thinking/ Reflection Activities P. O.: 4, 6										
5	Community Service Record P. O.: 9, 10										
6	Field Experiences P. O.: 1–13										
7	Lesson Plans P. O.: 1, 3, 7										
8	Unit Plans P. O.: 1, 2, 3, 7, 11										
9	Teaching Resource Files P. O.: 1 – 14										
10	Self-Evaluations of Taped Presentations P. O.: 1, 2, 4, 9										
11	Modifications for Exceptionalities P. O.: 3										
12	Effective Teaching Strategies P. O.: 2, 3, 4										
13	Evaluation Samples P. O.: 1, 2, 8										
14	Technology P. O.: 6, 12										

Shaded Areas = not officially recorded during this course

- ED 100: Teaching as a Career
- IS 199: Diversity in Education Interterm
- ED 242: Introduction to Education
- ED 309: Evaluation Techniques for the Classroom
- ED 320: Education Field Service Practicum
- ED 321: Education Field Service Practicum
- ED 343: Educational Psychology
- ED 345: Psychology of the Exceptional Child
- ED 367: Teaching Reading in the Content Areas
- ED 462: Education Orientation Internship
- ED 440/460: Elementary/Middle/Secondary School Methods

APPENDIX J

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.

1. Word Processing Skills
 - A. All professional education courses: Candidates write and submit papers electronically. These papers are assessed by individual faculty members on pre-determined standards.
2. Internet Searches
 - A. ED 242: 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 345: Candidates write descriptions of five special education websites and write a personal reflection on their learning.
 - D. ED 367: Candidates use the internet as a resource for writing a unit. The unit bibliography is included in the student artifacts notebook.
 - E. ED 367: Candidates access program standards online and site standards addressed in writing an integrated unit.
3. Database Skills
 - A. ED 345: Candidates create a database of special education information and include it in the student artifacts notebook.
4. Web-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 LearningStation.com 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 440/460: Candidates use TaskStream presentation portfolio capabilities to create a presentation portfolio.
5. Electronic Presentation
 - A. ED 309: Candidates will 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.
 - B. ED 367: Candidates include a minimum of one PowerPoint instructional lesson in the required unit. A hard copy of this PowerPoint lesson is included in the student artifacts notebook.
 - C. ED 440/460: Candidates create a PowerPoint instructional lesson to use during student teaching. This lesson is presented in the methods course.

6. Technology Hardware
 - A. ED 345: Candidates examine/interact with technology devices used for children with disabilities and write a reflective summary of this experience. This reflection is included in the student artifacts notebook.

7. E-mail Communication
 - A. ED 242, ED 320, and ED 321: Candidates will communicate with their PDS mentor teachers via email.
 - B. ED 440/460: Candidates submit materials via email and Blackboard.

8. 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 K

COMMUNITY SERVICE

RATIONALE:

The School of Education's Conceptual Framework includes fifteen Program Objectives which "exemplary educational leaders" possess. One of these competencies relates to the educator's responsibility to the larger community. It is our belief that exemplary 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 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, take part in the Cancer Society's Relay for Life, work for a political candidate, tutor in an after-school program, serve as a Big Brother or Big Sister, or assist in the *Read Across America* program. Other activities are also acceptable. 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
------	------	----------------

APPENDIX L
PLAN FOR ADDRESSING CONCERNS REGARDING STUDENT STATUS

Name: _____ Date: _____

Current Student Candidate Status:

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 better in all education courses.
2. Required Content Course Grades: _____
Students must possess a grade of "C" or better in all content area courses.
3. General Education Course Grades: _____
Students must possess a grade of "C" or better 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 M

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
Average score on PDS Evaluations:		3.50
*C-BASE – English:		235
*C-BASE – Writing:		235
*C-BASE – Math:		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, with a grade of “C” or better, CO115 or its equivalent.	Yes or No	Deficiency
Transfer students must complete a minimum of 15 credit hours at Baker prior to the student teaching semester.	Yes or No	Number of Completed Hours

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 an application to student teach
- ✓ Completion of PY 111 and PY 243

*PPST is also accepted.

APPENDIX N

**LICENSURE REQUIREMENTS FOR CANDIDATES
WHO HAVE PREVIOUSLY EARNED A DEGREE**

Student Name	Advisor	Date of Initial Contact
--------------	---------	-------------------------

Persons who come to Baker 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 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 ≥ 2.8 for all professional and required content area courses, and possess a cumulative GPA ≥ 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	_____	2 - 3	_____	_____

(Could be met by one of the above or IS 199)

* A grade of C or above required

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

1. ED100 Teaching as a Career	_____	1	_____	_____
2. ED 242 Introduction to Education	_____	3	_____	_____
3. ED 309 Evaluation Techniques for the Classroom	_____	3	_____	_____
4. ED 320 Education Field Service Practicum	_____	1	_____	_____
5. ED 321 Education Field Service Practicum	_____	1	_____	_____
6. ED 343 Educational Psychology	_____	3	_____	_____
7. ED 345 Psychology of the Exceptional Child	_____	3	_____	_____
8. ED 367 Teaching Reading in Content Areas	_____	3	_____	_____
9. ED 462 Education Orientation Internship	_____	1	_____	_____
10. IS 199 Diversity in Education	_____	3	_____	_____
i. During the professional semester, candidates will take the following:				
11. ED 440/460 Elementary/Secondary Methods,	_____	3	_____	_____
12. 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 professional 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)

*College graduates with a cumulative grade point average of 3.0 or above are exempted from C-BASE.

PLT score: _____ PLT (161) The PLT is a licensure requirement and not a program requirement.

Content Test: _____ The content test is a licensure requirement and not a program requirement.

APPENDIX O

<i>Name:</i>	Pre-Candidate	Admitted Candidate Progression (Stages 2 &3 of 6)			
<i>Today's Date:</i>	<i>Stage 1 (During ED 100)</i>	<i>Stage 2 (Post ED 100)</i>	<i>Stage 3 (Post ED 242)</i>		
<i>Current Status (circled):</i>	Pre-Candidate	New Candidate	Probationary Candidate	Conditional Candidate	Good Standing Candidate
Pass 3/3 of C-BASE or PPST					
CA/Prof/GE Grades $\geq C$					
Cum GPA ≥ 2.5					
CA/Prof GPA ≥ 2.8					
P/P Skills S. ≥ 3.5					
PDS Eval ≥ 3.5					
Cum GPA ≥ 2.4					
CA/Prof GPA ≥ 2.5					
P/P Skill S. ≥ 3.0					
PDS Eval ≥ 3.0					
ED 242 Grade $\geq C$					
Completed ED 242					
Pass 2/3 of C-BASE or PPST					
Passed ED 100					
Made Application					
Enrolled in ED 100					

BIBLIOGRAPHY OF PEDAGOGICAL KNOWLEDGE BASE

The following bibliography provides support for the instructional strategies that are promoted and modeled by department faculty. In order to match the format of the Baker University School of Education's Recommended Strategies and Best Practices document, the advocated instructional strategy will be listed with supporting bibliographical material underneath.

Active participation/engaging the learner

- Gardner, H., & Hatch, T. (1989). *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences*. [Electronic version]. *Educational Researcher*, 18(8), 4-9.
- Johnson, D. W. & Johnson, R. T. (1987). *Learning together and alone*. Englewood Cliffs, NJ: Prentice Hall.
- Kagan, S. (1989). *Cooperative learning : Resources for teachers*. San Juan Capistrano, CA: Published by Resources for Teachers.
- Karr, I. (2002). *Busy, noisy, and powerfully effective: classroom learning tools for the college classroom*. (2nd ed.). Elyria, OH: INFO-TEC.
- Kroll, L. & LaBoskey, V. (1996). *Practicing what we preach: Constructivism in a teacher education program*. Action in Teacher Education, 18 (2), 63-72
- Slavin, R. E. (1990). *Cooperative learning : Theory, research, and practice*. Englewood Cliffs, NJ: Prentice Hall.
- Slavin, R. E. (1994). *A practical guide to cooperative learning*. Needham Heights, MA: Allyn and Bacon.
- Slavin, R. E. (1995). *Cooperative learning* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Slavin, R. E. (2002). *Educational psychology : Theory and practice* (7th ed.). Boston, MA: Allyn and Bacon.
- Staley, C. C. (2003). *50 ways to leave your lectern : Active learning strategies to engage first-year students*. Belmont, CA: Wadsworth/Thomson Learning.

Assessment, standardized grading, and standardized testing

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Popham, W. J. (2003). *What every teacher should know about educational assessment*. Boston, MA: Pearson Education.

Salvia, J. & Ysseldyke, J. (1991). *Assessment* (5th ed.). Boston, MA: Houghton Mifflin Co.

Wormeli, R. (2006). *Fair isn't always equal : Assessing & grading in the differentiated classroom*. Portland, ME: Stenhouse.

Classroom management

Charles, C. M. (2005). *Building classroom discipline* (8th ed.). Boston, MA: Pearson/A & B.

Curwin, R. & Mendler, A. (1999). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for secondary teachers* (6th ed.). Boston, MA: Allyn and Bacon.

Levin, J. & Nolan, J. (2003). *What every teacher should know about classroom management*. Boston, MA: Pearson Education.

Long, J. & Williams, R. (2005). *Making it till Friday : Your guide to successful classroom management* (5th ed.). Hightstown, NJ: Princeton Book Co.

Marzano, R. J. (2003). *Classroom management that works research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Curriculum design

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

English language learners

- Ariza, E. N. (2006). *Not for ESOL teachers : What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston, MA: Pearson/Allyn and Bacon.
- Faltis, C. (2006). *Teaching English language learners in elementary school communities: A jointfostering approach* (4th ed.). Upper Saddle River, NJ: Pearson/ Merrill/Prentice Hall.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Gregory, G. & Chapman, C. (2007). *Differentiated instructional strategies : One size doesn't fit all* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Herrell, A. & Jordan M. (2008). *Fifty strategies for teaching English language learners* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ovando, C., Combs, M., & Collier, V. (2006). *Bilingual and ESL classrooms : Teaching in multicultural contexts* (4th ed.). Boston, MA: McGraw-Hill.
- Reiss, J. (2008). *102 content strategies for English language learners : Teaching for academic success in grades 3-12*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Rothenberg, C. & Fisher, D. (2007). *Teaching English language learners : A differentiated approach*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

High expectations

- Sadker, M. & Sadker, D. (1991). *Teachers, schools, and society* (2nd ed.). New York, NY: McGraw-Hill.

Higher level thinking

- Bloom, B. S. (1956). *Taxonomy of educational objectives; the classification of educational goals* (1st ed. ed.). New York, NY: Longmans, Green.
- Dewey, J. (1938). *Experience and education*. New York, NY: The Macmillan company.

Instructional strategies and outcomes

- Blankstein, A. M. (2004). *Failure is not an option: 6 principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin.
- Blevins, W. (1998). *Phonics from A to Z: A practical guide*. New York, NY: Scholastic Professional Books.
- Blevins, W. (2001a). *Building fluency: Lessons and strategies for reading success*. New York, NY: Scholastic.
- Blevins, W. (2001b). *Teaching phonics and words study in the intermediate grades*. New York, NY: Scholastic.
- Buehl, D. (2001). *Classroom strategies for interactive learning* (2nd ed.). Newark, DE: International Reading Association.
- Carin, A. & Bass, J. (2001). *Teaching science as inquiry* (9th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Gregory, G & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Hohn, R. L. (1995). *Classroom learning & teaching*. White Plains, NY: Longman Publishers USA.
- Hunter, M. C. (1982). *Mastery teaching* (1st ed.). El Segundo, CA: TIP Publications.
- Jacobs, J. S. & Tunnell, M. O. (2004). *Children's literature, briefly*. Upper Saddle River, NJ: Pearson.
- Johns, J. & Lenski, S. (2001). *Improving reading: Strategies and resources* (3rd ed.). Dubuque, IA: Kendall/Hunt.
- Marzano, R. J., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Marzano, R. J. (2003). *What works in schools translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maxim, G. (2003). *Dynamic social studies for elementary classrooms* (7th ed.). Upper Saddle River, NJ: Merrill.
- McLaughlin, M. & Allen, M. (2002). *Guided comprehension in action: Lessons for grades 3-8*. Newark, Del: International Reading Association.
- Readance, J. E., Bean, T. W. & Baldwin, R. S. (2004). *Content area literacy: an integrated approach*. Dubuque, IA: Hendall/Hunt.
- Ryan, K. & Cooper, J. (1995). *Those who can, teach* (7th ed.). Boston, MA: Houghton Mifflin.
- Schmoker, M. J. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision and Curriculum Development
- Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th ed.). Boston, MA: Pearson /Allyn and Bacon.
- Wormeli, R. (2003). *Day one & beyond: Practical matters for new middle-level teachers*. Portland, ME: Stenhouse Publishers.

Leadership

- Andrews, A. (2002). *The traveler's gift*. Nashville, TN: Thomas Nelson Publishers.
- Arbinger Institute. (2002). *Leadership and self-deception: Getting out of the box*. San Francisco, CA: Berrett-Koehler.

- Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference* (1st ed.). San Francisco, CA: Jossey-Bass.
- Collins, J. (2001). *Good to great: why some companies make the leap....and others don't*. New York, NY: HarperCollins Publisher, Inc.
- Covey, S. R. (2004a). *The 7 habits of highly effective people: Restoring the character ethic*. New York, NY: Free Press.
- Covey, S. R. (2004b). *Stephen R. Covey live. the 8th habit from effectiveness to greatness*. United States: Better Life Media, Inc.
- Giuliani, R. W. (2002). *Leadership* (1st ed.). New York, NY: Hyperion.
- Glickman, C. D. (2002). *Leadership for learning how to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University Press.
- Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA; Aurora, Col: Association for Supervision and Curriculum Development; Mid-continent Research for Education and Learning.
- McNally, D. (1994). *Even eagles need a push: Learning to soar in a changing world*. New York, NY: Dell Pub.
- Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times*. New York, NY: Warner Books.
- Schlechty, P. C. (2005). *Creating great schools: Six critical systems at the heart of educational innovation* (1st ed.). San Francisco, CA: Jossey-Bass.
- Wheatley, M. J. (1992). *Leadership and the new sciences*. San Francisco, CA: Berrett-Koehler Publishers Inc.

Learning communities

Blankstein, A. M. (2004). *Failure is not an option: 6 principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin.

DuFour, R. & Eaker, R. E. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN; Alexandria, VA: National Education Service; ASCD.

DuFour, R., Eaker, R. E., & DuFour, R. B. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Educational Service.

Senge, P. M. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education* (1st Currency pbk. ed.). New York, NY: Doubleday.

Miscellaneous

Armstrong, D., Henson, K., & Savage, T. (2005). *Teaching today: An introduction to education* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge, MA: Belknap Press of Harvard University.

Dalton, M. M. (2004). *The hollywood curriculum: Teachers in the movies* (Rev. ed.). New York, NY: P. Lang.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Macmillan.

Eggen, P. & Kauchak, D. (2004). *Educational psychology: Windows on classrooms* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Gardner, H. (1991). *The unschooled mind: how children think and how schools should teach*. New York, NY: Harper Collins Publishers, Inc.

Glasser, W. (1991). *The quality school: managing student without coercion* (2nd ed.). New York, NY: Harper and Row.

Goodlad, J. (1994). *What schools are for* (2nd ed.). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Intrator, S. M. & Scribner, M. (2003). *Teaching with fire: Poetry that sustains the courage to teach* (1st ed.). San Francisco, CA: Jossey-Bass.

Kohl, H. R. (1984). *Growing minds: On becoming a teacher* (1st ed.). New York, NY: Harper & Row.

Wong, H. & Wong, R. (1998). *The first days of school: How to be an effective teacher* (2nd ed. ed.). Mountainview, CA: Harry K. Wong Publications.

Modeling

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Multicultural education/equity

Banks, J. A., Banks, C., & McGee, A. (2004). *Handbook of research on multicultural education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Brown, S. & Kysilka, M. (2003). *What every teacher should know about multicultural and global education*. Boston, MA: Pearson Education.

Delpit, L. D. (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York, NY: New Press.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New York, NY: Free Press.

Gruwell, E. (1999). *The freedom writers diary: How a teacher and 150 teens used writing to change themselves and the world around them* (Movie tie-in ed.). New York, NY: Broadway Books.

Kozol, J. (1991). *Savage Inequalities: children in America's schools*. New York, NY: Crown Publishers.

Payne, R. K. (1998). *A framework for understanding poverty* (Rev. ed.). Highlands, TX: Aha! Process.

Sadker, M. & Sadker, D. (1995). *Failing at fairness: How our schools cheat girls* (1st Touchstone ed.). New York, NY: Touchstone.

Outcomes based education

Spady, W. G. (1994). *Outcomes based education: critical issues and answers*. Arlington, VA: American Association of School Administrators.

Parent/community involvement

Chrislip, D. & Larson, C. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference* (1st ed.). San Francisco, CA: Jossey-Bass.

Good, T. & Brophy, J. (1973). *How parent-teacher conferences build partnerships*. Bloomington, IN: Phi Delta Kappa.

Research

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Gall, J., Gall M., & Borg, W. (2005). *Applying educational research: a practical guide* (5th ed.). Boston, MA: Pearson Education, Inc.

Johnson, A. P. (2003). *What every teacher should know about action research*. Boston, MA: Pearson Education.

Marzano, R. J. (2003). *What works in schools translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Salkind, N. J. (2007). *Statistics for people who (think they) hate statistics* (Excel ed.). Thousand Oaks, CA: SAGE Publications.

School improvement

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue*. Washington, D.C.: Council of Chief State School Officers.

Kansas State Board of Education. (2006). *Teaching standards for Kansas teachers*. Topeka, KS: Author.

O'Shea, M. R. (2005). *From standards to success : A guide for school leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.

Special needs

Annual Editions (1999-2000 through 2006-2007). Educating Exceptional Children. Guilford, CT: McGraw Hill-Duskin.

Exceptional Parent. (2003). *Exceptional Parent 2003 Resource Guide*, 34 (1). Marion, OH: Psy-ED Corp.

Hallahan, D. P. & Kauffman, J. M. (2003). *Exceptional learners : Introduction to special education* (9th ed.). Boston, MA: Allyn and Bacon.

Lavoie, R. (1990). *Understanding learning disabilities: how difficult can this be?* [Video]. Alexandria, VA: PBS Video.

Lavoie, R. (1994). *Learning disabilities and social skills: last one picked...first one picked on*. [Video]. Alexandria, VA: PBS Video.

Levine, M. D. (2002). *A mind at a time*. New York, NY: Simon & Schuster.

Mercer, C. & Mercer, A. (2005). *Teaching students with learner problems* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Orenstein, M. (2001). *Smart but stuck : Emotional aspects of learning disabilities and imprisoned intelligence* (Rev. ed.). New York, NY: Haworth Press.

Pelzer, D. J. (1995). *A child called 'it'*. Health Communications.

Pelzer, D. J. (1997). *The lost boy: A foster child's search for the love of a family..* Health Communications.

Pelzer, D. J. (1999). *A man named Dave: A story of triumph and forgiveness*. New York, NY: A Plume Book of Penguin Putnam, Inc.

Salend, S. J. (2005). *Creating inclusive classrooms : Effective and reflective practices for all students* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Standards

Essex, N. L. (2006). *What every teacher should know about no child left behind*. Boston, MA: Pearson.

National Council of Teachers of Mathematics. (1996). *Professional standards for teaching mathematics*. Virginia: NCTM.

Technology

Johns Hopkins University Center for Technology in Education. (2006). *The Johns Hopkins University digital portfolio and guide*. Upper Saddle River, NJ: Pearson Education, Inc.

Kilbane, C. & Milman, N. (2003a). *What every school leader should know about digital teaching portfolios*. Boston, MA: Pearson Education.

Kilbane, C. & Milman, N. (2003b). *What every teacher should know about creating digital teaching portfolios*. Boston, MA: Pearson Education.

November, A. (2001). *Empowering students with technology*. Arlington Heights, IL: Skylight Professional Development.

Recesso, A. & Orrill, C. (2008). *Integrating technology into teaching*. Boston, MA: Houghton Mifflin.

X

BAKER
UNIVERSITY
School of Education
Undergraduate Department

Teacher Education Policy
and
Programs Handbook

The Mission of the School of Education
is to develop exemplary educational leaders.

August 2008