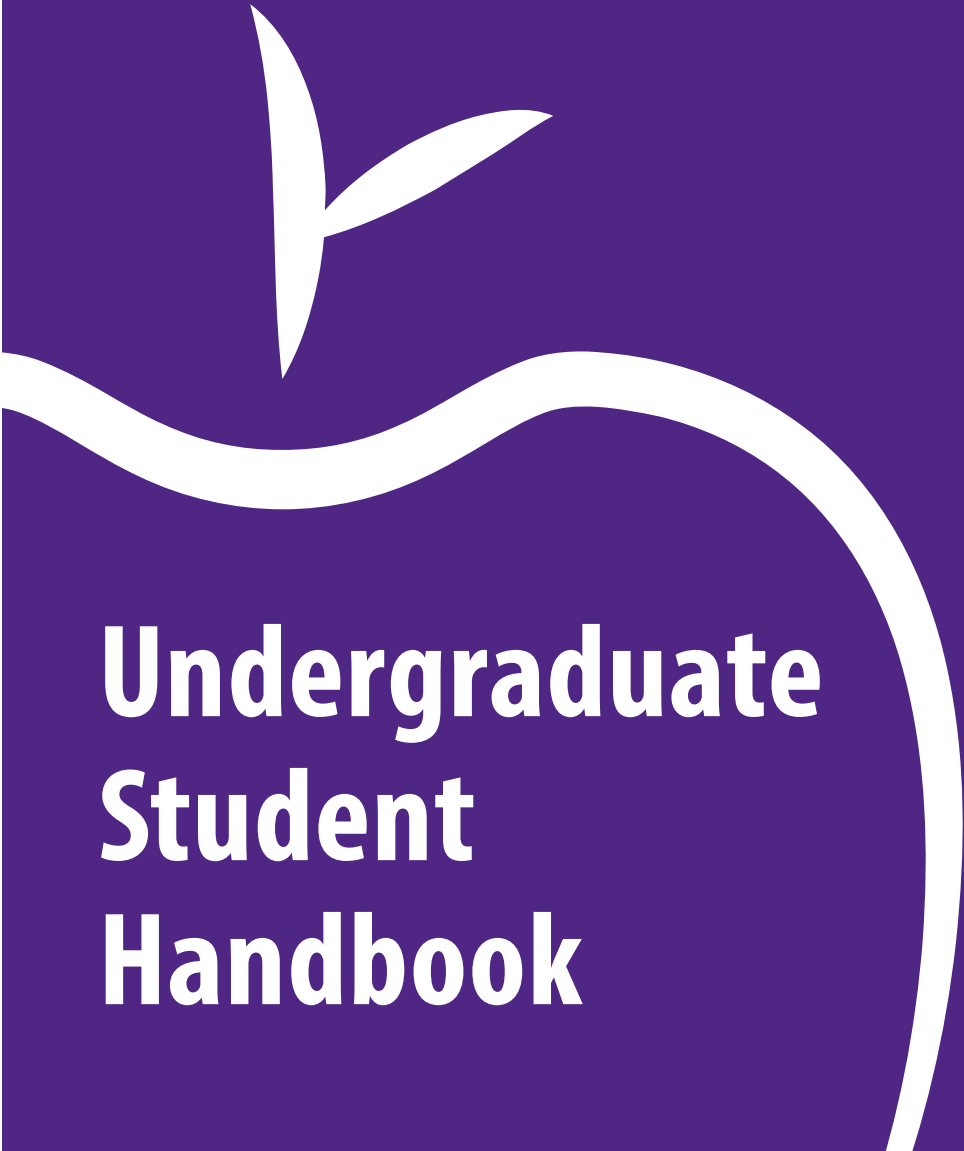


**KANSAS STATE**  
**UNIVERSITY**®

College of Education



**Undergraduate  
Student  
Handbook**

Revised October 2020

**Before classes start**

- Take advantage of opportunities to work with children and young people
- Spend time in a classroom helping the teacher
- Learn important terms and common acronyms in the College of Education

**Transitioning and adjusting to college - *Getting Started***

- Complete ENGL 100, COMM 105 and MATH 100 with a C or higher
- Meet your content area faculty
- Have ACT or SAT Composite score (or check with you Advisor for provisional admission options)

**Academic enhancement and career goal setting - *Becoming a Professional***

- Take Principles of Learning and Teaching (PLT) test
- Complete First Aid and CPR certification
- Submit *updated* verification of a negative tuberculosis (TB) test (if necessary)

**Steps to academic success**

✓ ***Complete each item every semester***

- Maintain 2.75 GPA in College of Education and Teaching Field (if necessary) requirements and 3.0 GPA in Teacher Education courses
- Engage in service to youth, families, and the education profession
- Participate in professional growth activities
- Demonstrate the standards and dispositions defined in the Conceptual Framework

**Academic exploration and personal development - *Getting Connected***

- Complete ENGL 200 and STAT 325 (or MATH 160 for Elementary) with a C or higher
- Complete Early Field Experience (EDCI 230)
- Apply for Admission to Teacher Education (ATE) to move from Pre-Professional to the Professional program
- Submit verification of a negative tuberculosis (TB) test

**Transitioning out of college into career - *Preparing for the Field***

- Complete the Student Teaching Assignment Request (STAR) form
- Submit *updated* verification of a negative tuberculosis (TB) test (if necessary)
- Turn in your completed professional hours
- Take the appropriate Praxis Content Assessment licensing test
- Apply for graduation
- Apply for licensing

## Vision

Preparing Educators to be Knowledgeable, Ethical, Caring, Decision Makers for a diverse and changing world

## Mission Statement

The College of Education is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world through excellence in the:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship; and
- provision of leadership, collaboration, and service within the profession

## Oath of Education

*I hereby pledge my dedication to the profession of teaching. I accept the obligations and the challenges of guiding students to knowledge, always showing them care and concern. I will encourage respect for all people, and will cultivate the disciplined, yet free minds necessary for a democratic way of life.*

*I promise to champion policies which promote quality in teaching and learning. I will provide everyone engaged in education the opportunity to achieve their own level of excellence. I will strive to become a knowledgeable, ethical, caring decision maker and emulate these qualities, which I pledge to foster. I recognize that at times my endeavors may prove discouraging. Nonetheless, I remain faithful to the belief that my actions in the pursuit of these goals make me worthy of my profession, and make my profession worthy of free people.*

Adapted from “The Educators Oath”  
PDK, June 1985

Kansas State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status, in the University's programs and activities as required by applicable laws and regulations. The person designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Institutional Equity, 103 Edwards Hall, Kansas State University, Manhattan, Kansas 66506-4801, 785-532-6220, <http://www.k-state.edu/oie/>. The campus ADA Coordinator is the Director of Employee Relations, 103 Edwards Hall, Kansas State University, Manhattan, Kansas 66506-4801, 785-532-6277, <http://www.k-state.edu/hcs/work-life/employee-relations/index.html>.

10/22/2020  
CSSPS/jharder

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## APPENDIX

Elementary Curriculum Guide / Elementary Areas of Concentration

<https://coe.k-state.edu/academics/undergraduate-programs/elementary-education-bachelors.html>

Secondary Curriculum Guide / Secondary Teaching Fields

<https://coe.k-state.edu/academics/undergraduate-programs/secondary-education-bachelors.html>

Educational Studies

<https://coe.k-state.edu/academics/undergraduate-programs/educational-studies-bachelors.html>

Admission to Teacher Education Application

<https://coe.k-state.edu/student-success/undergraduate/admission-teacher-education.html>

## **PURPOSE OF THIS HANDBOOK**

The information in this handbook is for you as you prepare to be a teacher. The handbook provides an orientation to important procedures and requirements in the College of Education.

### **How to Use This Handbook**

This is your guide to the teacher education program; keep it throughout your undergraduate studies.

No handbook can address all questions. We hope that most of the information you need is included and that you can locate the correct person to answer further questions. If you are uncertain about whom to see or what to do, go to the Center for Student Success and Professional Services (13 Bluemont Hall, 532-5524) for assistance.

## **College of Education Path to Success**

### **Transitioning and adjusting to college**

#### *Getting Started*

- Acquaint yourself with the features of the teacher education program.
- See your advisor more often than pre-enrollment for a more relaxed session.

### **Academic exploration and personal development**

#### *Getting Connected*

- Take advantage of opportunities to work with children and young people through extracurricular activities (e.g., summer camps, baby-sitting, Sunday school teaching)
- Become familiar with the Professional Development and Education Service Hours (20 hours of Professional Growth/Service to Profession and 20 hours of Service to Youth and Families)

### **Academic enhancement and career goal setting**

#### *Becoming a Professional*

- Accept the responsibility of being an active member of the university community.
- Attend programs sponsored by College of Education organizations and other activities that take place on campus.

### **Transitioning out of college into career**

#### *Preparing for the Field*

- Review the Oath of Education and the Kansas Code of Ethics
- Attend events sponsored by the Career Center
  - Resume Workshops
  - Mock Interviews
  - Career Fairs and Events
  - On-Campus Interview

## **Places, Terms and Acronyms in the College of Education**

### **Catalyst Technology and Media Services**

16 Bluemont Hall, 785-532-5926

<https://coe.k-state.edu/academics/departments/catalyst/index.html>

### **CSSPS - Center for Student Success and Professional Services**

*The Advising and Licensing Office*

13 Bluemont Hall, 785-532-5524

<https://coe.k-state.edu/academics/departments/center-for-student-success-professional-services/index.html>

### **Curriculum and Instruction**

261 Bluemont Hall, 785-532-5904

<https://coe.k-state.edu/academics/departments/curriculum-and-instruction/index.html>

### **Office of Field Experiences**

261 Bluemont Hall, 785-532-5908

<https://coe.k-state.edu/academics/departments/office-of-field-experiences.html>

**Praxis Subject/Content Assessment Tests:** Licensing tests covering teaching content – specific to each area.

**Pre-Professional Program:** All COE students begin in the pre-professional program and complete approximately 50 hours including the pre-requisites necessary to apply for admission to teacher education.

**Professional Program:** After formally applying to and being admitted to teacher education, students complete education courses and practica – the ‘*Blocks*’.

**ATE Admission to Teacher Education:** application to move from pre-professional to professional program and start Blocks

**BH Bluemont Hall:** the home of the College of Education

**CANVAS** Learning management system

**CKT Elementary Education: Content Knowledge for Teaching:** Elementary subject assessment

**COE GPA College of Education GPA:** 2.75 overall GPA on ALL courses toward a COE degree program. (Elementary AND Secondary)

**DARS Degree Audit Report:** in KSIS where you can see degree progress

**EFE Early Field Experience:** 40 hours in a classroom setting

**FERPA Family Educational Rights and Privacy Act:** Federal law describing what information can be shared and with whom

**KSIS** *K-State Student Information System*: provides students, faculty, and staff with access to student data

**PLT** *Principles of Learning and Teaching*: Praxis pedagogy licensing test

**STAR** *Student Teacher Assignment Request*: form where you provide information for your student teaching placement

**COE GPA** *College of Education GPA*: 2.75 minimum overall GPA on ALL courses toward a College of Education degree program. (Elementary AND Secondary)

**TE GPA** *Teacher Education GPA*: 3.0 minimum GPA required on both Pre-Professional and Professional teacher education courses. (Elementary AND Secondary)

**TF GPA** *Teaching Field GPA*: 2.75 minimum GPA on ALL courses in teaching field (Secondary Education ONLY)

## ADVISING AND ENROLLMENT PROCEDURES

**Mission:** Advisors and students working together to successfully navigate college by developing strategies for achieving students' academic, career and personal goals.

### **Advisors are:**

- Teachers – who empower students to take responsibility for their academic success.
- Mentors – who work with students to reach their goals.
- Guides – who help students navigate their college experience.
- Resources – who serve as a point of contact and refer students to campus services.
- Experts - who help students understand the university, its programs and curricular requirements, and related learning opportunities.
- Advocates – who comply with FERPA and disability policies to protect students' privacy and rights.

Advising in the College of Education is done in the Center for Student Success and Professional Services (CSSPS), Bluemont Hall Room 13. You will be assigned an advisor when you enter the college. As you progress through your program, we encourage you to also meet with education faculty in your area.

K-State and the College of Education are committed to providing effective advising services to you as an essential component of your educational experience.

Advising is required as a condition for enrollment, especially when you are a new student. As a continuing student, you are encouraged to seek academic advising regularly throughout your academic career. You are responsible for initiating advising contact and preparing for advising sessions. The advising relationship between you and your academic advisor is protected by confidentiality.

### **Expectations of Advisors and Students**

#### **Advisors** *(included but are not limited to)*

- Help students set both short-term and long-term educational and career goals.
- Prepare students for graduation by discussing the degree requirements of their department, help with strategic course selections to minimize the number of semesters required for graduation, and inform students of opportunities in their field of study.
- Maintain reasonable hours and methods of availability for students. Students should be able to set up appointments for an adequate amount of time to discuss goals and career choices, make curricular selections, and answer other questions.
- Refer students to appropriate campus resources.
- Inform students how to change college and/or departments and provide information to explain the process students follow to enroll in their curriculum and to drop or add courses during the semester.



**Students** *(included but are not limited to)*

**You are ultimately responsible for fulfilling all the requirements of the curriculum in which you are enrolled. You share responsibility for a successful university experience and are expected to contribute to effective advising sessions by:**

- Getting to know your advisor.
- Working with an advisor to develop and implement short-term and long-term academic, personal and/or career goals.
- Discussing the following: goal setting, campus involvement opportunities, changing majors, time management, study tips, adding minor/certificate/secondary major, career planning/life after graduation.
- Utilizing your advisor when academic or personal challenges arise.
- Familiarizing yourself with requirements for your major by utilizing the information given to you by your advisor and the Degree Audit Report System (DARS) in K SIS. Remain informed of progress in meeting academic requirements.
- Scheduling and keeping appointments with your advisor. Attend appointments prepared by bringing appropriate materials, identifying course choices from requirements of the preferred program or major, and identifying questions to address.
- Knowing academic policies and procedures, academic calendar deadline, and degree or program requirements.
- Telling your advisor if you have any special needs or require any learning accommodations.
- Understanding the enrollment requirements needed for your financial aid, scholarship, or international status.
- Checking your email on a regular basis. You will be responsible for reading any messages sent to your K-State email account which will be used to disseminate information from your advisor.

### **Enrollment Information**

1. **Pre-Enrollment**. In October-November and March-April there is a designated period to pre-enroll for next semester's classes. Check <http://coe.k-state.edu/cssps/enrollment.html> for enrollment information and then use SSC Campus - <http://k-state.campus.eab.com/> - to schedule an appointment with your advisor. After advising, enrollment can be completed on-line via K SIS.

2. **Dropping or Adding a Course**. After enrollment, you may wish to drop or add classes. This may be accomplished via K SIS through the first week of classes. The advisor's consent is required to drop or add a class after the first week of classes. Instructor permission is needed to add a class after the first week.

3. **Most Courses Should Be Graded**. You are advised to use credit/no-credit and A-Pass-F options cautiously. All courses used in any areas for which you expect to be licensed **must be graded**. In General Education, the courses specifically stated as required must be graded. Other courses may be A-Pass-F if available with this option, and at the 300 level or higher. All courses

specifically listed in the major by name or number must be graded. The university requires that 5/6 of the total K-State credits applied toward the degree be graded. Credit by Exam classes can be accepted with the grade CR.

4. **Overload Credits in a Semester**. Ordinarily, you will take 15-17 credit hours each semester. Enrollment for more than 18 credits in the fall or spring semester is considered an overload, and permission must be obtained from an advisor in the Center for Student Success and Professional Services (BH 13).

5. **Permission Course**. Certain courses require special permission prior to enrollment. If permission for a course you plan to take is not available in BH 13, the staff will instruct you on where to go to get such permission.

## **TRANSFER CREDIT**

Official transcripts must be sent directly from previously attended colleges and universities to the K-State Office of Admissions. Hand-carried transcripts and transcripts sent by students are unofficial even though they may carry the college seal or signatures that are placed on official records. Only one-half of the hours required for a K-State degree may be taken at a two-year college. Ninety hours from a four-year college or university can be transferred for a K-State degree. You must have a minimum of 30 hours in residence at K-State to receive a K-State degree. Also, 20 of the last 30 hours for the degree must be from K-State.

Once enrolled at K-State, students who want to take additional courses from another college or university and have the credits transferred to K-State need to confer with their advisor. To determine how courses may transfer to K-State, visit the following web site: <http://www.k-state.edu/undergradadmit/transferequivalency.html>.

**Although grades from transfer credits do not transfer to K-State, we do use transfer grades in the College of Education. Grades from other colleges are used along with your K-State grades for the GPA used for Admission to Teacher Education and Student Teaching.**

# ELEMENTARY EDUCATION

## Program Requirements

Bachelor of Science in Education  
Minimum of 120 hours required - Licensure in grades K-6

Requirements for the approved program are described in the following sections:

1. General Education Requirement
2. Teacher Education Courses
3. Areas of Concentration
4. Professional and Educational Service Hours
5. K-State 8 General Education

### **1. General Education Requirements (53 credits)**

Courses in communications, humanities, social sciences, quantitative sciences (mathematics) and natural sciences provide a broad content background. A sound general education is especially important for elementary teachers who are called upon to teach every subject to children. The following are the general education requirements for elementary education:

#### **Communications — minimum 8 semester hours**

ENGL 100 Expository Writing I (3)

ENGL 200 Expository Writing II (3) (Pre-requisite is sophomore standing.)

COMM 105 (2) -or- COMM 106 Public Speaking (3)

A minimum grade of C is required in all communications courses.

#### **Humanities — 9 semester hours required**

EDEL 270 Art for Elementary Schools (3)

ENGL 355 Literature for Children (3)

MUSIC 405 Music for Elementary Teachers (3) (Junior standing)

#### **Social Science — 12 semester hours required**

Human Development (3) – Choose from HDFS 110 or PSYCH 110 or PSYCH 280.

Choose three of the following four:

History (3) – Choose from HIST 251 or 252.

Geography (3) – Choose from GEOG 100 or 200.

Political Science (3) – Choose from POLSC 110 or 115.

Economics (3) – Three hours from the Department of Economics.

#### **Natural Science — 11 hours required**

Select one course for each of the three areas. Each of these areas must include a laboratory.

Recommended:

Biological Science BIOL 198 Principles of Biology (4)

Physical Science PHYS 106 Concepts of Physics (4) -OR-

CHM 110 General Chemistry (3) AND CHM 111 General Chemistry Lab (1)

Earth Science GEOL 100 Earth in Action (3) AND GEOL 103 Geology Lab (1)

-OR- GEOG 221 Introduction to Physical Geography (4)

## **Quantitative Science — 9 hours required**

The following three courses are required:

MATH 100 College Algebra\* or higher level math course (3)

MATH 160 Introduction to Contemporary Math\* (3)

-OR- STAT 325 Introduction to Statistics or higher level statistics course \* (3)

MATH 320 Math for Elementary School Teachers I (3)

\* Grade C or better required

## **2. Teacher Education Courses (Elementary)**

A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester.

### **Pre-Professional Component (10 credit hours)**

- EDEL 250 - Health and Movement Education in Elementary Classrooms **Credits:** (2) (Must be taken with or after EDCI 200)
- EDCI 200 - Teaching as a Career **Credits:** (1) (Co-Req with EDCI 230 and soph standing.)
- EDCI 230 - Early Field Experience **Credits:** (1) (Co-Req with EDCI 200 and soph standing.)
- EDCI 310 - Foundations of Education **Credits:** (3) (Must be taken Concurrently or prior to Block A.)
- EDCI 400 – New Literacies in Contemporary Classrooms (3)

### **Professional Component (47 credit hours)**

**Admission to Teacher Education is required.** Students receiving a grade of less than a C in a Block A course will not be permitted to proceed to Block B until a grade of C or higher is recorded (i.e., must retake the Block A course first). Students receiving a grade of less than C in a Block B course or practicum will not be permitted to proceed to Block C until a grade of C or higher is recorded. Students receiving a grade of less than C in a Block C course will not be permitted to proceed to the professional semester until a grade of C or higher is recorded.

### **Block A (10 credit hours)**

Must be taken concurrently and prior to Block B.

- EDCI 318 - Educational Technology for Teaching and Learning **Credits:** (1)
- EDEL 320 - Core Teaching Skills and Lab **Credits:** (3)
- EDCEP 315 - Educational Psychology **Credits:** (3)
- EDSP 324 - Exceptional Child in the Regular Classroom **Credits:** (3)

### **Block B (12 credit hours)**

Must be taken concurrently and prior to Block C.

- EDEL 410 - Block B Practicum: K-6 **Credits:** (1)
- EDEL 411 - Teaching Literacy: K-2 **Credits:** (3)
- EDEL 412 - Teaching Science: K-6 **Credits:** (3)
- EDEL 413 - Classroom Assessment: K-6 **Credits:** (1)
- EDEL 414 - Teaching Culturally and Linguistically Diverse Learners **Credits:** (3)

### **Block C (12 credit hours)**

Must be taken concurrently and prior to the Professional Semester.

- EDEL 460 - Block C Practicum: K-6 **Credits:** (1)
- EDEL 461 - Teaching Literacy: Grades 3-6 **Credits:** (3)
- EDEL 462 - Teaching Social Studies: K-6 **Credits:** (3)

- EDEL 463 - Teaching Mathematics: K-6 **Credits:** (3)
- EDEL 464 - Classroom Management and Discipline: K-6 **Credits:** (1)

### **Professional Semester (12 credit hours)**

A 3.0 or higher grade point average in Teacher Education courses is needed before the Professional Semester which occurs near the end of the program. With the guidance and support of a cooperating teacher and a college supervisor, you will gradually assume responsibility for planning and teaching in an elementary school classroom for a full semester *or more*.

- EDEL 585 - Teaching Internship in Elementary Schools **Credits:** (12)

### **3. Areas of Concentration (15 credit hours)**

The Bachelor of Science Degree in Education requires the completion of an area of concentration (15 hours) in addition to the general education requirement of the degree. An area of concentration is a group of courses with related content, which will enhance teaching in the elementary classroom. The area of concentration consists of a minimum of 15 semester hours. All courses must earn a letter grade. (Credit earned for AP, CLEP, or test-out can be accepted.)

Following is a list of the available areas of concentration:

|   |                                    |
|---|------------------------------------|
| English                                 | Social Science                     |
| English for Speakers of Other Languages | Special Education                  |
| Mathematics                             | K-12 Online Teaching Undergraduate |
| Modern Languages                        | Certificate                        |
| Science                                 | Open Option                        |

A list of required and/or recommended courses for each area of concentration may be found at: <https://www.coe.k-state.edu/academics/bachelor/elementary.html#areas>. <https://coe.k-state.edu/academics/undergraduate-programs/elementary-education-bachelors.html>.

### **4. Professional and Educational Service Hours**

There are two areas in this professional development component of your teacher preparation:

- Professional growth/service to the profession and
- Educational service to youth and families or caregivers.

Forty hours of service are required. There is more information on-line at:

<https://coe.k-state.edu/student-success/field-experiences-professional-development/index.html>.

### **5. K-State 8 General Education**

Kansas State University requires all graduates to meet the K-State 8 General Education as part of their program. The K-State 8 encourages students to explore coursework from 8 different perspectives. The College of Education curriculum meets all 8 requirements in our General Education, Teacher Education, and Area of Concentration coursework.

## **CREATING A GRADUATION PLAN**

A graduation plan is a comprehensive list of all the courses to be taken semester by semester and requirements needed to graduate from K-State with a degree in education.

This sample plan is to assist you in making your own personal graduation plan. You will put together your graduation plan in the Orientation to Teacher Education at Kansas State University course. Remember: as your personal plans change, so will your graduation plan. A graduation plan continues to evolve and change according to your situation. Do not hesitate to make revisions.

## CURRICULUM PLANNING GUIDE (Grad Plan)

### *Sample Elementary Education Plan*

| First Semester Courses | Hours | Second Semester Courses | Hours |
|------------------------|-------|-------------------------|-------|
|------------------------|-------|-------------------------|-------|

#### *FRESHMAN*

|                                    |           |                       |              |
|------------------------------------|-----------|-----------------------|--------------|
| ENGL 100 Expository Writing I      | 3         | COMM 105 or 106       | 2-3          |
| MATH 100 College Algebra           | 3         | Earth Science and Lab | 4            |
| HDFS 110 Introduction to Human Dev | 3         | POLSC 110 or 115      | 3            |
| HIST 251 or 252                    | 3         | MATH 160 or STAT 325  | 3            |
| GEOG 100 or 200                    | 3         | Literature Elective   | 3            |
| <b>TOTAL</b>                       | <b>15</b> | <b>TOTAL</b>          | <b>15-16</b> |

#### *SOPHOMORE*

|                                 |           |  |           |
|---------------------------------|-----------|--|-----------|
| Physical Science & Lab          | 4         | Biological Science and Lab                       | 4         |
| EDCI 200 Teaching as a Career   | 1         | EDEL 270 Art for Elementary Schools              | 3         |
| EDCI 230 Early Field Experience | 1         | ENGL 355 Lit for Children                        | 3         |
| EDEL 250 Health & Movement Ed   | 2         | EDCI 310 Foundations of Ed Area of Concentration | 3         |
| ENGL 200 Expository Writing II  | 3         |  | 3         |
| Economics                       | 3         |  | 3         |
| <b>TOTAL</b>                    | <b>14</b> | <b>TOTAL</b>                                     | <b>16</b> |

#### *JUNIOR*

|   |           |  |           |
|---|-----------|--|-----------|
| <b>BLOCK A</b>  |           | <b>BLOCK B</b>   |           |
| EDEL 320 Core Teaching Skills & Lab                     | 3         | EDEL 410 Block B Practicum: K-6                                | 1         |
| EDCEP 315 Educational Psychology                        | 3         | EDEL 411 Teaching Literacy: K-2                                | 3         |
| EDSP 324 Exceptional Child in Regular Classroom         | 3         | EDEL 412 Teaching Science: K-6                                 | 3         |
| EDCI 318 Education Technology for Teaching and Learning | 1         | EDEL 413 Classroom Assessment                                  | 1         |
| MATH 320 Math for Elem. Teachers                        | 3         | EDEL 414 Teaching Culturally & Linguistically Diverse Learners | 3         |
| Area of Concentration                                   | 3         | MUSIC 405 Music for Elem Education Teachers                    | 3         |
|   |           | Area of Concentration  | 3         |
| <b>TOTAL</b>  | <b>16</b> | <b>TOTAL</b>   | <b>17</b> |

#### *SENIOR*

|                                   |           |  |           |
|-----------------------------------|-----------|--|-----------|
| <b>BLOCK C</b>                    |           | EDEL 585 Teaching Internship in Elementary Schools | 12        |
| EDEL 460 Block C Practicum: K-6   | 1         |  |           |
| EDEL 461 Teaching Literacy: 3-6   | 3         |  |           |
| EDEL 462 Teaching Social St.: K-6 | 3         |  |           |
| EDEL 463 Teaching Math: K-6       | 3         |  |           |
| EDEL 464 Class. Mgt. & Discipline | 1         |  |           |
| Area of Concentration             | 3         |  |           |
| Area of Concentration             | 3         |  |           |
| <b>TOTAL</b>                      | <b>17</b> | <b>TOTAL</b>                                       | <b>12</b> |

## MIDDLE LEVEL EDUCATION

A middle level (5-8) endorsement is available in Kansas in social studies, math, science and English. The Kansas State Department of Education allows teachers who can pass the Middle Level (or Secondary) Praxis test in the content area, to add the endorsement. Please talk to your advisor for more information.

## SECONDARY EDUCATION Program Requirements

Bachelor of Science in Education  
Minimum of 120 hours required - Licensure in grades 6-12

Requirements for the approved program are described in the following sections:

1. General Education Requirements
2. Teaching Fields
3. Teacher Education Courses
4. Professional and Educational Service Hours
5. K-State 8 General Education

### **1. General Education Requirements (33 credit hours minimum)**

Courses in communications, humanities, social sciences, quantitative sciences, and natural sciences provide the prospective secondary teacher with broad content background. A teacher is, first of all, a well-educated citizen. The general education portion of the program is directed toward this goal. The following are the general education requirements for secondary education.

#### **Communications — minimum 8 semester hours**

ENGL 100 Expository Writing I (3)

ENGL 200 Expository Writing II (3)

COMM 105 (2) or COMM 106 (3) Public Speaking

A minimum grade of C is required in all communications courses.

#### **Humanities — 6 credit hours**

Literature – (3) Any English literature or Modern Languages literature course

Fine arts appreciation – (3) Any nonperformance class in Art, Architecture, Modern Languages, Music, Theatre, or Dance

#### **Social Science — 6 credit hours**

Human Development (3) – Choose from HDFS 110 or PSYCH 110 or PSYCH 280.

Global Issues and Perspective course (tagged as meeting the K-State 8 requirements) from Dept. of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, GWSS (3).

#### **Natural Science — 7 hours required**

One laboratory course is required.

In addition to courses in the Division of Biology, Departments of Biochemistry, Chemistry, Geology, or Physics, the following may be used to satisfy part of the natural science requirement: ASI 500, ENTOM 301, 312, 313, GEOG 221, DEN 425, ANTH 280, 281.

## **Quantitative Science — 6 hours required**

MATH 100 College Algebra \* or higher level math course (3)

STAT 325 or higher level statistics course \* (3)

\*Grade C or better required

## **2. Teacher Education Courses (Secondary)**

A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses is needed before the Professional Semester.

### **Pre-Professional Component (8 credit hours)**

- EDCI 200 - Teaching as a Career **Credits:** (1) (Co-Req with EDCI 230 and soph standing.)
- EDCI 230 - Early Field Experience **Credits:** (1) (Co-Req with EDCI 200 and soph standing.)
- EDCI 310 - Foundations of Ed **Credits:** (3) (Must be taken concurrently or prior to Block II.)

### **Professional Component**

Admission to teacher education required. <https://coe.k-state.edu/student-success/undergraduate/admission-teacher-education.html>

### **Non-Blocked Courses** (3 credit hours)

Must be completed before student teaching.

- EDCI 318 - Educational Technology for Teaching and Learning **Credits:** (1)  
(Must be completed before Block II)
- EDSEC 405 - Middle-Level Education **Credits:** (2) (Not required for PK-12 majors in art, physical education/health, modern languages, or music.)

### **Block I** (8 credit hours)

Courses must be taken concurrently and prior to Block II. Students receiving a grade of less than C in a Block 1 course will not be permitted to proceed to Block 2 until a grade of C or higher is recorded (i.e., must retake the Block 1 course first).

- EDCEP 315 - Educational Psychology **Credits:** (3)
- EDCI 320 - Core Teaching Skills & Lab **Credits:** (3)
- EDSP 323 - Exceptional Students in the Secondary School **Credits:** (2)

### **Block II** (9 credit hours)

Courses must be taken concurrently and prior to Student Teaching.

- EDCEP 525 - Interpersonal Relations in the Schools **Credits:** (1)
- EDSEC 455 - Teaching in a Multicultural Society **Credits:** (1)
- EDSEC 477 - Content Area Literacies and Diverse Learners **Credits:** (2)

### **Choose one of the following that corresponds to your teaching field:**

1. EDSEC 530 – Art Methods for Secondary and Middle Schools (3)
2. EDSEC 532 – Business Methods for Secondary and Middle Schools (3)
3. EDSEC 534 – Family and Consumer Science Methods for Secondary and Middle Schools (3)
4. EDSEC 536 – Language Arts Methods for Secondary and Middle Schools (3)
5. EDSEC 538 – Mathematics Methods for Secondary and Middle Schools (3)
6. EDSEC 540 – Modern Language Methods for Secondary and Middle Schools (3)
7. EDSEC 542 – Science Methods for Secondary and Middle Schools (3)
8. EDSEC 544 – Social Studies Methods for Secondary and Middle Schools (3)
9. EDSEC 546 – Physical Education/Health Methods for Secondary and Middle Schools (3)
10. EDSEC 548 – Technology Education Methods for Secondary and Middle Schools (3)



**Choose one of the following that corresponds to your teaching field:**

- EDSEC 531 – Art Methods Practicum (2)
- EDSEC 533 – Business Methods Practicum (2)
- EDSEC 535 – Family and Consumer Science Methods Practicum (2)
- EDSEC 537 – Language Arts Methods Practicum (2)
- EDSEC 539 – Mathematics Methods Practicum (2)
- EDSEC 541 – Modern Language Methods Practicum (2)
- EDSEC 543 – Science Methods Practicum (2)
- EDSEC 545 – Social Studies Methods Practicum (2)
- EDSEC 547 – Physical Education/Health Practicum for Secondary and Middle Schools (2)
- EDSEC 549 – Technology Education Practicum for Secondary and Middle Schools (2)

**Professional Semester (12 credit hours)**

A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester which occurs near the end of the program. With the guidance and support of a cooperating teacher and a college supervisor, you will gradually assume responsibility for planning and teaching in the secondary classroom for a full semester *or more*.

- EDSEC 586 - Teaching Internship in Secondary Schools

**3. Teaching Fields**

In-depth preparation in one teaching field (subject/content area) is required as a part of your preparation to be a secondary education teacher. One of the following teaching fields must be selected.

|                    |                           |
|--------------------|---------------------------|
| Art                | Modern Languages          |
| Biology            | Chinese                   |
| Business           | French                    |
| Chemistry          | German                    |
| Earth Science      | Japanese                  |
| English            | Spanish                   |
| English/Journalism | Physical Education/Health |
| Journalism         | Physics                   |
| Mathematics        | Social Studies            |
|                    | Speech/Theatre            |
|                    | Technology                |

A list of required and/or recommended courses for each teaching field may be found at: <https://coe.k-state.edu/academics/undergraduate-programs/secondary-education-bachelors.html#fields>.

Agricultural Education (College of Agriculture)  
Family & Consumer Sciences Education (College of Human Ecology)  
Music Education (College of Arts & Sciences)

**Additional Teaching Field(s)**. In today's market, teachers prepared to teach in more than one subject area are in greatest demand. Therefore, it is highly advisable to prepare for a second teaching field. This is accomplished with the wise selection of general education electives and other free electives. You should work closely with an advisor to plan the additional teaching field. Kansas State Department of Education currently allows licensed teachers to add another endorsement (except Early Childhood, Elementary, and Special Education) by passing the required Praxis test. Please talk to your advisor for more information.

#### **4. Professional and Educational Service Hours**

There are two areas in this professional development component of your teacher preparation:

- Professional growth/service to the profession and
- Educational service to youth and families or caregivers.

Forty hours of service are required. There is more information on-line at:

<https://coe.k-state.edu/student-success/field-experiences-professional-development/index.html>.

#### **5. K-State 8 General Education**

Kansas State University requires all graduates to meet the K-State 8 General Education as part of their program. The K-State 8 encourages students to explore coursework from 8 different perspectives. The College of Education curriculum meets all 8 requirements in our General Education, Teacher Education, and Teaching Field coursework.

### **CREATING A GRADUATION PLAN**

A graduation plan is a comprehensive list of all the courses to be taken semester by semester and requirements needed to graduate from K-State with a degree in education.

This sample plan is to assist you in making your own personal graduation plan. You will put together your graduation plan in the Orientation to Teacher Education at Kansas State University course.

Remember; as your personal plans change, so will your graduation plan. A graduation plan continues to evolve and change according to your situation. Do not hesitate to make revisions.

## CURRICULUM PLANNING GUIDE (Grad Plan)

### Sample Secondary Education Plan

| First Semester Courses | Hours | Second Semester Courses | Hours |
|------------------------|-------|-------------------------|-------|
|------------------------|-------|-------------------------|-------|

#### *FRESHMAN*

|                                    |           |                          |              |
|------------------------------------|-----------|--------------------------|--------------|
| MATH 100 College Algebra           | 3         | Natural Science with Lab | 4            |
| ENGL 100 Expository Writing        | 3         | Fine Arts Appreciation   | 3            |
| Social Studies Elective            | 3         | COMM 105 (2) or 106 (3)  | 2-3          |
| HDFS 110 Introduction to Human Dev | 3         | Teaching Field           | 6            |
| Teaching Field                     | 3         |                          |              |
| <b>TOTAL</b>                       | <b>15</b> | <b>TOTAL</b>             | <b>15-16</b> |

#### *SOPHOMORE*

|                                     |           |                      |           |
|-------------------------------------|-----------|----------------------|-----------|
| STAT 325 or higher level statistics | 3         | Literature Elective  | 3         |
| EDCI 200 Teaching as a Career       | 1         | Global Issues course | 3         |
| EDCI 230 Early Field Experience     | 1         | Teaching Field       | 12        |
| ENGL 200 Expository Writing II      | 3         |                      |           |
| Teaching Field                      | 9         |                      |           |
| <b>TOTAL</b>                        | <b>17</b> | <b>TOTAL</b>         | <b>18</b> |

#### *JUNIOR*

|                                   |           |  |           |
|-----------------------------------|-----------|--|-----------|
| EDCI 310 Foundations of Education | 3         | <b>BLOCK I</b>                                   |           |
| Natural Science                   | 3         | EDCEP 315 Educational Psychology                 | 3         |
| Teaching Field/Elective           | 11        | EDCI 320 Core Teaching Skills & Lab              | 3         |
|                                   |           | EDSP 323 Exceptional Student in Secondary School | 2         |
|                                   |           | EDCI 318 Education Tech for Teach & Learning     | 1         |
|                                   |           | Teaching Field/Elective                          | 6         |
| <b>TOTAL</b>                      | <b>17</b> | <b>TOTAL</b>                                     | <b>15</b> |

#### *SENIOR*

|   |           |   |           |
|---|-----------|---|-----------|
| <b>BLOCK II</b>                                     |           | <b>PROFESSIONAL SEMESTER</b>                          |           |
| EDCEP 525 Interpersonal Rel. School                 | 1         | EDSEC 586 Teaching Internship in the Secondary School | 12        |
| EDSEC 455 Teaching in a Multicultural Society       | 1         |   |           |
| EDSEC 477 Content Area Lit & Diverse Learners       | 2         |   |           |
| EDSEC 500 Content Area Methods Sec & Middle Schools | 3         |   |           |
| EDSEC 520 Block II Lab                              | 2         |   |           |
| EDSEC 405 Middle-Level Ed Teaching Field/Elective   | 2         |   |           |
| Teaching Field/Elective                             | 6         |   |           |
| <b>TOTAL</b>  | <b>17</b> | <b>TOTAL</b>  | <b>12</b> |

# EDUCATIONAL STUDIES

## Program Requirements

Bachelor of Science - Minimum of 120 hours required

Requirements for the approved program are described in the following sections:

1. General Education Requirement
2. Teacher Education Courses
3. Area of Emphasis
4. K-State 8 General Education

### **1. General Education Requirements (33-34 credits)**

#### **Communications (8-9 credit hours)**

- ENGL 100 – Expository Writing I\* (3)
- ENGL 200 – Expository Writing II\* (3)
- COMM 105 (2) or 106 (3) – Public Speaking\*  
\* Grade C or higher needed

#### **Humanities (6 credit hours)**

- Literature (3) – Any Department of English literature or Department of Modern Languages literature course
- Fine Arts Appreciation (3) – Any nonperformance appreciation course in the Departments of Art, Architecture, Modern Languages, or the School of Music, Theatre and Dance

#### **Social Sciences (6 credit hours)**

- Global Issues and Perspective course (3) – (tagged as meeting the K-State 8 requirements) – from the Departments of AMETH, ANTH, ECON, GEOG, GWSS, HIST, POLSC, PSYCH, or SOCIO
- Elective (3) – from the Departments of AMETH, ANTH, ECON, GEOG, GWSS, HIST, POLSC, PSYCH, or SOCIO

#### **Natural Sciences (7 credit hours)**

Class with one lab required

#### **Quantitative Sciences (6 credit hours)**

- MATH 100 – College Algebra\* (3) – or higher level math course
  - STAT 325 – Introduction to Statistics\* (3)  
– OR –  
MATH 160 Introduction to Contemporary Mathematics (3)
- \* Grade C or higher needed

### **2. Teacher Education Program Courses (29-32 credit hours)**

A grade of C or higher is required in all Teacher Education courses and practica.

#### **Pre-Professional Component (8 credit hours)**

- HDFS 110 – Intro to Human Development (3)
- EDCI 200 – Teaching as a Career (1)
- EDCI 230 – Early Field Experience (1)
- EDCI 310 – Foundations of Education (3) – Must be taken concurrently or prior to Block I

## **Professional Component – Admission to Teacher Education is Required**

### **BLOCK I/A (9-10 credit hours) – Must be taken concurrently**

- EDCEP 315 – Educational Psychology (3)
- EDCI 318 – Educational Technology for Teaching and Learning (1)
- EDCI 320 – Core Teaching Skills and Lab (3)
- EDSP 323 Exceptional Students in the Secondary School (2)  
– OR –  
EDSP 324 – Exceptional Child in the Regular Classroom (2)

### **Educational Studies CORE (12-15 credit hours)**

- EDCI 550 – Schooling and Popular Culture (3)
- EDACE 714 – International Education (3)  
– OR –  
EDACE 780 Introduction to Adult Education (3)
- EDCI 580 – Internship for Educational Studies (6-9)

### **3. Area of Emphasis (36 credit hours)**

- **Education Core (12 credit hours)**  
Select courses to support professional goals with advisor approval. At least 9 hours must be 300-level or higher and taken at K-State.
- **Supporting Courses (24 credit hours)**  
Select courses to support professional goals with advisor approval. At least 15 hours must be 300-level or higher and taken at K-State.

The student must submit to his or her B.S.E.S. committee (two faculty members, one of which must be from the Department of Curriculum and Instruction), a program of study focusing upon themes of excellence to prepare him or her for various career fields. Themes may focus upon, but are not limited to:

- Global Education and Development
- Museum, Non-Profit, and Outreach Education
- Outdoor Education
- Pastoral and Religious Education
- Pedagogy for Educational Contexts
- Social Justice Education

### **4. K-State 8 General Education**

Kansas State University requires all graduates to meet the K-State 8 General Education requirements as part of their program. The K-State 8 encourages students to explore coursework from 8 different perspectives. The College of Education curriculum meets all 8 requirements in our General Education, Teacher Education, and Area of Concentration coursework. More information is found at the [K-State 8](#) website.

## THE K-STATE 8: GENERAL EDUCATION PROGRAM

The purpose of a General Education program is to ensure that every student begins to develop “a breadth of knowledge in the areas and proficiency in the skills that [are the] hallmarks of being college educated” (Higher Learning Commission’s Statement on General Education). It encourages students to be intellectual explorers and assists students in developing a diverse set of beginning literacies to reflect a breadth of general knowledge. These requirements are built into our Elementary and Secondary programs.

- **Aesthetic Experience and Interpretive Understanding.** Students will develop interpretive skills and heighten aesthetic responses to literature, the performing arts, and the visual arts.
- **Empirical and Quantitative Reasoning.** Students will gather and evaluate information, weigh alternative evidence, understand the likelihood of particular outcomes, and recognize when available evidence is inadequate to draw a conclusion.
- **Ethical Reasoning and Responsibility.** Students will think through ethical dilemmas, make sound decisions when facing real-life situations, and apply ethical standards to social and environmental issues.
- **Global Issues and Perspectives.** Students will be aware of values, perspectives, beliefs, behaviors, policies and customs from around the world by exploring the interdependence of people, nations and systems across the globe.
- **Historical Perspectives.** Students will realize the need to understand the past and thoughtfully consider the future to contextualize current knowledge, to glimpse how it may continue to develop and to examine the roles they might play.
- **Human Diversity within the U.S.** Students will develop an awareness of self and multiple perspectives about U.S. society and how group affiliation affects people's perceptions and experiences.
- **Natural and Physical Sciences.** Students will use central facts, ideas and theories related to the study of living systems and the physical universe to evaluate the merit of scientific and technological claims.
- **Social Sciences.** Students will understand how individuals, families, groups, institutions, governments and societies behave and influence one another and the natural environment; and analyze and understand interactions of various social factors that influence behavior at these multiple levels.

## ADMISSION PROCEDURES FOR TEACHER EDUCATION

Students in the College of Education begin in a curriculum described as pre-professional, either elementary education pre-professional or secondary education pre-professional. In this curriculum, students will complete 42-50 semester hours of general education and prerequisites for the professional courses. Upon completion of these requirements, students will be eligible to apply to the professional teacher education program. At that time, the curriculum will be changed to a degree track curriculum in either elementary or secondary education.

## **Required for Admission to Teacher Education**

- **Hours** - 50 total hours for secondary, 42 hours for elementary must be completed, including all transfer and K-State credits.
- **English Composition** - A grade of C or better is required in ENGL 100 and ENGL 200.
- **Public Speaking** - A grade of C or better is required in COMM 105 or 106. Courses in interpersonal communication do not apply.
- **Quantitative Sciences** - A grade of C or better is required in six credit hours of mathematics, including Math 100 or a higher level of mathematics and STAT 325 or higher level statistics course (for elementary education, MATH 160 is acceptable).
- **Overall Degree Program GPA** - A 2.75 GPA is required in all attempted courses that meet degree program requirements, including all graded transfer and K-State credits. Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester.
- **Teaching Field GPA** - A 2.75 GPA is required in all attempted courses that meet teaching field requirements, including all graded transfer and K-State credits. Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester. Note: Elementary education majors do not have a teaching field.
- **ACT** - ACT or SAT composite score
- **Early Field Experience** - Early field experience is completed in EDCI 230. This experience includes 40 hours of observation in a classroom. Note: Provisional admission may be granted if you are currently enrolled or pre-enrolled in an early field experience course. Credit for the course is required by the end of the semester or you will be dropped from the teacher education program.

## **Applying for Admission to Teacher Education**

The on-line application for the teacher education program is at:

<https://coe.k-state.edu/student-success/undergraduate/admission-teacher-education.html>

If you have completed the admission requirements, you should apply immediately for admission into the teacher education program. The following deadlines for filing the application to teacher education have been set for students who meet admission requirements:

- a. File by **October 1** in order to enroll at your scheduled enrollment time for spring semester professional courses.
- b. File by **February 15** in order to enroll at your scheduled enrollment time for fall or summer semester professional courses.

If you are seeking licensure and are enrolled in a college other than the College of Education, you must apply for Admission to Teacher Education and complete the licensure program prescribed by the College of Education.

## **CLINICAL EXPERIENCES (Early Field Experiences/Practica)**

<http://coe.k-state.edu/field-experiences/>

You will have opportunities for field experiences prior to student teaching. These experiences typically begin in the sophomore year. You will work in local schools so that you will have experience performing teacher responsibilities and working with individuals or small groups of students. The number and kinds of experiences vary according to curriculum. If you have documented disabilities, you should request accommodations prior to placements in clinical experiences.

## **PROFESSIONAL SEMESTER (STUDENT TEACHING)**

The professional semester is commonly known as student teaching. It occurs in the fall or spring semester of the senior year. There is no student teaching experience offered during summer sessions. Student teaching is graded credit/no credit. Much of the information that follows can be found in a brochure entitled *Professional Semester Information*, available in the Office of Field Experience, 261 Bluemont Hall.

It is the responsibility of the university to assign you to accredited schools with licensed teachers in the primary field for which you are preparing to teach. Student teaching has two major purposes. It provides university personnel the opportunity to evaluate you under authentic conditions, and it provides an extended, realistic teaching experience for you.

Because of the strong evaluation component, there are several limitations on the place of the student teaching experience. College of Education personnel and cooperating school districts make student teaching arrangements. You are not to contact schools or school personnel regarding your student teaching placement or attempt to make your own arrangements for student teaching. Generally, you will not be placed in a high school you attended, nor will you be placed with teachers you know or teachers whom your relatives or friends know. You are not placed in a school or school district where your family, your friends, or friends of your relatives work or attend school. For the good of candidates, the university makes every effort to avoid even the appearance of favoritism. Your degrees and licenses are based on successful completion of a teacher education program. Graduates of K-State's teacher education program should not be put in jeopardy by having the validity of their degrees and/or credentials questioned because their field experiences involved or were supervised by individuals whose relationships might be construed as partisan.

Whenever possible we will place you in professional development schools. These are schools with which K-State has a partnership, where a clinical instructor is employed part-time by the university to work with K-State students in the field, and where teachers have had special preparation to work with K-State students.

Student teaching is a total experience for a full semester or more. It lasts all day, and you follow the schedule of the school to which you are assigned. The school may start prior to the beginning of the K-State semester and/or extend beyond the end of the K-State semester. You are not to be involved in any activities such as work, curricular or extracurricular activities, or outside responsibilities that interfere with student teaching. During student teaching, you will take over more and more of the teaching responsibilities of the classes to which you are assigned until you are primarily responsible for most or all of them. From time to time a supervisor from the university will evaluate your progress.

Secondary education candidates generally student teach within a 45-mile radius of Manhattan. Elementary education students will student teach in a professional development school within a 20-mile radius of campus, in Topeka or in Kansas City, KS area. You may commute to the student teaching site or live in the community to which you are assigned. Required seminars are held throughout the semester. Currently, you can request schools, school districts, and grade levels in which you would like to student teach. The personnel making assignments will use these requests as input; however, there is no assurance that you will be assigned to your requested placements. For information about the various student teaching programs, you may inquire at the Office of Field Experience (261 Bluemont Hall, 532-5908).



If you have documented disabilities, you should request accommodations at the time you submit your STAR form.

**To be eligible for student teaching, you must:**

- Full admittance to a teacher education program
- Completion of 90 semester hours
- An overall grade point average of 2.75 in all college or university course that meet degree program requirements
- Completion of all Teacher Education courses and practica with a 3.0 GPA with no grade lower than C. Students may retake blocked methods courses one time only.
- Demonstrate the standards and dispositions defined in our Conceptual Framework
- Teaching as a Career, Core Teaching Skills, and Methods courses must be taken at KSU.
- Verification of a negative tuberculosis (TB) test
- Completion of the Professional Hour requirement. By November 1 or April 1 of the semester prior to student teaching, documentation must be submitted concerning the completion of 20 hours of professional growth/service to the profession and 20 hours of educational service to youth and families. Guidelines can be found at the website for Professional Hour Requirements.
- **Additional requirements for secondary majors**  
A grade point average of 2.75 is required in all teaching fields based on all teaching field courses attempted at K-State and at all colleges or universities attended.

## **GRADUATION, COMMENCEMENT, AND LICENSURE**

### **Graduation**

A Graduation Requirement Check is conducted in the Center for Student Success and Professional Services (CSSPS) when you enroll in Block 1 or Block B. This enables you to carefully plan your last semesters so all degree requirements are met. Once the check is completed, you will be notified to check KSIS Degree Progress Report (DARS).

Your Graduation Application must be submitted on-line through KSIS within the first four weeks of the semester in which you plan to graduate or during the first two weeks of the summer session. This application is used to check whether all degree requirements have been completed and is a necessary checkpoint before graduation. If you are a summer graduate and you plan to walk through the ceremony in May, you must contact BH 13. There is a Walk-Through form for commencement you must complete by the same deadline as the May graduation applicants.

Seniors with an overall grade point average of 3.0 may take up to nine graduate credits. However, these credits cannot be applied toward an undergraduate degree.

As early as possible, you should be registered with the Career Center in order to obtain access to job listings, participate in on-campus interviews, and have your resume referred to employers. More information about the registration process can be obtained on the home page: <http://www.k-state.edu/careercenter/> In addition to registering with the Career Center, you should be familiar with the services and resources it offers including on-campus interviews/career fairs, job search workshops (including resume writing, interview skill development, and dining etiquette), individual advising, reference files (a/k/a credential or placement files), school district/company information and application forms, and a wealth of other career library resources.

To be eligible for Graduation Honors, a student must complete a minimum of 60 hours in residence, of which a minimum of 42 hours must be graded. <https://www.k-state.edu/graduation/honors.html>

### Commencement

Commencement exercises are held at the end of the fall and spring semesters. You are strongly encouraged to participate. You may obtain information about commencement from the Registrar's Office web site: <https://www.k-state.edu/registrar/graduation/all/-commencement>

### Walk-Through Policy

Students submitting a walk-through form (allowing them to participate in commencement, while not receiving a degree until a subsequent semester) must meet **BOTH** of the following criteria:

- Must be on track to graduate in August, if participating in May commencement.
  - Must have no more than six (6) hours remaining to fulfill all degree requirements.
- Students who wish to participate in December commencement and have their degrees conferred the following semester will be approved **by special permission only**. Permission must be granted by the Assistant Dean/Director of the Center for Student Success and Professional Services. *Policy established 2.23.2015.*

### Licensure

Completion of our program is partial fulfillment of KSDE's requirements for a two-year initial license. In addition, the Kansas State Department of Education (KSDE) requires that all teachers pass the Praxis Principles of Learning and Teaching (PLT) test and a subject assessment test in each content area for which they apply for licensure. Information about the test and passing scores can be found at: <http://www.ets.org/praxis/ks/requirements>.

To receive a Kansas teaching license, those who have completed an appropriate teacher education program must submit an application for the initial teaching license through the Office of Licensure in the Center for Student Success and Professional Services (13 Bluemont Hall, 785-532-5524). As an applicant for a Kansas teaching license, you should be aware that the application requests information on prior felonies and diversion agreements. Conviction of certain misdemeanors and all felonies may result in denial of licensure. Fingerprints and a KBI/FBI background check are also required upon application for an initial Kansas teaching license. Questions about this should be addressed to the university's Licensing Officer in the Office of Licensure in CSSPS (13 Bluemont Hall, 785-532-5524).

The KSDE license application form should be submitted on-line AFTER December 1 for December graduates, AFTER May 1 for May graduates, and AFTER August 1 for summer graduates.

**Note:** Make sure your OFFICIAL Praxis score report(s) have been submitted directly from ETS/Praxis to Kansas State University. You MUST have your official PLT and/or Subject Assessment test score reports with passing scores submitted to Kansas State University DIRECTLY from ETS/Praxis BEFORE your application is accepted and processed. To verify your score report was submitted to K-State, look on your copy of the score report for the correct code. Check the "Score Recipient(s) Requested" box (on the left side). The Code # must be 6334 with the Score Recipient Name of Kansas State University. If the 6334 code is not listed, contact the Office of Licensure in CSSPS (13 Bluemont Hall, 785-532-5524).

**It is important to apply for a teaching license upon graduation, even though you may not plan to teach immediately or you may be moving to another state. Delaying application for a Kansas license may result in the need to meet new testing or coursework requirements at the time you do apply.**

## LICENSE ENDORSEMENTS AND LEVELS

The table below lists the endorsements offered at K-State. Following each Endorsement is the grade level for which you can be licensed through K-State.

| <b>TEACHING FIELDS/SUBJECTS<br/>ENDORSEMENTS</b> | <b>Levels</b> |
|--|---------------|
| Agriculture                                      | 6-12          |
| Art  | PK-12         |
| Biology  | 6-12          |
| Business   | 6-12          |
| Chemistry  | 6-12          |
| Early Childhood Unified                          | Birth-K       |
| Earth Science                                    | 6-12          |
| Elementary                                       | K-6           |
| English  | 6-12, 5-8#    |
| English as a Second Language                     | K-6*, 6-12*   |
| General Science                                  | 5-8#          |
| Family & Consumer Sciences                       | 6-12          |
| Journalism                                       | 6-12          |
| Mathematics                                      | 6-12, 5-8#    |
| Modern Languages                                 | PK-12         |
| Chinese / French / German / Japanese / Spanish   |               |
| Music  | PK-12         |
| Physical Education/Health                        | PK-12         |
| Physics  | 6-12          |
| Social Studies                                   | 6-12, 5-8#    |
| Speech/Theatre                                   | 6-12          |
| Technology                                       | 6-12          |

\*\*Special Education K-6, 6-12  
Low/High Incidence

### **SPECIALIST LICENSES (Professional Teaching License Required)**

**Levels**

|                      |       |
|----------------------|-------|
| Reading Specialist** | PK-12 |
| School Counselor**   | PK-12 |

### **LEADERSHIP LICENSES (Professional Teaching License Required)**

**Levels**

|   |       |
|---|-------|
| Building Leadership**<br>(Principal)      | PK-12 |
| District Leadership**<br>(Superintendent) | PK-12 |

\* second teaching field only

\*\* graduate program only

# test only

# COLLEGE OF EDUCATION STUDENT ORGANIZATIONS

## Education Ambassadors

This organization is the host group for prospective student events sponsored by the College of Education. The purpose of Ambassadors is to promote teaching as a career, the College of Education, and Kansas State University. Students must have a GPA of 3.0 or higher.

Applications are available in February on-line at:

<https://coe.k-state.edu/student-success/student-involvement/ambassadors.html>

## Education Council

The student council for the College of Education is called Education Council. It is composed of fifteen elected members, three College of Education senators, and a faculty advisor. <https://coe.k-state.edu/student-success/student-involvement/edcat-council.html>

## Kansas National Education Association- Student Program (KNEA-SP)

Students in the teacher education program may join KNEA-SP. Members receive several monthly publications from the national and state offices. Members are also covered by liability insurance when they are in the schools observing or working with students. <https://coe.k-state.edu/student-success/student-involvement/knea-ae.html>

## Educators Rising

Educators Rising is a national network that cultivates future educators through guidance and support. In the K-State College of Education, this organization offers peer-mentorship for education students not yet admitted to the professional program, providing a pathway to connect and be successful as **#K-StateFutureTeachers**.

## Collegiate Music Educators National Conference (CMENC)

CMENC is the collegiate organization of Music Educators National Conference for music education students. With membership comes a subscription to the national MENC magazine, *Music Educators Journal*. In addition, students may attend several state meetings at student rates with membership to CMENC. Monthly meetings are schedule in the Division of Music Education at K-State.

## Council for Exceptional Children (CEC)

The purpose of CEC is to provide students with information and resources for teaching students with special needs. Meetings are held once a month. Contact Dr. James Teagarden, [mrt@k-state.edu](mailto:mrt@k-state.edu).

## Family and Consumer Science Professional Interest Group

This interest group provides professional development opportunities and promotes the national theme of the American Association of Family and Consumer Sciences. Contact Dr. Janine Turner, [duncanjm@k-state.edu](mailto:duncanjm@k-state.edu).

## Kansas State University Student Chapter of the National Art Education Association

The mission of the Student Chapter of the National Art Education Association is to promote the strong leadership, positive advancement, and professional development of future art educators. Our goals include professional growth opportunities, collaboration among art education students and advocacy for art education.

## **Multicultural Educational Student Organization (MESO)**

This organization is interested in promoting careers in Science, Technology, and Math (STEM) related fields. Open to all students interested in promoting diversity.

## **Social Studies Education**

Contact Dr. Brad Burenheide, [bburen@k-state.edu](mailto:bburen@k-state.edu).

## **COLLEGE OF EDUCATION HONOR SOCIETY**

### **Kappa Delta Pi**

Membership in Kappa Delta Pi is by selection. To be considered students in the College of Education must have junior standing (60 or more credit hours) and a GPA of 3.3 or better.

## **UNIVERSITY HONORS PROGRAM**

<http://www.k-state.edu/ksuhonors/>

The honors program offers you the opportunity to participate in selected honors courses and to work with faculty on research projects of interest to you.

Admission requirements are:

- For entering freshmen, an ACT of 29 or higher.
- For transfer students, a minimum cumulative grade point average of 3.5 after at least 12 graded semester hours at K-State.
- For continuing K-State students, a minimum cumulative grade point average of 3.5 on at least 12 graded semester credits.

For information about the honors program, inquire in 215 Fairchild Hall or the Center for Student Success and Professional Services (13 Bluemont Hall).

## **HONOR SOCIETIES IN THE UNIVERSITY**

Blue Key National Honor Society. This organization was established for leadership and academic achievement, and to serve K-State and fellow students. It is open to seniors with a 3.0 GPA, and members are selected annually through an application and interview process. There are yearly dues.

Chimes Junior Honor Society. This organization promotes the ideals of scholarship, leadership, and service among those in the junior class. It is open to juniors with at least a 3.0 GPA who are achieving high standards of leadership and service. There are membership dues.

Golden Key International Honor Society. Its purpose is to recognize and encourage scholastic achievement and excellence in all undergraduate fields of study. It is open to juniors and seniors in the top 15% of their class, with a 3.4 GPA minimum with 30 hours in residence at K-State. There are initiation dues for lifetime membership.

Mortar Board. Its purposes are to advance scholarship, recognize and encourage leadership, provide service, and establish a meaningful exchange of ideas as individuals and as a group. Members are selected for distinguished ability and achievement in scholarship, leadership, and service. Members of this national senior honor society must have a 3.0 GPA. Members are chosen for the senior year. There are initiation dues.

Phi Beta Kappa. Its purpose is to encourage intellectual honesty and tolerance, a wide range of intellectual interests, and understanding. Members are selected from the upper one-tenth of the graduating class and must have a wide range of liberal arts and science courses and two years of foreign language. There are initiation fees.

Phi Eta Sigma. This organization promotes high standards of learning and encourages superior scholastic achievement. It is open to freshmen full-time students with a 3.5 GPA in the fall semester. There are initiation dues.

Phi Kappa Phi. Its purpose is to recognize scholarship of students in all branches of learning. Eligibility includes second semester juniors with a minimum GPA of 3.7 and in the upper 5% of their class, seniors with a minimum GPA of 3.4 and in the upper 10% of their class, and graduate students with a minimum GPA of 3.8 and in the upper 10% of their class. There is an initiation fee and subsequent annual dues.

Silver Key Sophomore Honorary. Its purposes are to serve the university and community, to support university and student body activities, and to foster a spirit of loyalty and helpfulness among students. Eligible members must have a 3.0 or higher GPA and a commitment to service. Members are chosen for the sophomore year. There are membership dues.

**For information about these organizations, you should contact the Office of Student Involvement <http://www.k-state.edu/student-involvement/>.**

## **TEACHER EDUCATION GRANT & SCHOLARSHIP OPPORTUNITIES**

1. U.S. Department of Education – <http://www.ed.gov>.
  - a. Teacher Education Assistance for College and Higher Education (TEACH)
  - b. Forgiveness, Cancellation or Discharge
2. Kansas Board of Regents – [http://www.kansasregents.org/students/student\\_financial\\_aid](http://www.kansasregents.org/students/student_financial_aid)
  - a. Kansas Teacher Service Scholarship
  - b. Kansas Ethnic Minority Scholarship
  - c. Kansas Military Service Scholarship
  - d. National Guard Educational Assistance Program
  - e. Kansas State Scholarship

## UNIVERSITY SERVICES AND RESOURCES

|   |  |  |
|---|--|--|
| <p>Academic Achievement Center<br/>101 Holton Hall<br/>1101 Mid-Campus Dr N<br/>785-532-6492<br/><a href="https://www.k-state.edu/aac/">https://www.k-state.edu/aac/</a></p>  | <p>IT Help Desk<br/>214 Hale Library<br/>1117 Mid Campus Dr North<br/>785-532-7722<br/><a href="http://www.k-state.edu/its/helpdesk/">http://www.k-state.edu/its/helpdesk/</a></p>                       | <p>Center for Student Involvement<br/>114 Student Union<br/>918 N. 17th St.<br/>785-532-6541<br/><a href="http://www.k-state.edu/student-involvement/index.html">http://www.k-state.edu/student-involvement/index.html</a></p> |
| <p>Career Center<br/>148 Berney Family Welcome Center<br/>705 North 17th St.<br/>785-532-6506<br/><a href="https://www.k-state.edu/careercenter/">https://www.k-state.edu/careercenter/</a></p>                       | <p>Lafene Health Center<br/>1105 Sunset Ave.<br/>785-532-6544<br/><a href="http://www.k-state.edu/lafene/">http://www.k-state.edu/lafene/</a></p>  | <p>Office of Student Financial Assistance<br/>104 Fairchild Hall<br/>1601 Vattier St.<br/>785-532-6420<br/><a href="http://www.k-state.edu/sfa/">http://www.k-state.edu/sfa/</a></p>   |
| <p>Cashiers and Student Accounts Office<br/>211 Anderson Hall<br/>919 Mid-Campus Drive North<br/>785-532-6317<br/><a href="http://www.k-state.edu/finsvcs/cashiers/">http://www.k-state.edu/finsvcs/cashiers/</a></p> | <p>Non-Traditional and Veteran Student Services<br/>217 Student Union<br/>785-395-8387<br/><a href="http://www.k-state.edu/nontrad/">http://www.k-state.edu/nontrad/</a></p>                             | <p>Office of Student Life<br/>201 Holton Hall<br/>1101 Mid-Campus Drive North<br/>785-532-6432<br/><a href="https://www.k-state.edu/studentlife/">https://www.k-state.edu/studentlife/</a></p>                                 |
| <p>Counseling Services<br/>232 English/Counseling Services<br/>Bldg 1612 Steam Place<br/>785-532-6927<br/><a href="https://www.k-state.edu/counseling/">https://www.k-state.edu/counseling/</a></p>                   | <p>Powercat Financial<br/>302 Student Union<br/>3rd Floor<br/>918 N. 17th St.<br/>785-532-2889<br/><a href="http://www.k-state.edu/powercatfinancial/">http://www.k-state.edu/powercatfinancial/</a></p> | <p>Tutoring<br/>Holtz Hall<br/>1005 Mid-Campus Drive North<br/>785-532-5703<br/><a href="https://www.k-state.edu/tutoring/">https://www.k-state.edu/tutoring/</a></p>  |
| <p>International Student and Scholar Services<br/>104 International Student Center<br/>1414 Mid-Campus Drive North<br/>785-532-6448<br/><a href="http://www.k-state.edu/iss/">http://www.k-state.edu/iss/</a></p>     | <p>Student Access Center<br/>202 Holton Hall<br/>1101 Mid-Campus Drive North<br/>785-532-6441<br/><a href="https://www.k-state.edu/accesscenter/">https://www.k-state.edu/accesscenter/</a></p>          | <p>The Writing Center<br/>122D English/Counseling Services Building<br/>1612 Steam Place<br/>785-532-0842<br/><a href="https://www.k-state.edu/english/writingcenter/">https://www.k-state.edu/english/writingcenter/</a></p>  |

# **The Kansas Educator Code of Conduct**

(Adopted by The Kansas State Department of Education December 17, 2013)

*The professional educators shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidenced by:*

## **Responsibilities to Student:**

- ❖ Refrain from disclosing confidential or damaging information that affects the student
- ❖ Make reasonable effort to protect the student from conditions detrimental to learning, health or safety.
- ❖ Maintain professional relationships with students both inside and outside the classroom
- ❖ Restrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual, or romantic relationship with students

## **Appropriate conduct includes, but is not limited to the following:**

- Keeping in confidence information about students that has been obtained in the course of professional service
- Creating, supporting, and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact, and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

## **Inappropriate conduct includes, but is not limited to the following:**

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any
- student or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty
- Committing any act of cruelty to children or any act of child endangerment
- Committing or soliciting any unlawful sexual act



## **Responsibilities to District:**

- ❖ Adhere to conditions of contractual obligations with professional practice
- ❖ Fulfill reporting requirements honestly and accurately
- ❖ Appropriately use funds, personnel, property, and equipment committed to his or her charge
- ❖ Refrain from falsifying any documents related to the employment process
- ❖ Conduct school district business through established procedures

### **Appropriate conduct includes, but is not limited to the following:**

- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

### **Inappropriate conduct includes, but is not limited to the following:**

- Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- Harming others by knowingly making false statements about a colleague or the school system
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to local, state, federal, and/or other governmental agencies
- Using school property without the approval of the local board of education/governing body
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leave
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- Falsifying records or directing or coercing others to do so

## **Responsibilities to Profession:**

- ❖ Demonstrate conduct that follows generally recognized professional standards
- ❖ Fulfill all of the terms and obligations detailed in the contract
- ❖ Maintain appropriate licensure for professional practice and employment
- ❖ Provide accurate information to state department
- ❖ Abide by all federal, state, and local laws and employing school board policies

### **Appropriate conduct includes, but is not limited to the following:**

- Encouraging and supporting colleagues in developing and maintaining high standards
- Insuring that institutional privileges are not used for personal gain
- Maintaining diligently the security of standardized test supplies and resources
- Follow mandatory reporting requirements

**Inappropriate conduct includes, but is not limited to the following:**

- Harassment of colleagues
- Inappropriate language on school grounds or any school-related activity
- Accepting gifts or favors or offering gratuities that impair professional judgment or to obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
- Falsifying, misrepresenting, omitting, or erroneously reporting employment history, professional qualification, criminal history, licensure/re-licensure
- A plea of guilty, nolo contendere, or having been otherwise found guilty of: any crime punishable as a felony; any crime involving a minor; any crime involving a theft; any crime involving drug related conduct; any crime defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; or any attempt as defined by K.S.A. 21-3301, and amendments thereto, to commit any crime specified in this subsection

### **Qualitative Aspects of Student Performance**

“The College of Education at Kansas State University is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world....” This phrase is the beginning of this college’s Mission Statement. Obviously, these words aspire to more than simple technical knowledge. These words include such qualitative matters as good judgment, human relation skills, and the ability to inspire confidence in others.

We, the Faculty of the College of Education, support a standardized system for monitoring qualitative aspects of individual student performance. While these qualitative aspects are not separate from such *quantitative* indicators as grade averages, the latter are monitored by a centralized system that is designed to ensure that exceptionally strong or weak performance will be noticed and will receive timely recognition and attention. We wish to be, at least, equally confident that *qualitative* aspects of student performance are receiving timely recognition and attention.

This must not be a system to discourage the refreshingly odd or the delightfully uncommon person. We would, rather, aspire to ensure that those with special gifts are not lost to the profession because of the lack of early recognition or encouragement, while at the same time ensuring equally early identification of those about whom there is increasing doubt in regard to the appropriateness of their choices and judgment. This document describes principles and aspirations we hold for such a monitoring system, principles which should guide the thinking and actions of those of us who have responsibility for supporting and encouraging promising educators, as well as the responsibility for reducing the chances of endorsing persons for whom endorsement would be a mistake. This document also sets out policies and procedures for implementing the system.

## Principles and Aspirations

I. A comprehensive network of care. This monitoring system should be comprehensive, in so far as practical and reasonable. In such a network, responsible people will routinely review the progress of those in our care as early and as frequently as standards of good practice suggest. It requires that during those reviews, persons who have been in the best positions to observe the progress of the student (including College of Education classroom instructors, personnel in cooperating schools, supervisors in teacher aiding settings, etc.) should be consulted for their insights into any special needs for support, direction, advice, professional counseling, encouragement, etc. for each student. This system also calls for a record to be made in those cases in which special concerns are expressed about the danger of losing a particularly promising student or the danger of neglecting a student who is showing signs of a potential mismatch with this profession. That record of special concerns should be kept in a central location, in an office under the auspices of the Dean, so that the record can be cumulative and thus reflective of possible patterns that might not be identified without this record coming together. When there are serious doubts about a student's fitness for teaching, those doubts should be identified long before the student reaches the time for student teaching.

Thus, the system we describe should be comprehensive as to the sources of input about each student's progress and comprehensive in terms of establishing a cumulative record in cases of concern.

II. A case-by-case approach. The intent of this system does not lend itself to making checklists of special qualifications, as if this were a system for choosing a "Student of the Year," nor to checklists of offenses and punishments, as if this were a codification of law. Expressions of concern for a particular student require, instead, professional judgment in each case. The system described in this document might identify, for example, an unassuming but outstanding candidate for special recognition, or a student with unforeseen financial difficulties might be referred to the Office of Student Financial Assistance to explore the possibilities for an emergency loan. On the other hand, this system should identify a student who, for example, is persistently touching children in inappropriate ways or a student who is consistently late for his or her obligations as an aide. Each of these situations requires a different response. The system described in this document is meant to provide for the vehicles for those professional decisions.

III. Collaboration in professional judgment. In the cases of the examples in the previous section (II), the choices of the appropriate responses are likely to be best if several professionals collaborate in making those choices. In such cases, questions like the following are likely to be asked:

*To whom, when, and how are concerns to be expressed? What is the best place and time to take action? What is the most "teachable moment" for this student? What is his or her level of readiness to truly understand expressions of concern? Is it too early to express our concerns to the student? Should there be more opportunities for encouragement first? Have we consulted with enough of the people who are in the best position to know the student's work? Is there any substantial immediate danger of this student causing harm to the children in his or her care? Who is the best person to have the first talk with him or her?*

The questions in the previous paragraph are not questions that are best answered by generic policies and procedures applied by formula to all individuals. We are likely to feel most confident about the answers to questions such as these when we have compared and combined the judgments of several competent, dedicated, skilled, caring, and courageous professionals who have observed the individual student's work, ideally in more than one setting and on more than one occasion.

Thus, the system proposed below provides not only for a method of identifying students of special concern, both positive and negative, but also for the coordination of inquiries and interventions. It is a system that recognizes that in rare circumstance it may be necessary to remove the student from a potentially damaging situation. It is a system that, at its best, should ensure against misjudgment, premature closure, and simple misunderstanding.

IV. Guidelines when denial of privilege is considered. Students who wish to be admitted to the college's teacher education program must be informed that the privilege of taking progressive steps toward endorsement or licensure is not guaranteed. Access to what would be a next step in progress toward endorsement may be denied in certain circumstances. Those circumstances exist, in part, because of the professional and ethical standards of our work. (See Appendix A for examples of behavior that is likely to be considered problematic.) Those special circumstances exist also because of this college's special relationships with professional colleagues in schools that are entrusted with the care, safety, and education of young students.

Thus, for example, the privilege of having or repeating a field experience must not be viewed as being the same as taking or repeating a conventional course. While campus resources must be considered before allowing the privilege of repeating a conventional course, the resources of other organizations and individuals must be considered as well in the case of a field experience. School districts and their individual professionals generously contribute large amounts of time and effort supervising, training, supporting, and evaluating students from this college. Most commonly they do so with only token tangible rewards. Their rewards come mainly from the satisfaction of guiding promising teachers-to-be. To exploit their generosity by asking them to do more, especially for a student who may have contributed to one unsuccessful experience already, is to risk abusing our privilege and, in the long run, to risk jeopardizing future opportunities for students from our college. The most crucial difference between repeating a conventional course and repeating a field experience is seen in those situations in which there may be potential for harm to be done to children. There is no student right that should compel us to ignore that risk.

It must be clear, then, that this college will, from time to time and for good reason, deny a student access to what would ordinarily be considered a next step in the process toward endorsement. We, the faculty of this college, accept our share of the responsibility for the stewardship of the resources of this college and university. Likewise, we share responsibility to respect and support the individuals and resources of those institutions which contribute so generously to teacher training, especially the school systems which accept our students as aides, observers, interns, student teachers, and the like. To abuse the privileges we are granted is to risk interfering with the effectiveness of the professionals in those organizations, and, at its worst, to risk the danger of harm to those children (or adult learners) in their care. Thus, we affirm our responsibility to make the judgments necessary for these responsibilities.

Judgments in matters of human affairs are inevitably imperfect, but to wait until we are certain about a matter of judgment may mean that we never act at all. We recognize that to deny a student a privilege such as starting or finishing student teaching is a serious matter. However, it does not require certainty beyond a reasonable doubt.

Because we recognize that these denial decisions are very important, we have specified a context for such judgment making (in principles I, II, and III above), and we provide a system for monitoring, due process, and appeal, below.

## Policies and Procedures

A. The Dean of the college, and/or the Dean's designate, will make every reasonable effort to inform all appropriate constituencies about the principles, aspirations, policies, and procedures outlined in this document and to solicit their cooperation in making this system effective. It is understood that a standardized system of monitoring of our students' performance will require excellent liaison efforts between this College and cooperating schools.

B. At a designated time each semester, the Dean or Dean's designate will provide a mechanism which will solicit, from those teaching undergraduate students or working with them in field experiences, the names of any students for whom special attention might be required, special accommodations made, or special concerns expressed, consistent with the principles and aspirations described in this document.

Note: It should be understood that the alert described above might be made at any time. However, the requirement above ensures that such an opportunity is standardized.

C. When a concern is reported, a representative of the Dean's office will make a judgment about what kind of response is appropriate, within the guidelines of this document. The most common response will be to contact other persons who have been associated with the student-of-concern to ascertain whether or not other professionals have similar concerns about the student. As a result of these contacts and discussions, the Dean's representative will, with the combined judgment of those acquainted with the student's performance, decide whether or not further action should be taken at this time, and if so, will establish what the appropriate steps are, given the conditions of concern.

In cases where student performance is deficient, the student should be informed (by the persons stipulated above) about the nature of the deficiency, should be encouraged to state his or her views of the situation, and, except in extreme or dangerous circumstances, given an opportunity to improve.

## Formal Proceedings

### To be Implemented When Denial of a Privilege is Contemplated

1. When a concern reaches a point at which the denial of a privilege is contemplated (for example, denying a teacher aiding placement or a student teaching placement), formal procedures must be initiated. At that point the Dean or his/her representative will form a committee to discuss the perceived problems. Ordinarily this committee will include those persons most directly involved with the student as well as one or more persons who will, by virtue of their previous experience in these kinds of proceedings, be able to provide continuity. One member of this committee will be designated to act to ensure that the student understands the process. This committee will meet with the student to receive his/her views concerning the problem. This committee will then determine what, if any, action should be taken. The plan of action may range from stipulating a plan for improvement of the student's performance to dismissal in rare and extreme cases.

2. If the committee identifies weaknesses that the student is required to overcome, a committee member will monitor the student's progress and report back to the committee about that progress. The committee will then determine what further action, if any, should be taken, after meeting with the student and discussing alternatives.

3. In the event that a student is removed from student teaching or produces an unsatisfactory performance and wishes to have another opportunity, the student must make a formal request for such an opportunity. Upon receiving such a request, the Dean or the Dean's representative will establish a review committee<sup>1</sup> to consider the advisability of that student being allowed to have another student teaching experience. When a student is involuntarily

withdrawn from a student teaching experience, he or she will be informed that if another opportunity is to be granted, it may be only after certain conditions are met, conditions that are judged appropriate to his or her particular situation. Commonly, such conditions may include the requirement that a prescribed time period has elapsed before a student request is considered. As part of such a request, the student must provide convincing evidence for his or her readiness to undertake, and be successful in, another attempt<sup>2</sup>. That evidence will be judged by the professionals on the review committee.

4. A student may at any time appeal a decision of the committee to the Dean of the college. In the case of such an appeal, the Dean will appoint a committee to hear the appeal, being careful to ensure that the committee has the greatest probability of being fair and impartial in its hearing of the case. The committee will review the case and its file material, hear the student's presentation on her/his behalf, and may call others connected with the case to discuss the case. The committee will make its recommendation to the Dean of the college. If satisfaction is not achieved at this level, additional steps of appeal may be taken as described in the undergraduate catalog.

*Notes to superscript items:*

<sup>1</sup> *The Dean may choose to appoint a review committee in a manner stipulated in some College of Education departmental policy statements, provided that the appointments and procedures are consistent with the principles and practices stated in this document and within principles of fairness and due process.*

<sup>2</sup> *In regard to the requirement that the student must provide convincing evidence for his or her readiness to undertake, and be successful in, another student teaching attempt, we believe that it is entirely reasonable to expect that a student should, by this stage of his or her training, be able to identify and present evidence to support the contention that significant and relevant learning and change have taken place in a learner. In this case the learner in question is the student himself or herself. Thus, for example, a statement such as, "I just know I can do better this time," would not by itself be considered convincing enough to justify a new attempt at student teaching.*

#### Appendix A

This appendix contains some examples of behavior that is likely to be considered problematic, in the context of this document. This is not meant to be an exhaustive list of problematic categories.

1. Failure to follow the policies and procedures of the school (or other organization) in which a student teacher or aide is serving.
2. Failure to meet commitments to, and requirements of, the position in which a student teacher or aide is serving; for example, persistent tardiness or unexcused absences.
3. Inappropriate touching of students.
4. Putting students in situations of unnecessary or inappropriate risk.
5. Failure to maintain and support conditions conducive to learning.
6. Failure to establish and maintain reasonable rapport, communication, and effective working relationships with students, colleagues, and administrators.
7. Record of a felony (may deny licensure in Kansas.)

## Social Network Points for Discussion

The majority of college students belong to some type of social network. Through the virtual environment of the World Wide Web students share their thoughts, chat with friends, and build communities. Although these communities are fun and have many benefits, there are risks inherent with their use. As a future teacher it is important for you to be aware that some of these risks could damage your future employment opportunities. It is important to remember that online postings are available to anyone, including prospective employers. It is also important to understand that postings can be copied, modified and posted to other sites. Once posted on the Internet, digital information is accessible to anyone, anywhere, anytime, **forever**.

Because **teachers are** viewed as **role models** for young people, school communities and society in general hold teachers to a higher standard of conduct. Modern technology allows students to observe teacher behaviors in new ways. This makes **professional digital citizenship** a crucial issue for teachers and pre-service teachers.

It is the vision of the College of Education to prepare educators who are “knowledgeable, ethical, caring decision makers for a diverse and changing world.” In order to ensure opportunities for a long-term successful teaching career, the following list of risky behaviors are provided for your consideration.

- Your reputation is at stake! Online profiles posted should be consistent with the image you wish to present to future employers.
- As a student teacher, harassing language, possible university alcohol, and/or drug policy violations are subject to investigation and sanction.
- Involvement with videos of inappropriate, illegal, questionable material or discussing obscene, libelous or inappropriate topics or images may result in a negative reference or non-consideration for an employment decision.
- Participation in wiki blogs with inappropriate topics may result in a negative reference or non-consideration for an employment decision.
- Instant messaging (IM) or chatting with students or colleagues regarding inappropriate personal topics may result in charges such as sexual harassment.
- Text messaging K-12 students about inappropriate personal issues or topics may result in termination of student teaching or lab experiences and termination of employment.

This list contains examples and is not exhaustive. New technologies (not listed here) may have similar issues or repercussions. Please use professionalism when considering the use of social networking and the possible ethical issues involved.