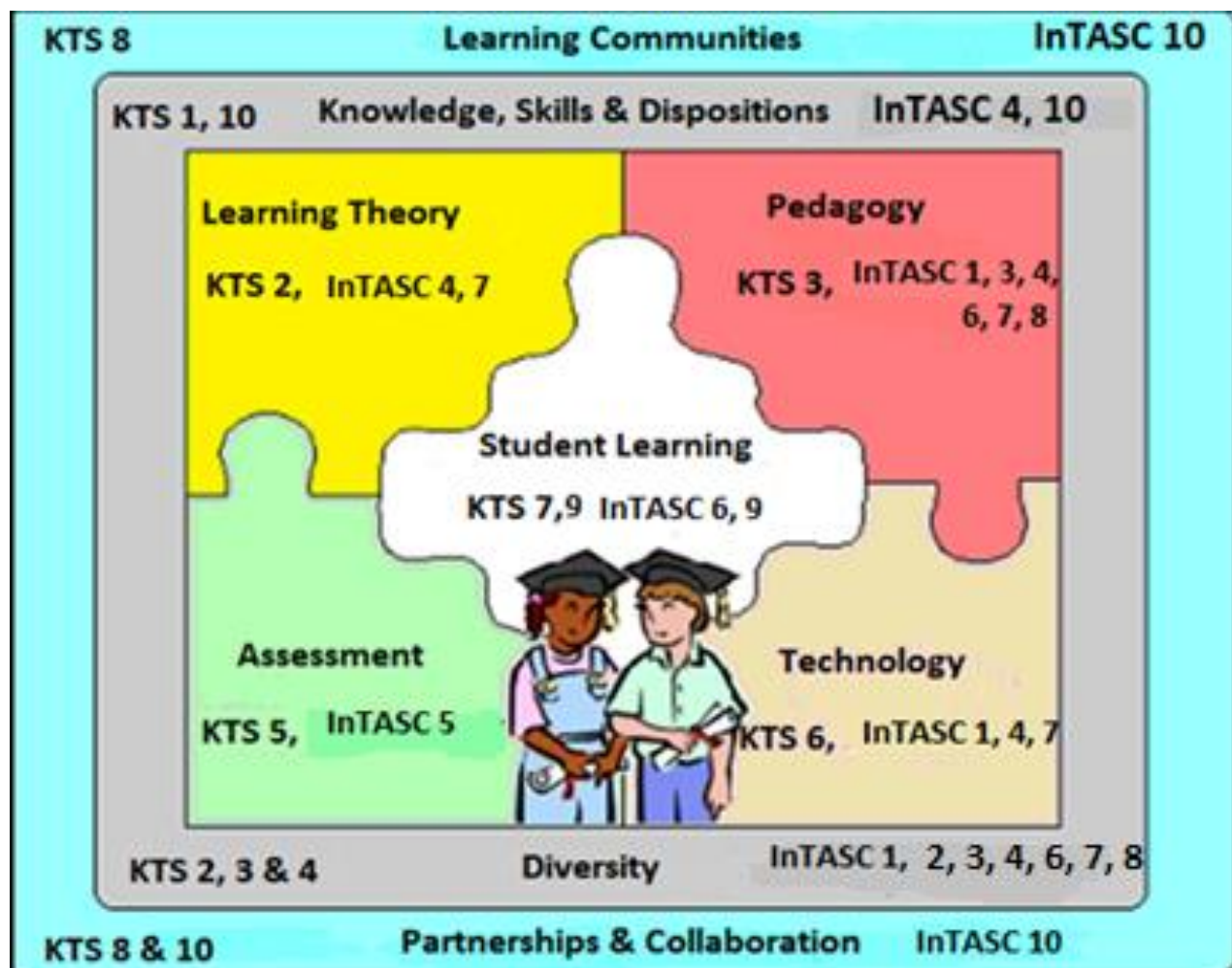


Educator Preparation Handbook

Empowerment for Learning



Campbellsville University
School of Education
2016-17

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-This handbook is intended as a general guide to the Educator Preparation Program at Campbellsville University.

-In the event the School of Education modifies any of the policies or procedures contained in this handbook, the changes will become binding immediately upon issuance of the new policy by the School of Education.

SCHOOL OF EDUCATION THE TEACHER EDUCATION PROGRAM CAMPBELLVILLE UNIVERSITY

I. Introduction

This handbook is intended to help you navigate the process of earning your degree and attaining certification as a teacher. It is important that you review the entire process prior to starting your program and review frequently throughout your time in the teacher education program. You will be assigned an advisor from the School of Education who will work with you to make your journey as smooth as possible. However, it is your responsibility to assure you have met all requirements for your degree and certification. Welcome to the start of your path to one of the greatest professions any individual can aspire.

A. Beliefs

The Educator Preparation Program (EPP) 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:

- A teacher is first and foremost a learner, continuously growing
- One must strive for self-empowerment to assist others in becoming empowered
- The quality of commitment fundamentally impacts empowerment
- Quality of communication empowers learners to speak with clarity and credibility
- A teacher uses data to make purposeful decisions to enhance teaching and learning

B. Mission Statement

The School of Education, in support of the mission of Campbellville 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 Educator 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 clinical 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 Educator Preparation Program is accomplished through the overall administrative policies of Campbellsville University. The University Student Handbook and the Undergraduate Catalog contain information pertinent to your efforts at earning a degree.

In the School of Education you should begin questions about your program with your Education Advisor. Should this not resolve your inquiry you would then seek the counsel of the Undergraduate Chair. Any issues remaining after these two resources would then be forwarded to the Dean of the School of Education, who may involve the Vice-President of Academic Affairs as deemed appropriate.

Ed. Advisor \Rightarrow Undergraduate Chair \Rightarrow Dean \Rightarrow Vice President of Academic Affairs

Should your question of understanding or concern be **related to a specific course**, you would be expected to start by seeking answers with the professor of record. Most issues can be resolved at the most direct level with professional communication.

II. The Conceptual Framework Components

Theme: Empowerment for Learning Model

The conceptual framework (illustrated on the front cover) of the Educator 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.

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 to 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.

III. Admission, Majors and Continuous Assessment

Students will need to decide on an area/program offered by the School of Education to guide their progress towards a degree and certification. This should be done no later than the semester you are admitted to the program. Changes can be made later, but may mean additional semesters to meet program requirements.

Application to Student Teach must be done two (2) semesters prior to anticipated term for placement at a school. Anything later may delay your program.

Program options:

P-5 Elementary (all subjects)

Early Childhood Education (non-certification)

Interdisciplinary Early Childhood Education (certification)

Middle School Option I in Math, Science, Language Arts, or Social Studies

Middle School Option II, any combination of two areas listed above

High School Mathematics, Biology, Chemistry, English, or Social Studies

High School with Extension into Middle School in Math, Language Arts, or Social Studies
P-12 Art, Music (vocal or instrumental), Health-Physical Education, Spanish
Special Education- Learning Behavior Disorders
English as a Second Language Endorsement
Environmental Education Endorsement

A. Candidate Assessment

Continuous assessment is a main strand in the conceptual framework of the Educator Preparation Program at Campbellsville University. Initial Teacher Standards 5 (assessment) and 7 (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 shall successfully meet the criteria at each checkpoint. A completed CAP application must be completed and signed at each assessment point. A student may not be permitted to progress in the program if the criteria at each check point are not met.

B. CAP I: Intent and CAP II: 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:

Candidate Assessment Point – CAP 1: Intent

- TB Screening
- State Criminal Background Check
- Documented ACT sub-scores and composite
- Code of Ethics
- Personal Autobiography
- Character and Fitness Questionnaire (CA-1)
- Diversity survey
- Disposition Assessment Policy
- Curriculum Guide, declare a major

Candidate Assessment Point – CAP 2: Admission*

- All CAP 1 requirements fulfilled
- Transcript, 2.75 overall GPA
- Passing scores on the follow exams:
 - CASE: Reading (5712) Passing score of 156
 - CASE: Writing (5722) Passing score of 162
 - CASE: Math (5732) Passing score of 150
- Praxis Subject and PLT Assessment Study Guide
- Disposition forms completed by faculty and candidate
- Department recommendation
- English 111 – C or above
- English 112 – C or above
- MAC 120 or MAC 140 – C or above
- Creativity assessment
- Pre-Professional Growth Plan (PPGP including self-assessments)
- Entrance Interview

If the GPA (or other performance assessments) falls below 2.75 (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 in a Corrective Action Plan. 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 faculty 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. ***Students may only take Education courses ED220, 300, 310, and 325 without being admitted to the Teacher Education Program.**

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. The CAP 3 portfolio is an accumulation of documentation from candidate experiences in the field and from course work assignments. The portfolio is edited, revised, and completed in the capstone education course prior to student teaching.

- Cumulative overall GPA of 2.75
- Disposition forms from supervisors
- Praxis Subject Assessment and PLT scores/plan
- Graduation Audit ("Course Lack" form if needed)
- Medical Exam
- Liability Insurance

- Pre-Professional Development Hours completed
- Field Hours Experiences completed (16 KAR 5:040), entered in KFETS

D. CAP VI: Program Exit

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

- Praxis Subject and PLT Assessments taken and scores reported to School of Education and Education Professional Standards Board
- Transcript with cumulative GPA of 2.75
- Dispositions from supervisors during student teaching placement
- Completion of clinical experiences record
- Passing grade of “C” or better in Student Teaching

E. Disposition Policy and Incident Reports

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and throughout the program. They will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., which infringe on copyright laws or are deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions (CU Handbook).

Continuous Assessment Plan for Dispositions

CAP 1 (Intent to Enter Program)--Conceptual framework reflection, sign and commit to *Kentucky Teacher Code of Ethics & Character/Fitness Section III of TC1*, clinical experience evidence;

CAP 2 (Admission)--Disposition Recommendation Form (self, ED 220 and Faculty), Dean/Chair Recommendation Form, PPGP (Pre-Professional Growth Plan, includes disposition improvement plan), interview;

CAP 3(Student Teaching)--Disposition Recommendation Forms from ED courses and assigned cooperating teacher, updated PPGP;

CAP 4 (Program Exit)--Disposition Recommendation Forms from cooperating teacher(s), university supervisor, letters of recommendation, interview, updated PPGP.

Due Process/Incident Reports

At any time during the candidate's experience in the Campbellsville University teacher preparation program, disposition assessment may be evaluated and questioned. Any candidate who: (a) is consistently evaluated 1 or 2 on the *Disposition Recommendation Forms*; (b) receives an unfavorable recommendation at CAP 2 from their major area or from teachers/administrators in clinical experience placements; or, (c) receives a referral through the *Disposition Incident Report* will be asked to meet with the appropriate university professor and/or Chair of the appropriate Program. One of several outcomes will result from this meeting: (a) warning about the candidate behavior; (b) deferral from being admitted to, or continuing in, the education program; or, (c) removal from the program.

If a warning is issued, the student will work collaboratively with the Chair of the appropriate Program and appropriate faculty to develop, or revise, a Disposition Improvement Plan (a part of the PPGP). The student will be required to meet with the Chair of the appropriate program, over time, for monitoring of the plan and to determine improvements made. If addressed behaviors of concern continue to occur, or a candidate consistently receives 1 or 2 ratings over time while in the teacher preparation program, he/she may be removed from the education program.

If a deferral is recommended, the Chair of the appropriate program will then take the information about the candidate(s) to the Disposition Committee for further review and discussion. The Disposition Committee will include the following: Chair of the Undergraduate Program School of Education, education faculty member, and a major area representative. The committee will determine the following:

- a. Full admission or continuation in the School of Education based on information/evidence received;
- b. Deferred admission/program continuation; development of a Disposition Improvement Plan (embedded in PPGP), prescribed by the committee;
- c. Removal from the teacher preparation program.

The candidate may appeal any decision brought forth by the Disposition Committee to the Dean of the School of Education. The Dean's decision for deferred admission or continuation is final. Only the decision for removal from the program may be appealed to the University's Academic Council. Any candidate deferred for admission to the teacher preparation program may reapply during the next semester or at a later date. Once candidates are admitted they will be continuously assessed on dispositions in their respective courses, field placements and interactions with students, teachers, parents and community members.

Each student has access to his/her disposition evaluation data. All faculty have access to the data for review as needed.

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. Clinical 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 P-12 students to develop and demonstrate the knowledge, skills and dispositions necessary to effectively teach a diverse community of learners. Clinical 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 **200** Clinical field hours (16 KAR 5:040, see Section V: O) and complete course designated PPD hours prior to acceptance into the student teaching experience. 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 clinical field hours; including completion of the Kentucky Field Experience Tracking System using their personal EPSB log-in. The KFETS documentation is the official point of reference for meeting state requirements. The School of Education also keeps records of your clinical experiences through signed field forms and field reflections.

Clinical experiences must be completed as specified by course requirements with no exceptions. Clinical experiences must be recorded during the semester in which they were obtained. Quality, approved clinical 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 approved hours will be accepted for clinical 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 clinical experiences obtained from the institution previously attended.* The transfer student should meet with

his or her advisor and/or the initial education course instructor to record these hours. This should be accomplished before the completion of the initial education course taken at Campbellsville University.

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/ 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 ten New Teacher Standards.

A. Clinical experiences

Clinical 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 candidates 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 reflecting upon these content specific presentations.

Clinical 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 clinical 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/large groups and conducting research/case studies. Students will gain experiences which cut across the entire educational spectrum, from primary through high school levels. Experiences should include opportunities to observe or interact with the ten **Kentucky Teacher Standards**:

P12 Programs

- 1) Demonstrate Applied Content Knowledge
- 2) Design and Plans Instruction
- 3) Creates and Maintains Learning Climate
- 4) Implements and Manages Instruction
- 5) Assesses and Communicates Learning Results
- 6) Demonstrates the Implementation of Technology
- 7) Reflects on and Evaluates Teaching and Learning

IECE (Birth to Primary)

Designs and Plans Instruction
Creates Maintains/Environments
Implements Instruction
Assesses and Communicates Learning Results
Reflects/Evaluates Professional Practices
Collaborates with Colleagues/Families/Others
Engages in Professional Development

P12 Programs *continued*

- 8) Collaborates with Colleagues, Parents, and Others
- 9) Evaluates and Implements Professional Development
- 10) Provides Leadership Within School, Community, and Profession

IECE (Birth to Primary) *continued*

- Supports Families
Demonstrates Implementation of Technology

B. Guidelines for Clinical experiences

Field hours are structured in intentional and purposeful ways to engage students actively in the development of knowledge, skills, and dispositions for effective teaching. Clinical experiences are valuable in the preparation of the student for clinical practice (student teaching) and internship (employment). Schools in Taylor County have CU specific sign-in logs and a CU faculty member visits these schools regularly to check logs and observe students in field settings.

1. The teacher education program requires a completion of 200 clinical experience hours prior to student teaching. These hours must be completed in a variety of schools and grade levels to ensure diverse experiences. Each course requires a specific number of hours that actively prepare candidates for *a variety of experiences* that lead to success during clinicals.
2. Clinical experiences are reported on the *Clinical experience Summary* form. It includes a log of activities with signatures of candidate, professor, and field-based teacher(s) to verify work. Forms are submitted in individual courses attached with written reflections and other assignments that are graded and reported in a School of Education database that tracks total field hours for every student in the teacher education program.
3. Professors clearly discuss expectations of clinical experiences in their respective courses. Field assignments are assigned a point value in each course and may include a variety of tasks (i.e. teaching a lesson, unit, case study, etc.). Forms must be submitted on the date identified in course syllabus at the discretion of the professor. Points are deducted for each day past the due date. At least half your hours will be due by mid-term each semester and the rest prior to finals week. Any forms submitted after course final will be awarded no points.
4. Clinical experiences completed outside of professional education courses must be reported on the *Clinical experience Summary* form and submitted to the advisor or an instructor. A written reflection must be included. Taylor, Campbellsville, and KCA have a specific CU Sign-in Log for students.
5. Many clinical experience assignments reflect the nature of course objectives and are arranged by faculty. To meet the required 200 hours, clinical experiences must also be earned outside of professional education courses. These clinical experiences are arranged by the individual candidate with schools and classroom teachers.
6. When candidates arrange a clinical experience, contact must be made with the school early in the semester, prior to appearing at the school.
7. Clinical experiences are professional experiences. Candidates are a representative of the teaching profession and Campbellsville University and are expected to be respectful to school personnel and

to students. They must dress professionally and speak/ behave accordingly. School personnel are encouraged to contact the Dean's Office with concerns of inappropriate dress and/or behaviors.

STANDARDS AND EXPECTATIONS FOR PROFESSIONAL BEHAVIORS IN CLINICAL EXPERIENCES

Students are a representative of the teaching profession and Campbellsville University and are expected to be respectful to school personnel and to students. They must dress professionally and speak/ behave accordingly.

STANDARD	DESCRIPTION
Dress Code	CU teacher candidates must be dressed and groomed for appropriate professional appearance compliant with the adopted dress code of the assigned school. a. Examples of inappropriate dress – jeans, flip-flops, t-shirts, shorts, revealing clothing. b. Examples of inappropriate behaviors – cell phone use/texting or other type of social media, gossiping, over-friendliness with students.
Attendance and Punctuality	CU teacher candidates are punctual, have made appropriate prior arrangements with the teacher, model collaboration and problem solving, and are receptive to constructive critical examination. When the CU pre-service teacher arranges a clinical experience, these guidelines must be followed: a. Schedule visits in advance. b. Arrive on time; keep appointments. c. Contact the school, if unavoidably detained.
Conduct and Confidentiality	CU teacher candidates are expected to display the highest standard of professionalism during their time in schools in conduct, integrity, and confidential matters.
Leadership, Scholarship, Fellowship	CU teacher candidates are expected to show leadership in clinical experience through communications with field teacher(s), fellowship/courtesy to the teacher and students, and through demonstration of scholarship in content area(s).
Disposition	CU teacher candidates should be actively and enthusiastically engaged, sensitive to individual differences, appropriately interactive with the teachers, other education professionals, and students.

C. Pre-Professional Development Experiences

Completion of quality professional development experiences can occur through attending a series of PPD workshops. **All Educator Preparation Program students MUST complete the scheduled PPD workshops.** Please consult the School of Education bulletin board frequently for scheduled PPD workshops.

- 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.
- PPD hours may be given for related experiences not included in specific course, including events hosted by other campus programs as approved by professor.

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 accumulated PPD hours is kept on an electronic database in the School of Education. Upon request to the Data Specialist, 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 (subject to change) (IECE on pg. 21)

Overview of Field and PPD Requirements for P-12 Undergraduate Program Campbellsville University School of Education 2016-17										
P-5 Elementary				5-9 Middle				8-12, P-12 Secondary		
Courses	Field	PPD		Courses	Field	PPD		Courses	Field	PPD
OR 110	5			OR 110	5			OR 110	5	
ED 220 CAP 1	20	3		ED 220 CAP 1	20	3		ED 220 CAP 1	20	3
ED 300 CAP 2 Co Teaching Module 1	20	3		ED 300 CAP 2 Co Teaching Module 1	20	3		ED 300 CAP 2 Co Teaching Module 1	20	3
ED 310	20	3		ED 310	20	3		ED 310	20	3
ED 325 Co Teaching Module 2	20	3		ED 325 Co Teaching Module 2	20	3		ED 325 Co Teaching Module 2	20	3
ED 331-Social St	10	3		METHODS COURSES				ED359 (P12 and 8-12)	20	3
ED 341 – Math	20	3						SPA 350	14	
ED 343 - Science	12	3						MUS 240	20	
								MUS 340	20	
								MUS 342	20	
								MUS 348	10	
								Art 330	5	
ED 351 (P-8) – Reading	15	3		ED 351 (P-8)	15	3		Art 431	20	
ED 361 (P-8) – Lang Arts	13	3		ED 361 (P-8)	20	3		ENG 363	20	
ED 371 - Ch Lit	15	3						ENG 465	20	
								SSE 444	20	
								MTH 450	20	
								CHE 450	20	
								BIO 450	20	
ED 390 Co Teaching Module 3	40	3		ED 390 Co Teaching Module 3	40	5		ED 390 Co Teaching Module 3	40	5
ED 414 CAP 3 Co Teaching Module 4	40	3		ED 414 CAP 3 Co Teaching Module 4	40	5		ED 414 CAP 3 Co Teaching Module 4	40	5
TOTAL	200	30		TOTAL	200	30		TOTAL	200	30
ED 450 CAP 4 Co Teaching Clinical				ED 450 CAP 4 Co Teaching Clinical				ED 450 CAP 4 Co Teaching Clinical		

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 two hundred (200) field and required PPD hours for the appropriate certification level.
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 2.75 or higher in **all** credit-bearing course work; with no grade less than a "C" in courses on the professional curriculum guide.
6. Praxis Subject Area and PLT Exams must be taken or registration documented and a copy of the full report submitted with CAP 3 application.
7. No "I", "D", or "F" grades in any professional education course;
8. Successfully completed a portfolio review at CAP 3;
9. Met the residency requirements of Campbellsville University (see Campbellsville University Catalog);
10. Demonstrated the moral, social, and ethical behavior which is acceptable in the school community. The candidate needs to re-examine and re-commit to the Kentucky School Code of Ethics
11. Secured a medical examination, including a tuberculin risk assessment ensuring that the teacher candidate is in satisfactory mental and physical health to perform duties;
12. Secured a state and federal, clear criminal background check; and
13. Secured evidence of liability insurance for the student teaching experience.

If you are interested in conducting part of your student teaching experience in an international setting, you must make that request at the time you are accepted into the Teacher Education Program.

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 three science labs and HP 212 instead of one hour HP activity class. All majors must take a Communication course.

B. Attendance in Education Courses

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than **four (4) absences will be allowed for Tuesday/Thursday courses, six (6) absences for Monday/Wednesday/Friday courses**. Absences in excess of these numbers of days will result in an **F** for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to ensure that all assignments are submitted on due dates, regardless of date(s) of absences.

C. Major Requirements

For specific, current academic requirements for each area of certification, 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 Educator 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 (PLT) examinations and, on the appropriate PRAXIS specialty examinations. This includes ensuring the candidate's responsibility to register for the appropriate PRAXIS Subject assessments.

E. Plagiarism

The Teacher Preparation Program specifies that the submission of student work (both written and verbal) in all classes is the result of the student's own thoughts, creativity, research, and self-work. Any use of the thoughts or writing of another source must be documented with the appropriate acknowledgment of that source in the required format. Plagiarism means intentionally copying someone else's work and claiming ownership, including the paraphrasing of another's previously written (or spoken) thoughts or ideas without giving appropriate reference to or documentation of the original source.

Plagiarism is an ethical violation and is cause for an immediate conference (see Section I of this Handbook) and can potentially lead to a recommendation for dismissal from the Teacher Preparation Program.

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 Educator Preparation 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 faculty decision.
6. Further appeal may be made to the Vice President of Academic Affairs.

G. Kappa Delta Pi (KDP and Education Club), KEA-SP

Students are encouraged to join one or both of the clubs sponsored within the School of Education. Both offer the opportunity for leadership and camaraderie. KDP is an honor society and does require an invitation for membership. The Education Club is open admission. Membership in either or both clubs offer opportunities to work together during Homecoming Week, nominate contestants for the Valentine Pageant, Literacy Alive event, and participate in other University sponsored fellowship activities. KEA-SP is a professional organization that provides professional development resources and Educators Legal Liability Insurance to members.

H. International Programs

The School of Education regularly plans opportunities for international travel. The trips include both practical and spiritual enhancement for future educators. As well as mission trips, there is the possibility of completing part of your student teaching experience in an international setting. Request for international student teaching must be done at the time of admission to the Teacher Education Program.

I. Change of Major (In or Out of Education)

There are specific forms for changing your major and **both must be completed by candidate** to assure your degree audit and progress are not halted or impeded. Student Records requires a form for a change in major or program and it can be found on TigerNet under Student Forms. The School of Education requires a separate form be completed and turned in to your advisor. It can be located on the School of Education website under Forms and Resources or a hard copy can be found in the Student Learning Center (Room 115) in the School of Education Building.

J. Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the coordinator of Disability services at 270-789-5192 to inquire about services or speak to your advisor for more information.

K. Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, and giving help on an examination or paper when it is expressly forbidden by the instructor, and any other practices which demonstrate a lack of academic integrity. Cheating occurs any time a student uses deception in order to avoid fulfilling the specific requirements of an assignment or course and/or in order to receive a higher grade than she or he might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else's writing into his or her own without providing proper documentation and/or without using quotation marks to indicate when she or he is directly quoting from a source. It is the responsibility of the student to know and adhere to principles of academic honesty. Burden of proof in cases of cheating and/or plagiarism rests with the instructor.

A student may be given a failing grade in any course in which she or he has engaged in academic dishonesty. Repeated offenses may lead to further disciplinary action or dismissal from the University. It is the responsibility of the instructor to take necessary precautions to prevent the unauthorized circulation of examination materials and to exercise reasonable watchfulness to prevent cheating on examinations.

Cases of plagiarism and other cheating should be reported to the Vice President for Academic Affairs.

L. Grading System

A – Excellent	4 quality pts. per hour	Superior work
B – Good	3 quality pts. per hour	High level work
C – Average	2 quality pts. per hour	Satisfactory work

No grade below “C” is passing in an education course or course in your degree area. Grade "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time it was awarded. It is the student's responsibility to complete requirements within the twelve month period. It is the Professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

M. Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

N. Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

O. Field (clinical) Experiences EPSB 16 KAR 5:040

(3) Beginning September 1, 2013, prior to admission to student teaching, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

- (a) Engagement with diverse populations of students which include:
 - 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
 - 2. Students from different socioeconomic groups;
 - 3. English language learners;

4. Students with disabilities; and
 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
1. Family Resource Centers; or
 2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professional

P. Kentucky Field Experiences Tracking System (KFETS)

Students must document all clinical experiences conducted in a P-12 setting in the Kentucky Field Experience Tracking System (KFETS) found at the EPSB website. You will be required to request an official EPSB log in to be able to access your KFETS account: www.kyepsb.net

VI. Forms

All forms can be accessed at the Campbellsville University website in electronic form or from the Student Learning Center (Room 115) in the school of Education Building. You may also contact your advisor for support in locating appropriate documents.

Field and PPD Requirements SCHOOL OF EDUCATION Interdisciplinary Early Childhood Education						
Courses	Field	PPD		Courses	Field	PPD
ECE 111	10			IECE 384	6	
ECE 130	6			IECE 385	10	
ECE 140	6			IECE 400* or 410*	TBA	
ECE 216	20			IECE 416	15	
ECE 230	6			IECE 420	20	
ECE 270	20			IECE 440	10	
ECE 280	10			IECE 460	10	
ECE 320	3			IECE 470	20	
IECE 301	12			IECE 475	10	
IECE 360	10			IECE 480 (may change)	20	
IECE 381	6			ED 371 (elective)	15	
IECE 382	6			SED @ 12 (elective)	12	
IECE 383	6			TOTAL CAP 3	200 min	30
IECE 360	10			CAP 4 - Clinical		
				ED 450	XX	XX
Other elective options: ECE 411 (60); *may be repeated as elective						

