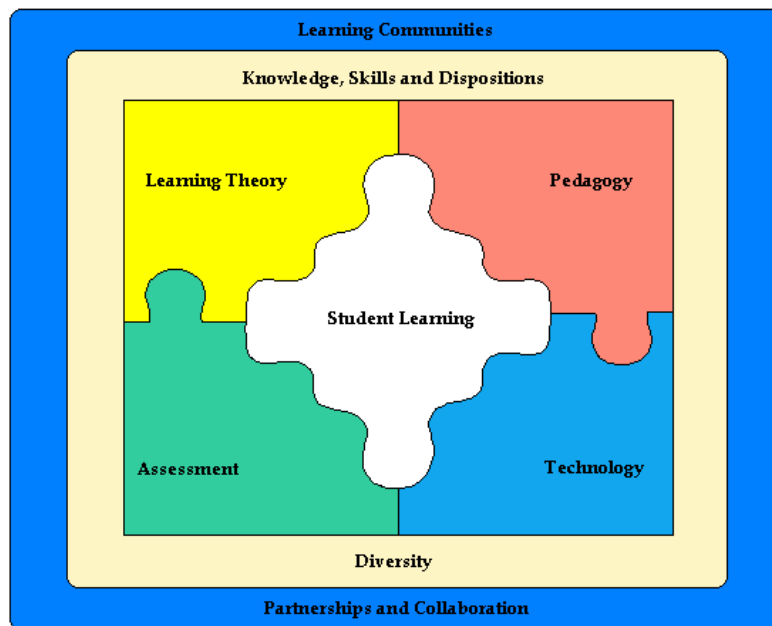


Teacher Preparation Handbook

Empowerment for Learning



*Campbellsville
University
2005-06*

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**SCHOOL OF EDUCATION
THE TEACHER EDUCATION PROGRAM
CAMPBELLVILLE UNIVERSITY**

I. Introduction

Campbellsville University is committed to a high quality, reputable, and rigorous educator preparation program in the Commonwealth of Kentucky. Since 1960, the University (formerly known as Campbellsville College) has offered a full range of courses and experiences at the baccalaureate level for students desiring to be teachers. The history of the University also reveals a commitment to teaching as far back as the 1920s when the University provided normal school training.

Currently, the entire University maintains a firm commitment to teacher preparation across all academic disciplines and departments. The University also provides a Masters of Art in Education (MAE) degree in curriculum and instruction, open to all certified teacher/practitioners and an alternative certification leading to a Masters of Arts in Special Education. The M.A.E. program is designed to provide teachers a more comprehensive background and exploration of curriculum and instruction theory and practice while meeting the requirements for Rank II Certification.

In accordance with the Title II Higher Education Act, Campbellsville University's School of Education Program annually reports the PRAXIS II scores of all candidates completing the educator preparation program. The Title II report of program completers for the 2004 academic school year indicates a 96% pass rate on the required examinations for certification in Kentucky.

A. Beliefs

The teacher preparation program is committed to educating prospective teachers who are well-versed in the content areas in which they teach, who successfully implement pedagogical practices for diverse learners based on verified learning theory, who are internally motivated, who have the ability to use reflective practice in continuous assessment, and who understand changes in our contemporary culture. We hold the following beliefs about our program:

1. The teacher is foremost a learner. The role of the learner as an active participant in the educational process is endorsed by Maslow, Rogers, Piaget, and Glasser, as well as the school of constructivists, and the cultural transmission

view of learning. Also emphasized is the importance of internal motivation as a major consideration in promoting the learning of individuals.

2. One must strive for self-empowerment to assist others in becoming empowered.

Rogers describes the notion of “becoming a person,” specifying that the goal the individual most wishes to achieve is to become one's own person, to have a renewed sense of self, and an ability to assume responsibility for decisions and choices.

3. The quality of commitment fundamentally impacts empowerment. The commitment of candidates to enter the field of education varies and is entwined with the individual's beliefs and attitudes. The framework encourages examination of beliefs and attitudes to enhance the commitment to the education profession.

4. The quality of communication empowers learners to speak with clarity, precision, and credibility. Communication is a component of all the New Teacher Standards and is embedded in the Academic Expectations. Candidates learn to use their “voice” to maximize their quality of communication. Vygotsky claims that learning is social in context, and that the quality of social interaction in learning is characterized by dialogue and negotiation. The framework encourages verbal discourse, scaffolding, reciprocal teaching, and learning in communities.

5. A teacher is also a diagnostician and reflective practitioner. Schon suggests that reflection on the practice of teaching is the only way provision for learning can be adequately updated and advanced. Reflection on what one does as a professional is a paramount skill to be incorporated into the continuous assessment process. The skills to design and redesign instructional practices and learning strategies are essential for success within the community of learners.

B. Mission Statement

The School of Education, in support of the mission of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, who can positively impact student learning and who are committed to life-long learning in a global society.

The educator preparation program strives to achieve this mission globally by:

- preparing educators who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction through information technology,
- honoring, understanding and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

C. Objectives of the Teacher Preparation Program

The objectives of the Teacher Preparation Program are designed to forward the mission of Campbellsville University and the School of Education to comply with emerging policies and practices of the Education Professional Standards Board [EPSB], and to exemplify excellence in teaching as articulated by professional organizations and learned societies. Specifically, the objectives of the Teacher Education Program are:

1. To provide candidates with a general education program designed to equip them with the knowledge, skills, and dispositions necessary as a teacher for the acceptance of responsibilities for citizenship in a democracy, and for an understanding of the role of the individual in one's culture and society at large.
2. To provide specialized education preparation enabling candidates to develop competencies and multiple experiences in their chosen cognate area(s) or emphasis areas.
3. To provide professional education preparation based on an understanding of learning and developmental processes, and the importance of extending, refining, and motivating those processes.
4. To provide professional education preparation designed to develop the understanding and abilities of candidates in the:
 - a. Sociological, philosophical and historical foundations of education;
 - b. Instructional, learning, and organizational strategies/procedures; and

- c. Legal and ethical rights and responsibilities of students
5. To provide a logical sequence of professional studies which develop competencies, insights, and high performance levels in the following areas:
 - planning and designing curriculum;
 - creating and maintaining quality learning climates;
 - assessment; reflection; collaboration;
 - and, professional development within the context of a diverse society.
 6. To provide a connected and integrated series of educational experiences which stress the importance of a variety of assessments and evaluations in the learning/teaching process.
 7. To provide field experiences and clinical practice throughout the candidates training, designed to assist them to bridge the gap between theory and practice (culminating in the capstone experience of student teaching), and continuing into the internship.
 8. To provide educational experiences promoting on-going development of the use of technologies in the learning/teaching process.
 9. To develop candidates who have the ability: (a) to present powerful ideas understandable to students; (b) to assess and reflect upon learning and learners; and, (c) to become empowered as life-long learners.

D. Governance

The governance of the Teacher Preparation Program is accomplished through the overall administrative policies of Campbellsville University.

1. The School of Education Unit.
The School of Education Unit is the professional unit responsible for the overall operation of the Teacher Preparation program at Campbellsville University.

The Teacher Education faculty along with input from Professional Community, especially Arts and Science faculty, establishes policy, programs, and directives relative to the operations and functions of the School of Education. Establishment of policies, programs, and

directives are to be consistent with and aligned to the statutory and regulatory authority established by the Kentucky Education Professional Standards Board (EPSB).

2. The Teacher Education Committee .

This Committee serves as the major communication link with all other departments and content areas directly related to the Teacher Education and Teacher Certification programs (P-5, Middle, and 8-12 Teachers of the various content areas, as well as P-12, Music, Art, Physical Education, and Health Teachers).

The membership of this committee is composed of all full-time faculty of the Teacher Education Program, one representative from each School, College or Department helping to prepare candidates, and 3-4 students representing the various certification levels: Elementary School, P-5; Middle School, 5-9; Secondary School, 8-12; and P-12 certification students. The Dean of the School of Education serves as chairperson of the Teacher Education Committee and also serves as the primary liaison to the Kentucky Education Professional Standards Board (EPSB).

The Teacher Education Committee collaborates with the School of Education to comply with all requirements and responsibilities established by Education Professional Standards Board (EPSB) regulations, policies, and procedures. The Teacher Education Committee also provides a forum for reflective feedback and suggestions.

3. The Campbellsville University Curriculum Committee, Academic Council, Curriculum Committee, and the Faculty Forum.

The Dean of the School of Education is a member of the University Academic Council. One faculty member represents the unit on the Curriculum Committee that reviews course changes, additions, or deletions and makes recommendations to the Faculty Forum. Final approval for any change in policy or curriculum rests with the Campbellsville University Faculty Forum. The Academic Council hears student cases concerned with academic probation.

4. Teacher Education Advisory Council.

The membership of this committee includes all full-time faculty members of the Teacher Education Program and public school educators, the latter appointed to four-year terms. Appointments are staggered so that two new appointments are made each year. The Chairperson of the committee is selected from among the public school membership. The committee's functions include the following:

- (1) Provides an opportunity for reflective feedback from experienced educators in positions of leadership concerning the performance of the students in the Teacher Preparation Program;
- (2) Provides opportunities for collaborative efforts with public schools;
- (3) Suggests and reflects on curricular offerings and
- (4) Serves as a liaison between the University, the School of Education, and the surrounding educational communities at large.

The primary action of the committee is as collaborative advisors to the Teacher Education Program and University with a focus toward improving the quality of graduates.

5. TRAC Advisory Council:

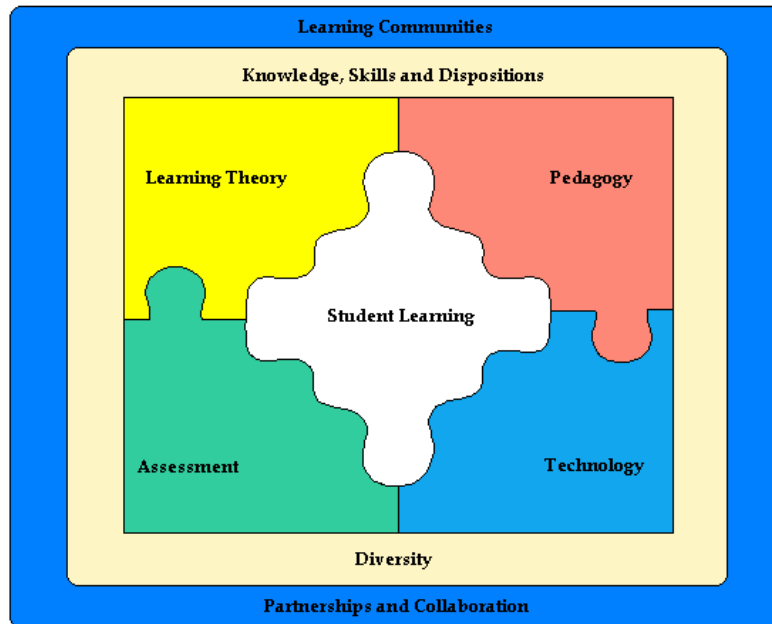
This Council was created to provide guidance and oversight in implementing a federal grant program called Teacher Routes to Alternative Certification. This blended online program provides scholarships and assistance to students seeking certification for teaching Learning Behavior Disorder (LBD) students. The Council is comprised of Superintendents, Directors of Special Education and State education officials. The Dean chairs the Council.

6. Lincoln Trail Area P-16 Council:

The Dean represents the University on the Lincoln Trail Area P-16 Council, a collaborative of business and education partners in the region. Council goals include identifying gaps in the P-16 education system, increasing meaningful collaboration among educators in the region by disciplinary focus, and providing educators/business partners with tools for analyzing problems.

II. The Conceptual Framework Components

Theme: *Empowerment for Learning* Model



The conceptual framework of the Teacher Preparation Program at Campbellsville University has as its theme “Empowerment for Learning.” This framework includes continuing, on-going efforts in the preparation of teachers to prepare an increasingly diverse student population, and thus society, to meet the emerging demands of information and technology. The conceptual framework addresses the emerging policies and practices established by the Educational Professional Standards Board as legislated by the Kentucky Education Reform Act of 1990.

The theme is founded upon the concept of empowerment. One of the principle functions of teaching is to assist students at all certification levels in moving from dependence towards independence. The movement from dependence to independence promotes students intellectual competence. This movement implies that teachers actively assist students to assume more responsibility for themselves and their learning – to move towards an internal locus of control consistent with becoming life-long learners.

The following components of the “Empowerment for Learning” framework represent the integration of concepts upon which the Teacher Preparation Program of Campbellsville University is built. This framework

incorporates the mission of the School of Education based on beliefs and objectives of the Teacher Education Program and provides a visual model for the integration of the concepts embedded within the program.

All components of the program are embedded within the P-16 professional community, a community of learners involved in the learning/teaching process, as illustrated by the *outer framework*, partnerships and collaboration naturally emerge from the learning communities. Their input towards preparing caring, competent and qualified teachers is possible through a continual process of interaction of key components of the teacher preparatory program. These key components link together as *puzzle pieces* to result in a preparatory program within a problem solving paradigm of teaching and learning.

The *inner framework* supports the ultimate goal of preparing future teachers who have the content knowledge, skills and dispositions to help all students learn, regardless of diverse racial, ethnic, gender, socioeconomic, language and religious backgrounds.

Each puzzle piece is not mutually exclusive of the other. "Learning Theory" defines the theoretical findings and questions concerning how humans learn. This area incorporates those questions and findings involved in historical origins of human growth and development, theories of transfer, information processing models, multiple learning theories and intelligences, scaffolding, and on-going cognitive and constructivist research developments.

"Pedagogy" incorporates the theoretical findings and questions surrounding how one individual may influence the learning of another (teaching). Pedagogy also involves those questions and findings relative to the delivery of instruction, team/individual planning, concept development, thematic integration, constructivism and inquiry learning, the use of technology along with other media resources, and an alertness to diversity.

The third puzzle piece, "Assessment," is defined as an institution's internal quality control mechanism to ensure that the teacher education program consistently addresses and integrates the New Teacher Standards and the Education Professional Standards Board policies, Guide to Reflecting on Continuous Assessment in Programs to Prepare School Personnel. In the framework, establishing a plan for continuous assessment provides numerous sources of information about the ability of the prospective teacher to execute the New Teacher Standards at a high performance level. This strand goes beyond individual student assessments and focuses on continuous assessment of

learning and teaching throughout the Teacher Education Program. Performance-based instruction accentuates the importance of using on-going performance assessments to guide enhancement throughout the learning process. The continuous assessment plan for the program combines various forms of assessment – from traditional to authentic.

“Technology”, represents the commitment of the School of Education to preparing candidates who know how to integrate technology into instruction, according to the National Technology Standards, to optimize teaching and learning for the diverse community of learners.

The *innermost puzzle piece*, “student learning,” represents the major objective for the educator preparation program. It serves as the centerpiece of the puzzle of learning/teaching/assessing/technology. The significance of this framework lies in a developmental and integrative structure for developing the pre-professional educator.

III. Admission and Continuous Assessment

A. Candidate Assessment

Continuous assessment is a main strand in the conceptual framework of the Teacher Preparation Program at Campbellsville University. New Teacher Standards IV (assessment) and V (reflection) are intertwined within the concept of continuous assessment. There is widespread consensus within the School of Education that assessment should be multi-dimensional and on-going, demonstrate various types of assessment from traditional to authentic performance, and be complementary to the Teacher Preparation Program.

The Continuous Assessment Plan has four candidate assessment points (CAPs) for monitoring student progress throughout the program:

- (a) CAP 1, determines entry into program
- (b) CAP 2, occurs after foundation courses in the program
- (c) CAP 3, assesses readiness for student teaching
- (d) CAP 4, determines program completion/exit

Students must successfully meet the criteria at each checkpoint. A student will not be permitted to progress in the program if the criteria are not met. CAP forms are available online at the School of Education website.

B. CAP I: Admission/Retention Policies and Procedure

General requirements for admission to the Teacher Preparation Program of Campbellsville University initially include those requirements necessary for admission to Campbellsville University. Admission to the University does not guarantee acceptance into the Teacher Preparation Program. Specific requirements necessary for acceptance into the Educator Preparation Program are as follows:

1. Academic competency (one of the following):
 - (a) - ACT minimum composite score is 21
 - (b) - Pre-Professional Skills Test (PPST) minimum scores:
 1. Reading - 320 computer test, 173 written test
 2. Mathematics - 318 computer test, 173 written test
 3. Writing - 318 computer test, 172 written test
 - (c) - SAT, minimum score is 990,
2. English 111, 112 and TH 120 (COM 140), C or above in each course
3. An overall Grade Point Average (GPA) of 2.5 or higher on all University work based on a minimum of 24 or more credit hours.
4. Development of an autobiography.
5. Three letters of recommendations attesting to the disposition and suitability of the candidate for entrance into the Teacher Preparation Program;
6. TB Skin Test.
7. A criminal record check.
8. Commitment to the Kentucky Code of Ethics.

Except for ED 102 and ED 210, no Teacher Preparation Program classes may be taken without admittance to the Teacher Preparation Program. Any exception to taking other Education courses prior to admission to the Teacher Preparation program can only be approved due to exceptional or critical circumstances, and then considered on a case-by-case basis. Any request must be submitted in writing to the Dean.

If the GPA (or other performance assessments) falls below 2.5 (or overall performance is not acceptable), the Student's advisor and the Dean of the School of Education may request a conference with the candidate to review progress and to discuss strategies for improvement. Other advisors of the student may be

consulted and/or apprised of the student's status. The Dean may share concerns about individual student's progress with the School of Education when prudent to do so.

The Dean of the School of Education may also bring before the School of Education individual cases in which a student has displayed conduct unbecoming a prospective teacher and which may bear evidence of the unsuitability for being a member of the teaching profession.

C. CAP III: Application for Student Teaching

At CAP 3 (semester prior to student teaching), a rigorous portfolio evaluation by Education faculty will take place. This requirement serves as a check-point to ensure the high performance level on the New Teacher Standards as well as one's content area. School of Education faculty evaluates CAP 3 portfolios using a rubric comprised of the New Teacher Standards and Indicators.

D. CAP IV: Program Exit

At CAP 4, post-student teaching portfolios will be evaluated by teams of local area teachers (national board certified) and administrators. Videos will be evaluated by Education and Arts & Sciences faculty. Exit interviews are conducted by local teacher-administrator teams. The exit interview will be conducted as a "real world" culminating event.

E. Program/Unit Assessment

In order to demonstrate effectiveness and consistent improvement in terms of the quality of experiences designed for candidates at Campbellsville University, the School of Education has designed an extensive plan for on-going assessment. The plan includes collection of data related to 1) student growth, 2) implementation of the New and Experienced Teacher Standards, 3) faculty development and improvement, and 4) programmatic assessment. Data are collected from a variety of sources.

CAP data are collected through the year and reports are compiled and reviewed by Education faculty. The faculty utilizes the data for planning, designing, modifying, or reinforcing the program.

Results from surveys of graduates and EPSB New Teacher Survey data are reviewed and utilized in decision making in the Teacher Preparation Program. The surveys also reveal issues emanating from implementation of the Kentucky Education Reform Act that may impact the preparation program.

Demographic data, (e.g., PRAXIS scores, etc.) will also be used to assess overall program effectiveness and to address identified weaknesses. An additional Professional Development workshop with an emphasis on test-taking strategies is an example of the use of the data obtained.

Faculty self-evaluations and performance reviews will be utilized in assisting the faculty in setting professional goals for the academic year and identifying faculty development needs

Mid-term student evaluations of courses used by faculty for revision of instructional goals and approaches. This feedback also provides information for determining students' understanding of the courses.

Outside resources are also used for planning and modifications of program design. The information provided by the Kentucky Teacher Internship Program is used to ascertain areas of improvement in the program. The Title II report as well as the state report card will provide crucial data on graduate performance during their first three years of teaching.

Data are summarized and analyzed in a holistic manner to make continual improvements and/or modifications to the total Teacher Preparation Program.

IV. Field, Pre-Professional Development (PPD) and Clinical Practice

A significant part of the experiences of the teacher candidate is the accumulation of direct experiences related to teaching. Two types of practicum experiences are required. Field experiences are defined as planned, focused practical interactions, on-site with children in classrooms and in other educational settings. These may include after school and evening school-based programs and community-based programs in day cares, hospitals, and community centers. Students are to observe and work directly with youngsters to develop and demonstrate the knowledge, skills and dispositions necessary to effectively teach a diverse community of learners. Field experiences also include

other activities occurring within the school environment such as school board meetings, school-based decision making council meetings, and PTA meetings.

All candidates are expected to accumulate a minimum of **150 Field and PPD hours** experiences prior to acceptance into the student teaching experience. Of this total, candidates must acquire a minimum of 120 field hours and at least 30 PPD hours.

Students are strongly encouraged to accumulate as many field hours as possible, extending beyond the minimum. It is the student's responsibility to document all field hours.

Field experiences must be completed as specified by course requirements with no exceptions. Field experiences must be recorded during the semester in which they were obtained. Quality, approved field experiences gained during the summer (or during breaks or vacations during the regular academic year) must be recorded and submitted to the Teacher Preparation Program office upon arrival back on campus immediately following the experience(s). Only upon formal petition will field hours be recorded more than a semester after being obtained. **No more than 24 hours will be accepted for field experiences beyond the program requirements (e.g., band camp, tutoring, substitute teaching, sports camps, coaching, etc).**

For transfer students, field hours may be documented after an evaluation of transfer experience and credits. *It is the responsibility of the student to provide documentation of field experiences obtained from the institution previously attended.* The transfer student should meet with his or her advisor and/or the ED 102 instructor to record these hours. This should be accomplished before the completion of ED 102.

Throughout the pre-professional program, candidates engage in Pre-Professional Development (PPD) such as workshops on/off campus and local, state and national conferences. This involvement aligns with individual professional development plans developed by candidates upon admission to the program and re-evaluated at designated checkpoints throughout the program of continuous assessment.

Clinical practice is student teaching. Candidates are placed in school settings where they can further develop and demonstrate the knowledge, skills and dispositions to help all students learn. Candidates work under the direction of the cooperating teacher and the university supervisor. Students also compile a new professional portfolio based on their unique experiences meeting all nine New Teacher Standards.

A. Field Experiences

Field experiences, as already defined, provide practical, focused opportunities for candidates to develop and demonstrate the knowledge, skills and dispositions to effectively teach diverse student populations. They can occur in classroom or specific educational or community based settings. All education classes will require the completion of field hours, and students will be placed in varied settings each semester. The methods classes incorporate a series of intensive on-site experiences in school settings which involve planning, designing, presenting and reflection upon these content specific presentations.

Field experiences are designed to expose the teacher candidate to the real world responsibilities of teachers who utilize the contextual backgrounds of students in educationally meaningful ways. They are structured to align with the material addressed in the current classroom. **All field hour requirements specified in a class will be evaluated for meeting objectives and assigned a grade.**

The nature of the field experiences in the above courses will be defined specifically by each instructor in the course syllabi; however, emphasis is placed on observation tutoring, assisting the teacher, instructing individuals, small and large groups and conducting research/case studies. Students will gain experiences which cut across the entire educational spectrum, from primary through high school levels. (See "Overview of Requirements" at the end of this section.)

B. Guidelines for Field Experiences

- a. Field experiences **must be** completed in a variety of schools. This guideline ensures diverse experiences. Students already know what the local school system offers; they must have a variety of structures, strategies, educational philosophies upon which to reflect. Confidentiality is crucial.
- b. Field experience assignments are arranged by faculty. Candidates should ALWAYS contact the school prior to appearing at the school. They should SCHEDULE visits ahead of time. "Dropping-by" lowers the quality of the field experience, casts doubt upon manners, and often disrupts the school schedule.

The school system may be a priority with candidates, but candidates are not a particular priority with the school system. Scheduling ahead prevents conflict with testing and other demands in the public school. Confidentiality is essential.

- c. Candidates are a representative of the teaching profession and Campbellsville University – they should dress and speak accordingly. Specifically, they should dress professionally. They should specifically avoid impressions of not “caring,” by inappropriate dress (jeans, “tacky dress,” T-shirts, too short, or too low articles of clothing). They should refrain from gum chewing and they should use correct grammar at all times.
- d. Candidates must not disrupt class. They are there to assist and learn – not create disruptions. They should be unobtrusive as an observer and participant. They should also become active when requested by the teacher.
- e. Candidates should contact the teacher ahead of time to see what preparation is appropriate and valuable for them to make in the classroom. They should ARRIVE on time and KEEP appointments. If unavoidably detained, they must call the school as soon as possible.
- f. Candidates must be sure to get Field Experience Summary Form signed by the classroom teacher, and retain a duplicate for their records. A written reflection about the experience must be attached to the Form.
- g. Candidates should express appreciation to the classroom teacher for the opportunity to be in the classroom, and followed up by a written note of appreciation.

C. Pre-Professional Development Experiences

Completion of quality professional development experiences can occur through attending a series of PPD workshops. **All Teacher Preparation Program students MUST complete the scheduled PPD workshops.** The workshops are scheduled throughout the week at different times. Please consult the School of Education bulletin board frequently for scheduled PPD workshops.

1. PPD hours are assigned by instructors in the Education courses. The student is reminded to determine PPD requirements from the syllabus orientation at the beginning of each course.
2. PPD hours may be given for related experiences not included in specific course requirements and/or PPD workshops on campus. The student may submit to the Director of Field Experiences documentation of such professional development.

The “Pre-professional Development Summary” form officially documents participation in PPD experiences. Completion and submission of the PPD Summary form, to include a reflective written review of the experience, is to be made by the student for approval to the designated Education professor.

The record of students’ accumulated PPD hours is kept on an electronic database. Upon request to the Webmaster, a summary printout may be generated. It is the responsibility of the student to also keep his or her own personal record of accumulated PPD and field hours. Students should check total number of hours prior to scheduling, advising conference.

D. Overview of Field/PPD Requirements by Course

See next page (page 17).

Overview of Field and PPD Requirements
Campbellsville University School of Education
Spring 2004 (January 14, 2004)

P-5 Elementary				5-9 Middle			
Courses	Field	PPD		Courses	Field	PPD	
ED 102	12	3		ED 102	12	3	
ED 210	13	3		ED 210	13	3	
<u>TOTAL CAP 1</u>	25	6		<u>TOTAL CAP1</u>	25	6	
ED320	12	3		ED 320	12	3	
ED 330	6	3		ED 330	6	3	
<u>TOTAL CAP 2</u>	18	6		<u>TOTAL CAP 2</u>	18	6	
ED 301 (fall)	6	3		ED 325	12	3	
ED 325	12	3		ED 355	10	5	
ED 341 (Spring)	6	3		ED 365	10	5	
ED 351	6	3		ED 415	20	5	
ED 361	8	3					
ED 371 (Spring)	6	3					
ED 381 (Spring)	6	3					
ED 411	20	3					
<u>TOTAL CAP 3</u>	70	24		<u>TOTAL CAP 3</u>	52	18	
<u>TOTAL CAPS 1-3</u>	113	33		<u>TOTAL CAPS 1-3</u>	95	30	
<u>TOTAL FIELD/PPD</u>	146			<u>TOTAL FIELD/PPD</u>	125		

8-12, P-12 Secondary		
Courses	Field	PPD
ED 102	12	3
ED 210	13	3
TOTAL CAP 1	25	6
ED 320	12	3
ED 330	6	3
TOTAL CAP 2	18	6
ED 325	12	3
ED 390	20	5
ED 410	20	5
TOTAL CAP 3	52	13
TOTAL CAPS 1-3	95	25
TOTAL FIELD/PPD	120	

E. CLINICAL PRACTICE

Student Teaching Experience

There are specific requirements for admission to student teaching per CAP 3 in the Student Teaching Handbook. Progress in the program prior to admission to student teaching will be carefully monitored and assessed at each CAP and directed through a professional development plan which begins upon admission to the program. The requirements below serve as reminders of program check points for candidates.

Requirements for admission to the student teaching experience necessitate that each student has:

1. been accepted unconditionally into the Teacher Education Program at Campbellsville University with at least one full semester between the date of acceptance into the Teacher Education Program and the student teaching semester;
2. submitted an application for the student teaching appointment;
3. completed a minimum of one hundred and fifty (150) field and PPD hours for the appropriate certification level; (120 Field and 30 PPD)
4. completed the course work required for one's emphasis area(s) and all required Professional Education courses (see Campbellsville University Catalog);

5. a cumulative grade point average (GPA) of 2.5 or higher in **all** college course work;
6. a cumulative grade point average (GPA) of 2.75 or higher in **all** professional education courses completed, with *no grade less than a "C"*;
7. a cumulative grade point average (GPA) of 2.50 or higher in the major and/or emphasis/field areas with *no grade less than a "C"*;
8. Praxis II Specialty Exams and PLT must be taken and a copy of the full report submitted with CAP 3 application.
9. no "I", "D", or "F" grades in any professional education course;
10. successfully completed a portfolio review;
11. met the residency requirements of Campbellsville University (see [Campbellsville University Catalog](#));
12. demonstrated the moral, social and ethical behavior which is acceptable in the school community. The student needs to re-examine and re-commit to the Kentucky School Code of Ethics
13. secured a medical examination, including a tuberculin test, ensuring that the student teacher is in satisfactory mental and physical health to perform teaching duties;
14. secured a state and federal, clear criminal background check; and
15. secured evidence of liability insurance for the student teaching experience.

For additional or more detailed information regarding the student teaching capstone experience, please refer to the [Student Teaching Handbook](#).

V. Other Information

A. General Education Requirements

The General Education requirements for Teacher Preparation Program students are the same as for all students at Campbellsville University except P-5 majors must take a lab (science courses) and all majors must take TH 120 (or COM 140).

B. Minor

For students who entered the Teacher Preparation Program in the fall of 1997, and thereafter, there is no "Minor" in teaching.

C. Praxis Requirements

For any "major" or "specialty area" in the Teacher Preparation Program, the corresponding PRAXIS II specialty examinations must be successfully passed. Passing scores are identified on the candidates' curriculum guidesheet.

Beginning in January, 2001, all candidates in the program are required to take the PRAXIS examination, Principles of Learning and Teaching, with the exception of special education.

For specific, current academic requirements for each certifiable major, students are to read the Campbellsville University Bulletin Catalog and consult with the relevant School, Division, or Department of the University which administers the academic area.

D. Shared Responsibilities

The Teacher Preparation Program of Campbellsville University has the responsibility to provide descriptions of programs and schedules via the Campbellsville University Catalog, the Teacher Education Handbook, the Student Teaching Handbook and registration materials.

The Teacher Preparation Program and the candidate share responsibilities for ensuring that qualifications and criteria of effectiveness are maintained. It is the candidate's responsibility to meet all pre-requisites and requirements in any part of the Teacher Education Program in the sequence provided and/or advised. While candidates' advisors have a duty to properly advise them with respect to scheduling of classes and general matriculation through the program, it is the candidate's responsibility to monitor his/her progress and select the

appropriate courses and experiences to advance through the program. Furthermore, it is the candidate's responsibility to achieve the appropriate scores on the Principles of Learning and Teaching examinations and, on the appropriate PRAXIS II specialty examinations. This includes ensuring the candidate's responsibility to register for the appropriate PRAXIS II examinations.

E. Plagiarism

The Teacher Preparation Program has adopted the following policy on plagiarism and cheating. This policy is included on syllabi for every professional education course:

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2003-05 Bulletin Catalog, p. 35.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

F. Appeals Procedure

Campbellsville University provides a fairness policy which includes an appeal process for candidates who feel that their rights and/or privileges have been constrained or violated. Descriptions of appeal processes in general may be found in official documents of the University (e.g., the University Catalog or student handbooks). Relative to the Teacher Preparation Program, all student appeals should be initiated in the following manner:

1. A letter should be sent to the Dean of the School of Education specifying the request and explaining the rationale for the request.

2. The request should be accompanied by any appropriate and relevant documentation (such as grade reports, curriculum contract sheets, etc.).
3. The request should include any appropriate faculty endorsements.
4. Upon receipt of the request, the Dean will take the matter before the Teacher Education Faculty for consideration. The determining factor will be consideration of what is in the best interest of the student's success.
5. The Dean will notify the student of the decision.

Further appeal may be made to the Vice President of Academic Affairs.

Frequently Asked Questions

What are the requirements for Teacher certification in Kentucky?

The requirements for teacher certification are mandated by KRS 161.030 and 704 KAR 20:305.

Applicants for teacher certification must:

- Complete an approved teacher preparation program
- Pass the PRAXIS II Subject Assessment appropriate for each teaching certificate
- Successfully complete the one year Kentucky Teacher Internship Program

Who must complete these Requirements?

All applicants for teacher certification, including out-of-state applicants with fewer than 2 years of valid teaching experience, shall successfully complete these requirements. The teaching experience for an out-of-state applicant shall have been in a position directly corresponding to the type of teaching certificate for which application is made. A year of teaching experience shall include a minimum of 140 days of employment within the school year. An applicant who is adding a content area to the base certificate shall complete the assessments required for each content area added.

Do the assessments have to be passed before an individual can receive the Statement of Eligibility?

YES! Prior to receiving a Statement of Eligibility, an applicant must have a passing score on all assessments required in each content area for which certification is requested.

How long are the tests valid?

Scores on tests completed more than five years prior to application for certification shall not be acceptable.

Who will receive the test results?

Educational Testing Service (ETS), the agency that administers the PRAXIS tests, permits an examinee to designate three score recipients. Applicants for certification must designate the Education Professional Standards Board (R7283) as one of the score recipients. The examinee also receives a copy of the scores. Additional reports may be obtained for an additional fee.

When are these test given?

The tests are administered by ETS on dates established by that organization. Registration information is contained in a Registration Bulletin available at higher educational institutions or by direct correspondence with ETS at the following address: PRAXIS Registration Bulletin, Educational Testing Service, CN 6050, Princeton, NJ 08541-6050, 1-800-772-9476 or (606) 771-7395. Test takers who are deaf or hard-of-hearing can call TTY (609) 771-7714. On-line Registration is available at www.teachingandlearning.org. Prospective teachers should successfully complete the tests well in advance of applying for certification, and should allow four to six weeks for scores to be processed by ETS. Most colleges and universities serve as testing centers. A complete list of the available sites is contained in the ETS Registration Bulletin.

Prospective teachers should successfully complete the test well in advance of applying for certification. It usually requires six weeks for scores to be processed by ETS. The telephone number for ETS is (609) 771-7395. Test takers who are deaf or hard of hearing can call TTY (609) 771-7714. On-line registration is available at www.teachingandlearning.org/licnsure/praxis/index.html.

What are the fees?

Each assessment has a fee that is paid to ETS. The Registration Bulletin contains the fees for each assessment. The EPSB does not receive any portion of this fee.

How do I register for required tests in specific content areas that are not administered by ETS?

Applicants for the National Occupational Competency Testing Institute (NOCTI) test, required for a certificate in specific industrial education areas, should contact the local district in which they will seek employment to obtain registration information. The Workforce Development Cabinet administers the tests at regional Kentucky Tech assessment centers. Registration forms for the Interdisciplinary Early Childhood Education (IECE) test is available at <http://www.kde.state.ky.us/epsb>, listed with certification issue or can be obtained from colleges and universities or from:

Education Professional Standards Board
Division of Educator Preparation and Internship

1024 Capital Center Drive, Suite 225
Frankfort, KY 40601
(502) 573-4606

Are special conditions available for the disabled?

Kentucky administers tests according to the policies prescribed by ETS concerning special conditions and arrangements for disabled individuals. Please refer to the ETS Registration Bulletin for information. Any resident of the United States, Canada, or Puerto Rico with a physical, emotional or learning disability that would prevent him/her from taking the tests under normal conditions may request special arrangements from ETS.

What if I come from another state?

Candidates eligible for a Kentucky teaching certificate through interstate agreements with other states shall successfully complete all tests required for all content area for which certification is requested. Two years of appropriate teaching experience outside Kentucky will waive the test and internship requirements.

** As of January 1, 2002, all new teachers are required to take the Principles and Learning and Teaching test in addition to the specialty(s) test appropriate for the certification they are seeking.

