

KANSAS STATE

U N I V E R S I T Y

College of Education

**Undergraduate
Student
Handbook**

Revised April, 2011

NAME _____

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ADVISOR _____

Vision

Preparing Educators to be Knowledgeable, Ethical, Caring, Decision Makers

Mission Statement

The College of Education is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers through excellence in the:

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

Oath of Education

The following oath of education will be taken by all College of Education graduates at commencement ceremonies:

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

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

Adapted from "The Educators Oath"
PDK, June 1985

Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, handicap, religion, age, sexual orientation, or other non-merit reasons, in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, has been delegated to Clyde Howard, Director, Affirmative Action Office, 214 Anderson Hall, Kansas State University, Manhattan, KS 66506-0104 (785-532-6220).

8/2/11

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APPENDIX

Elementary Curriculum Guide
Elementary Areas of Concentration
Secondary Curriculum Guide
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Admission to Teacher Education Application
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PURPOSE OF THIS HANDBOOK

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

How to Use This Handbook

This is your guide to the teacher education program; keep it throughout your undergraduate studies. Space is provided for planning and recording completed coursework. Keep this handbook up-to-date by entering grades and elective courses on the appropriate pages as they are completed. The more accurate your own record is, the easier it will be to complete advisement and enrollment procedures. Take this handbook with you each time you see your advisor.

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

Some Important Suggestions

Acquaint yourself with the features of the teacher education program. Be aware of application deadlines, required tests, and other policies and procedures. Plan a tentative program. See your advisor at a time other than pre-registration for a more relaxed planning session.

Become active on campus. Attend programs sponsored in the College of Education by Kansas National Education Association-Student Program, Council for Exceptional Children, College of Education Ambassadors, Education Council, Education Symposium, Open House, or other organizations. Consider joining these organizations. Attend lectures and other activities that take place on campus.

Take advantage of opportunities to work with children and young people through extracurricular activities (e.g., summer camps, baby-sitting, Sunday school teaching) and/or additional formal field experiences.

Accept the responsibility of being an active member of the university community and enjoy the satisfaction of being involved in your college experience.

ADVISING AND ENROLLMENT PROCEDURES

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

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

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

Responsibilities of Advisors and Students

Advisors

In accordance with the Kansas Board of Regents academic advising policy, department and college-based advising systems are available to you to assist in and provide for the following:

1. **Goal setting.** Helps you set both short-term and long-term educational goals.
2. **Information.** Provides you with the graduation requirements of the department, helps with strategic course selections so as to minimize the number of semesters required for graduation, and informs you of career opportunities in your field of study.
3. **Transitions.** Informs you of how to change colleges and/or departments and provide information to explain the process you follow to enroll in the curriculum and to drop or add courses during the semester.
4. **Accessibility.** Has reasonable hours and methods of availability for you. You should be able to set up appointments for an adequate amount of time to make curricular selections and career choices.
5. **Referral to campus resources.** Can refer you to various campus resources: Academic Assistance Center, University Counseling Services, Career and Employment Services.

Students

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

1. Participating in orientation programs, providing standardized test scores and providing an academic history that aids in course selection decisions.
2. Working with an advisor to develop and implement both short- and long-term educational and career goals.
3. Knowing academic policies and procedures, academic calendar deadlines, and degree or program requirements.
4. Consulting with an advisor when necessary and following through on recommendations.
5. Scheduling and keeping appointments with an advisor. Coming prepared for appointments by bringing appropriate materials, identifying course choices from requirements of the preferred program or major, and identifying questions to address.
6. Requesting accommodations in a timely manner if you are a student with documented disabilities. Assistance with such requests is available at Disability Support Services, (201 Holton Hall, 532-6441).
7. Remaining informed of progress in meeting academic requirements, carefully maintaining academic records, and seeking assistance to resolve any errors or questions.

Enrollment Information

1. **Pre-Enrollment.** In October-November and March-April there is a designated period to pre-enroll for next semester's classes. Check the university's web site for on-line schedule information and then schedule an appointment with your advisor. After advising, enrollment can be completed on-line via iSIS.
2. **Dropping or Adding a Course.** After enrollment, you may wish to drop or add classes. This may be accomplished via iSIS through the first week of classes. The advisor's signature is required to drop or add a class after the first week of classes. Instructor permission is needed after the first week in order to add a class.
3. **Most Courses Should Be Graded.** You are advised to use credit/no-credit and A-Pass-F options cautiously. All courses used in any areas for which you expect to be licensed must be graded. In General Education the courses specifically stated as required must be graded. Other courses may be A-Pass-F if available with this option, and at the 300 level or higher. All courses specifically listed in the major by name or number must be graded. The university requires that 5/6 of the total K-State credits applied toward the degree be graded. Credit by Exam classes can be accepted with the grade CR.
4. **Overload Credits in a Semester.** Ordinarily, you will take 15-17 credit hours each semester. Enrollment for more than 18 credits in the fall or spring semester is considered an overload, and permission must be obtained from an advisor in the Center for Student and Professional Services.
5. **Permission Course.** Certain courses require special permission prior to enrollment. If permission for a course you plan to take is not available in BH 13, the staff will instruct you on where to go to get such permission.
6. **List Alternative Courses on the Enrollment Form.** After advising, you may enroll via iSIS. Course choices will be entered into the computer, and notice will be given at that time if any selected course is closed. Therefore, it is important to have alternative sections or courses ready for each course listed on the enrollment form.

TRANSFER CREDIT

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

Once enrolled at K-State, students who want to take additional courses from another college or university and have the credits transferred to K-State, need to confer with their advisor. To determine how courses may transfer to K-State, visit the following web site:

http://www.ksu.edu/admit/tran_info.html.

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

ELEMENTARY EDUCATION

Program Requirements

Elementary Education

Bachelor of Science in Education
Minimum of 125 hours required
Licensure grades K-6

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

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

1. General Education Requirements (Elementary)

Courses in communications, humanities, social sciences, quantitative sciences (mathematics) and natural sciences provide a broad content background. A sound, general education is especially important for elementary teachers, who are called upon to teach every subject to children. The College of Education requires the following general education hours of all students completing the Bachelor of Science in Education degree at K-State. Any questions should be directed to an advisor in the Center for Student and Professional Services (13 Bluemont Hall, 532-5524).

Communications — minimum 8 semester hours

ENGL 100 Expository Writing I (3)

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

COMM 105, 106, or 109 Public Speaking (2-3)

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

Humanities — 12 semester hours required

Literature – (3) Any Department of English literature course (except ENGL 355 or 545) or any Department of Modern Languages literature course

ENGL 355 Literature for Children (3) (Pre-requisite is sophomore standing and successful completion of one literature course.)

ART 425 Art for Elementary Schools (3)

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

Social Science — 12 semester hours required

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

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

Political Science (3) – Choose from POLSC 110 or 325.

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

Natural Science — 12 hours required

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

Recommended:

Biological BIOL 198 Principles of Biology (4)

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

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

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

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

Quantitative Science — 9 hours required

The following three courses are required:

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

MATH 160 Intro. Contemporary Math* (3) -OR-

STAT 325 or higher level statistics course * (3)

MATH 320 Math for Elementary School Teachers I (3)

* Grade C or better required

2. Teacher Education Courses (Elementary)

The teacher education portion of the program includes courses in human development, psychology, foundations, technology, diversity, exceptionalities, and methods of teaching the many different subjects covered in the elementary classrooms. Along with college class work, there are practica that enable you to observe and assist in elementary schools. If you have documented disabilities, you should request accommodations prior to each field experience.

Student teaching takes place near the end of the program. With guidance and support from a cooperating teacher and a college supervisor, you will gradually assume responsibility for planning and teaching in an elementary school for a full semester *or more*. For more information on your student teaching semester, please refer to pages 18-19.

Pre-Professional Component

Admission to teacher education is NOT required for enrollment in the following courses.

(See noted requisites.)

- DED 075 Orientation to Teacher Education at KSU (0)
- FSHS 110 Introduction to Human Development (3) (Pre-requisite to EDCEP 315)
- EDEL 200 Teaching as a Career (1) (Co-requisite with EDEL 230 and sophomore standing)
- EDEL 230 Early Field Experience (1) (Co-requisite with EDEL 200 and sophomore standing)
- EDEL 250 Health and Movement Education in Elementary Classrooms (2)
- EDEL 310 Foundations of Education (3) (Must be taken with or after EDEL 200)

Professional Component

Admission to Teacher Education is required prior to enrollment in any course or practicum in the Professional Component. Admission requirements are found on pages 15-17.

Block A (Classes below are co-requisites. They are pre-requisites to Block B.)

- EDEL 320 Core Teaching Skills and Lab (3)
- EDCEP 315 Educational Psychology (3) (FSHS 110 is a pre-requisite)
- EDSP 324 Exceptional Child in the Regular Classroom (3)
- DED 318 Education Technology for Teaching & Learning (1)

Block B (Classes below are co-requisites. They are pre-requisites to Block C.)

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

Block C (Classes below are co-requisites. They are pre-requisites to the Professional Semester.)

- EDEL 460 Block C Practicum: K-6 (1)
- EDEL 461 Teaching Literacy: Grades 3-6 (3)
- EDEL 462 Teaching Social Studies: K-6 (3)
- EDEL 463 Teaching Math: K-6 (3)
- EDEL 464 Classroom Management & Discipline: K-6 (1)

Professional Semester (Student Teaching/Teaching Internship)

Application for the Professional Semester must be filed by December 20 of the academic year **preceding** enrollment in the Professional Semester.

EDEL 585 Teaching Internship in Elementary Schools (15)

Notes

Block A courses must be taken concurrently and completed prior to Block B. Block B courses and practicum must be taken concurrently and completed prior to Block C. Block C courses and practicum must be taken concurrently and completed prior to student teaching.

A grade of C or higher is required in all courses and practica in Block A (EDEL 320, EDCEP 315, EDSP 324, DED 318), Block B (EDEL 410, 411, 412, 413, 414), and Block C (EDEL 460, 461, 462, 463, 464).

Students receiving a grade of less than a C in a Block A course will not be permitted to proceed to Block B until a grade of C is recorded (i.e., must retake the Block A course first). For students who receive a grade of less than a C in a Block B or Block C course or practicum, the student's instructors will meet to discuss the situation and determine which courses and/or practica are to be retaken or if additional actions are needed; these students will not be permitted to proceed to the next Block until the higher grades are recorded.

To proceed to student teaching, 3.0 GPA is required in the content methods courses and practica in Block B (EDEL 410, 411, 412) and Block C (EDEL 460, 461, 462, 463).

Content methods courses and practica in Block B (EDEL 410, 411, 412), Block C (EDEL 460, 461, 462, 463), and the EDEL 585 Internship must be completed at K-State.

3. Areas of Concentration

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

Following is a list of the available areas of concentration:

English	Science
English as a Second Language	Social Science
Mathematics	Special Education
Modern Languages	

A list of required and recommended courses for each area of concentration may be obtained in 13 Bluemont Hall and in the appendix.

4. Professional and Educational Service Hours

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

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

Forty hours of service are required. There is more information on-line at <http://coe.k-state.edu/ss/forms.htm>.

5. K-State 8 General Education

Kansas State University requires all graduates to meet the K-State 8 General Education as part of their program. The K-State 8 encourages students to explore coursework from 8 different perspectives. The College of Education curriculum meets all 8 requirements in our General Education, Teacher Education, and Area of Concentration coursework. More information is found on page 15.

CREATING A GRADUATION PLAN

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

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

CURRICULUM PLANNING GUIDE (Grad Plan) Elementary Education

First Semester Courses	Sem Hrs.	Second Semester Courses	Sem Hrs.
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FRESHMAN

DED 075 Orientation to Teacher Ed.	0	COMM 105 or 106	2-3
ENGL 100 Expository Writing I	3	Earth Science and Lab	4
MATH 100 College Algebra	3	Political Science (110 or 325)	3
FSHS 110 Human Development	3	MATH 160 or STAT 325	3
HIST 251 or 252	3	Literature	3
Geography (100 or 200)	3		
TOTAL	15	TOTAL	15-16

SOPHOMORE

Physical Science & Lab	4	Biological Science and Lab	4
EDEL 200 Teaching as a Career	1	ART 425 Art for Elem School Tchrs	3
EDEL 230 Early Field Experience	1	ENGL 355 Literature for Children	3
EDEL 250 Health & Movement	2	EDEL 310 Foundations of Education	3
ENGL 200 Expository Writing II	3	Area of Concentration	3
Economics	3		
TOTAL	14	TOTAL	16

JUNIOR

BLOCK A		BLOCK B	
EDEL 320 Core Teaching Skills & Lab	3	EDEL 410 Block B Practicum: K-6	1
EDCEP 315 Educational Psychology	3	EDEL 411 Teaching Literacy: K-2	3
EDSP 324 Exceptional Child	3	EDEL 412 Teaching Science: K-6	3
DED 318 Ed. Tech. for Tchg. & Long	1	EDEL 414 Teaching Culturally &	
MATH 320 Math for Elem. Teachers	3	Linguistically Diverse Learners	1
Area of Concentration	3	EDEL 413 Classroom Assessment	3
		MUSIC 405 Music for El. Ed. Tchrs.	3
		Area of Concentration	3
TOTAL	16	TOTAL	17

SENIOR

BLOCK C		EDEL 585 Teaching Internship	15
EDEL 460 Block C Practicum: K-6	1		
EDEL 461 Teaching Literacy: 3-6	3		
EDEL 462 Teaching Social St.: K-6	3		
EDEL 463 Teaching Math: K-6	3		
EDEL 464 Class. Mgt. & Discipline	1		
Area of Concentration	3		
Area of Concentration	3		
TOTAL	17	TOTAL	15

MIDDLE LEVEL EDUCATION

A middle level (5-8) endorsement is available in Kansas in social studies, math, science and English. The Kansas State Department of Education allows teachers who can pass the Middle Level (or Secondary) Praxis test in the content area, to add the endorsement. This policy will be reviewed by KSDE in June 2012. Please talk to your advisor for more information.

SECONDARY EDUCATION Program Requirements

Secondary Education

Bachelor of Science in Education
Minimum of 126 hours required
Licensure grades 6-12

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

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

1. General Education Requirements (Secondary)

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

Communications — minimum 8 semester hours

ENGL 100 Expository Writing I (3)

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

COMM 105, 106, or 109 Public Speaking (2-3)

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

Humanities — 6 semester hours required

1. Literature (3) Any department of English literature course (except ENGL 230, 231, 233, 234, 355, 545) or Department of Modern Languages literature course.

2. Fine Arts Appreciation (3) Any nonperformance appreciation class in the Departments of Art, Music, Communications (Theater or Dance) or the College of Architecture. Also may include modern language classes, ENGL 230, 231, 233, 234, and Honors Humanities, ARCH 301, ART 195, ART 196, DANCE 205, MUSIC 170, MUSIC 245, MUSIC 250, THTR 270.

Social Science — 6 semester hours required

1. History - Any course from the Department of History (3)

2. International Studies Overlay (3) **Recommended:** ANTH 204 or GEOG 100.

- Anthropology—ANTH 200, 204, 220, 260, 505, 508, 511, 512, 515, 516, 517, 536, 545, 550, 604, 618, 630, 634, 673, or 676
- Communication Studies—COMM 480, 756, or 780
- Economics—ECON 505, 507, 536, 681, or 682
- English—ENGL 580
- Geography—GEOG 100, 200, 201, 505, 620, 622, 640, 650, or 715
- History—HIST 112, 250, 303, 330, 332, 501, 504, 505, 509, 510, 514, 543, 544, 545, 560, 561, 562, 576, 577, 578, 591, 592, 593, or 598
- Journalism and Mass Communications—MC 662 or 725
- Management—MANGT 690
- Marketing—MKTG 544

- Modern Languages—Any Level 4 or above language course in French, German, and Spanish, including translation courses
- Political Science—POLSC 333, 505, 511, 541, 543, 545, 622, 623, 624, 626, 627, 629, 643, 645, 647, 651, 652, 653, or 655
- Sociology—SOCIO 363, 505, 507, 522, 535, 618, or 742
- Women’s Studies—WOMST 380 or 580

Natural Science — 7 hours required

One laboratory course is required.

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

Quantitative Science — 6 hours required

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

and

STAT 325 or higher level statistics course * (3)

* Grade C or better in both courses

2. Teacher Education Courses (Secondary)

(All graded courses require a C or higher)

The teacher education portion of the secondary education program includes courses in human development, psychology, methods of teaching, foundations, exceptionalities, technology, multicultural and interpersonal relations. In addition to college class work, there are practica experiences that enable you to observe and assist in the middle and secondary classrooms. If you have documented disabilities, you should request accommodations prior to each field experience.

Student teaching occurs near the end of the program. With the guidance and support of a cooperating teacher and a college supervisor, you will gradually assume responsibility for planning and teaching in the secondary classroom for a full semester *or more*. For more information about your student teaching semester, please refer to pages 18-19.

Pre-Professional Component

Admission to teacher education is NOT required for enrollment in the following courses.

(See noted requisites.)

- DED 075 Orientation to Teacher Ed. at KSU (0)
- FSHS 110 Introduction to Human Development (3) (Pre-requisite to EDCEP 315)
- EDSEC 200 Teaching as a Career (1) (Co-requisite with EDSEC 230 and sophomore standing)
- EDSEC 230 Early Field Experience (1) (Co-requisite with EDSEC 200 and sophomore standing)
- EDSEC 310 Foundations of Education (3) (EDSEC 200 is a Pre- or Co- requisite) (Co-requisite or pre-requisite with Block I.)

Professional Component

Admission to Teacher Education is required prior to enrollment in any course or practicum in the Professional Component. Admission requirements are found on pages 15-17.

Non-Blocked courses

- DED 318 Education Technology for Teaching & Learning (1) (Co-requisite or pre-requisite to Block I)
- EDSEC 405 Middle Level Education (2) (Pre-requisite to Professional Semester)

Block I (Classes below are co-requisites. They are pre-requisites to Block II.)

- EDCEP 315 Educational Psychology (3)
- EDSEC 376 Core Teaching Skills & Lab (3)
- EDSP 323 Exceptional Students in Secondary Schools (2)

Block II (Classes below are co-requisites. They are pre-requisites to Professional Semester.)

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

EDSEC 5-- _____ Methods in Secondary & Middle Schools (3)

EDSEC 5-- _____ Methods & Field Experience (2)

Professional Semester (Student Teaching/Teaching Internship)

Application for the Professional Semester must be filed by December 20 of the academic year **preceding** enrollment in the Professional Semester.

EDSEC 586 Teaching Participation in the Secondary School (12)

3. Teaching Fields

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

Art	Modern Languages
Biological Science	Chinese
Business	French
Chemistry	German
Earth Science	Japanese
English	Spanish
English/Journalism	Physics
Journalism	Social Studies
Mathematics	Speech/Theatre

Agricultural Education (College of Agriculture)

Family & Consumer Sciences (College of Human Ecology)

Music Education (College of Arts & Sciences)

Additional Teaching Field(s). In today's market, teachers prepared to teach in more than one subject area are in greatest demand. Therefore, it is highly advisable to prepare for a second teaching field. This is accomplished with the wise selection of general education electives and other free electives. You should work closely with an advisor to plan the additional teaching field. Kansas State Department of Education currently allows licensed teachers to add another endorsement by passing the required Praxis test. This policy will be reviewed by KSDE in June 2012. Please talk to your advisor for more information. Kansas State University encourages you to complete the required course work and methods, as well as the test.

4. Professional and Educational Service Hours

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

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

Forty hours of service are required. There is more information on-line at <http://coe.k-state.edu/ss/forms.htm>.

5. K-State 8 General Education

Kansas State University requires all graduates to meet the K-State 8 General Education as part of their program. The K-State 8 encourages students to explore coursework from 8 different perspectives. The College of Education curriculum meets all 8 requirements in our General Education, Teacher Education, and Area of Concentration coursework. More information is found at page 15.

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Remember: as your personal plans change, so will your graduation plan. A graduation plan continues to evolve and change according to your situation. Don't hesitate to make revisions.

CURRICULUM PLANNING GUIDE (Grad Plan)

Secondary Education

First Semester Courses	Sem Hrs.	Second Semester Courses	Sem Hrs.
FRESHMAN			
DED 075 Orientation to Teacher Ed. at KSU	0	Natural Science with Lab	4
MATH 100 College Algebra	3	Fine Arts Appreciation	3
ENGL 100 Expository Writing	3	COMM 105, 106 Public Speaking	2-3
HIST (Any course - Dept. of Hist.)	3	Teaching Field	6
FSHS 110 Intro. Human Dev.	3		
Teaching Field	3		
TOTAL	15	TOTAL	15-16

SOPHOMORE			
STAT 325 or higher level statistics	3	Literature Elective	3
EDSEC 200 Teaching as a Career	1	International Studies Overlay	3
EDSEC 230 Early Field Experience	1	Teaching Field	12
ENGL 200 Expository Writing II	3		
Teaching Field	9		
TOTAL	17	TOTAL	18

JUNIOR			
EDSEC 310 Foundations of Education	3	BLOCK I	
Natural Science	3	EDCEP 315 Ed. Psychology	3
Teaching Field/Elective	11	EDSEC 376 Core Teaching Skills	3
		EDSP 323 Exceptional Student in Sec. School	2
		DED 318 Education Technology for Teaching & Learning	1
		Teaching Field/Elective	6
TOTAL	17	TOTAL	15

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

THE K-STATE 8: GENERAL EDUCATION PROGRAM

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

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

ADMISSION PROCEDURES FOR TEACHER EDUCATION

Studies in the College of Education begin in a curriculum described as pre-professional, either elementary education pre-professional (EDPPE) or secondary education pre-professional (EDPPS). In this curriculum you will complete 42-50 semester hours of general education and prerequisites for the professional courses. Upon completion of these semester hours, as well as the requirements listed in the following paragraphs, you will be eligible to make formal application to the teacher education program. At that time, the curriculum will be changed to a degree track curriculum in either elementary or secondary education.

Requirements: All of the following are required for admission into the teacher education program.

Basic Skills Tests/ACT Score. Successful completion of the Pre-Professional Skills Test (PPST) is required with a minimum score of 172 on writing, 173 on reading, and 172 on mathematics **OR** an ACT composite score of 26 or above. Students who need to take the PPST must register and pay a fee to the Educational Testing Service (www.ets.org/praxis). Go to 13 Bluemont Hall for further information. If you have documented disabilities, you may request a nonstandard test administration when such accommodation is warranted. Information regarding accommodation is provided in the PRAXIS Series Registration Bulletin or by calling the Disability Support Services Office at 532-6441.

Successful completion of DED 075. Orientation to Teacher Education at KSU.

Expository Writing. Both Expository Writing I and II must be completed with a minimum grade of “C” in each course.

Public Speaking. A minimum grade of “C” is required in one of the public speaking courses (COMM 105, 106, or 109).

Math Requirement. Six credit hours in mathematics are required with minimum grades of "C" to include College Algebra or a higher-level math course and STAT 325 or a higher-level statistics course. Elementary majors may take MATH 160 or STAT 325.

Hours. A minimum of 50 credit hours for Secondary and a minimum of 42 credit hours for Elementary students must be completed including all K-State and transfer credits.

Overall GPA. A minimum of 2.5 GPA must be achieved in all college work attempted including K-State and transfer credit. Please note that K-State's College of Education is required to figure GPA's from all prior transfer credit. **This differs from the University policy of just accepting the credit and not the grade.**

Secondary Education and Early Childhood Education Teaching Fields. If you are applying for the secondary education program, a 2.5 GPA is required in all college work attempted in the teaching field, including transfer and K-State credits. To determine what courses are included in each teaching field calculation, see below:

AGRICULTURE	All College of Agriculture courses and BAE 350, 351.
ART	All ART courses.
BUSINESS	All ACCTG, FINAN, GENBA, MANGT, MKTG, and EDSEC 215, 315, 415, 416, 471.
EARLY CHILDHOOD EDUCATION	All FSHS and HN courses included in the Professional Early Childhood Education Requirements. (see option sheet)
ENGLISH	All ENGL courses.
ENGLISH/JOURNALISM	All ENGL and MC courses.
FAMILY AND CONSUMER SCIENCES	All College of Human Ecology courses.
JOURNALISM	All MC courses.
MATHEMATICS	All MATH courses and STAT 325 or higher.
MODERN LANGUAGE	All modern language courses.
MUSIC	All music courses except the music ensembles (band, orchestra, etc.). Dr. Fallin's signature approval also is required.
NATURAL SCIENCES	All BIOL, BIOCH, CHM, GEOL, PHYS, and ENTOM 312, 313, ASI 500, DEN 425 and GEOG 221.
SOCIAL SCIENCES	All ECON, HIST, POLSC, SOCIO, ANTH (except ANTH 280 & 281), and GEOG courses (excluding GEOG 221).
SPEECH	All COMM and THTRE courses.

EDSEC/EDEL 230 Early Field Experience. A credit in an early field experience course is required. This is a course that provides an opportunity to work in an elementary or secondary school for a few hours each week throughout a semester.

Note: Provisional admission may be granted if you are currently enrolled or pre-enrolled in an early field experience course or DED 075. Successful completion of the course is required by the end of the semester or you will be dropped from the teacher education program.

*If you as a new transfer student have not had the opportunity to take the PPST, you may be provisionally admitted before the tests are taken. However, the tests must be taken and passed the next time they are given or you will be returned to a pre-professional status.

Applying for Admission to Teacher Education

Application forms for the teacher education program are available in the Center for Student and Professional Services (13 Bluemont Hall, 532-5524) and on-line at:

http://www.coe.ksu.edu/ss/handbook/download/Application_Teacher_Ed.pdf.

The form must be completed and returned to BH 013.

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

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

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

Grade Point Average

How do you calculate GPA?

$$\frac{\text{Total points}}{\text{Total hours}} = \text{GPA}$$

****Classes that you have dropped, received the pass/fail option, or withdrawn from (W) are not figured into the overall GPA****

Grade	Points
A	4
B	3
C	2
D	1
F	0
CR	0

SEMESTER GRADES Fall 2010

Course	Title	Hours	Level	Points	Grade
ENGL 220	Fiction into Film	3	U	12	A
MATH 220	Anal.Geo.& Calc I	4	U	12	B
STAT 350	Bus Econ Stat I	3	U	3	D
DED 020	Honors program	0	U	0	CR
EDSEC 102	Teaching as a Career	1	U	4	A
CIS 111	Fund programming	3	U	0	F

SEMESTER GPA INFORMATION

	Hours	Points	GPA
Undergraduate	14	31	2.214
Graduate	0	0	0.000
Vet Med	0	0	0.000

CUMULATIVE GPA INFORMATION

	Hours	Points	GPA
	60	118	1.966
	0	0	0.000
	0	0	0.000

Find your Academic History Report on Isis and calculate your GPA!

Where can you find your Academic History Report? GPA?

- iSIS – Log in to iSIS. After you log on, click on Student Services Center, click on other Academic drop down menu and select *Academic History*.
- iSIS – Log in to iSIS. After you log on, click on Student Services Center, Academics tab top-right of page. Scroll down to Statistics. Here you will find Units taken, Grade points, and current K-State **GPA**.
- Registrar's Office, 118 Anderson Hall, 532-6254, registrar@k-state.edu

CLINICAL EXPERIENCES

(Early Field Experiences/Practicums)

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

PROFESSIONAL SEMESTER (STUDENT TEACHING)

The professional semester is commonly known as student teaching. It occurs in the fall or spring semester of the senior year. There is no student teaching experience offered during summer sessions. Student teaching is graded credit/no credit. Much of the information that follows can be found in a brochure entitled *Professional Semester Information*, available in the Center for Student and Professional Services, 13 Bluemont Hall.

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

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

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

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

Secondary education candidates generally student teach within a 45-mile radius of Manhattan. Elementary education students student teach in a professional development school within a 20-mile radius of campus, in Topeka or in Kansas City, KS area. You may commute to the student teaching site or live in the community to which you are assigned. Required seminars are held throughout the semester. Currently, you can request schools, school districts, and grade levels in which you would like to student teach. The personnel making assignments will use these requests as input; however, there is no assurance that you will be assigned to your requested placements. For information about the various student teaching programs, you may inquire at the Center for Student and Professional Services (13 Bluemont Hall, 532-5524).

To be eligible for student teaching, you must:

- Complete prerequisites as noted in the program descriptions in the previous sections of this handbook
- Be fully admitted to teacher education
- Have completed all of the required course work
- Have completed at least 90 semester hours
- Have an overall GPA of at least 2.5 in all college or university course work attempted
- Have a teaching field GPA of at least 2.5 (non-elementary)
- Have submitted proof of American Red Cross First Aid and CPR certification (or equivalent) by showing original cards to personnel in 13 Bluemont Hall
- Have completed all Professional and Educational Service Hours
- Have had a tuberculin health check to verify good health. The original tuberculin health form must be submitted to 13 Bluemont Hall.

Additionally, if you are in elementary education, you must have a 3.0 GPA in the five major methods courses and accompanying practica and a minimum grade of "C" in each of the courses. If you are in secondary education, you must have a minimum grade of "C" in all teacher education courses. If you have documented disabilities, you should request accommodations at the time you apply for student teaching and again when you complete the "Student Teacher Assignment Request" (STAR) application.

GRADUATION, COMMENCEMENT, AND LICENSURE

Graduation

A Graduation Requirement Check is conducted in our office when you enroll in Block 1 or Block B. This enables you to plan carefully your last semesters so all degree requirements are met.

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

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

At the beginning of the first semester of the senior year, you should register with Career and Employment Services (CES) (Holtz Hall, 532-6506) in order to obtain access to job listings, participate in on-campus interviews, and have your resume referred to employers. More information about the registration process can be obtained on CES home page: www.k-state.edu/ces. In addition to registering with CES, you should be familiar with services and resources offered by CES, including on-campus interviews/career fairs, job search workshops (including resume writing, interview skill development, and dining etiquette), individual advising, reference files (a/k/a credential or placement files), school district/company information and application forms, and a wealth of other career library resources.

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

Licensure

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

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

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

Note: Make sure your OFFICIAL Praxis II score report(s) have been mailed directly from ETS/Praxis to Kansas State University. You MUST have your official PLT and/or Content test score reports with passing scores mailed to Kansas State University DIRECTLY from ETS/Praxis BEFORE your application is accepted and processed. To verify your score report was mailed to K-State, look on your copy of the score report for the correct code. Check the "Score Recipient(s) Requested" box (on the left side). The Code # must be 6334 with the Recipient Name of Kansas State University. If the 6334 code is not listed, you must contact ETS/Praxis at www.ets.org/praxis to have an official score report mailed directly to K-State showing passing scores for the PLT and/or Content test(s).

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

LICENSE ENDORSEMENTS AND LEVELS

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

TEACHING FIELDS /SUBJECTS

ENDORSEMENTS	Levels
Agriculture	6-12
Art	PK-12
Biological Science	6-12
Business	6-12
Chemistry	6-12
Early Childhood Unified	Birth-K
Earth Science	6-12
Elementary	K-6
English	6-12, 5-8
*English as a Second Lang	K-6, 6-12
General Science	5-8
Family & Consumer Science	6-12
Journalism	6-12
Mathematics	6-12, 5-8
Modern Languages Chinese / French / German / Japanese / Spanish	PK-12
Music	PK-12
Physics	6-12
Social Studies	6-12, 5-8
Speech/Theatre	6-12

**Special Education
Adaptive/Functional
K-6, 6-12

SPECIALIST LICENSES (Professional Teaching License Required)

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

LEADERSHIP LICENSES (Professional Teaching License Required)

	Levels
Building Leadership** (Principal)	PK-12
District Leadership** (Superintendent)	PK-12

*second teaching field only
** graduate program only

COLLEGE OF EDUCATION STUDENT ORGANIZATIONS

<http://coe.k-state.edu/ss/handbook/studentorgs.htm>

1. Education Ambassadors

This organization is the host group for prospective student events sponsored by the College of Education. It is composed of no more than 30 selected members. The purpose of Ambassadors is to promote teaching as a career, the College of Education, and Kansas State University. Students must have a GPA of 3.0 or higher and at least four semesters remaining at KSU. Apply February/March in Bluemont 013.

2. Education Council

The student council for the College of Education is called the Education Council. It is composed of fifteen elected members, three College of Education senators, and a faculty advisor.

3. Kansas National Education Association-Student Program (KNEA-SP)

Students in the teacher education program may join KNEA-SP. Members receive several monthly publications from the national and state offices. Members are also covered by liability insurance when they are in the schools observing or working with students.

4. Business Education Club

This is an organization for students at Kansas State University that have expressed a desire to become teachers of business subjects. The club promotes fellowship and scholarship in business education, encourages civic responsibilities and service, and fosters high ethical standards in business and professional life among teachers of business.

5. Collegiate Music Educators National Conference (CMENC)

CMENC is the collegiate organization of Music Educators National Conference for music education students. With membership comes a subscription to the national MENC magazine, *Music Educators Journal*. In addition, students may attend several state meetings at student rates with membership to CMENC. Monthly meetings are scheduled in the Division of Music Education at K-State. <http://www.menc.org/gp/menc-collegiate-home>

6. Council for Exceptional Children (CEC)

The purpose of CEC is to provide students with information and resources for teaching students with special needs. Meetings are held once a month. <http://www.cec.sped.org//AM/Template.cfm?Section=Home>

7. Family and Consumer Sciences Professional Interest Group

This interest group provides professional development opportunities and promotes the national theme of the American Association of Family and Consumer Sciences.

<http://www.he.k-state.edu/fshs/additional-information/student-organizations.php>

8. Kansas State University Student Chapter of the National Art Education Association

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

COLLEGE OF EDUCATION HONOR SOCIETIES

<http://coe.k-state.edu/ss/handbook/ksuhonor.htm>

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

2. Pi Omega Pi The National Business Teacher Education Honor Society promotes fellowship and scholarship in business education and encourages civic responsibilities and service.

HONOR SOCIETIES IN THE UNIVERSITY

<http://coe.k-state.edu/ss/handbook/ksuhonor.htm>

1. Blue Key National Honor Society. This organization was established for leadership and academic achievement, and to serve K-State and fellow students. It is open to seniors with a 3.0 GPA, and members are selected annually through an application and interview process. There are yearly dues.
2. Chimes Junior Honor Society. This organization promotes the ideals of scholarship, leadership, and service among those in the junior class. It is open to juniors with at least a 3.0 GPA who are achieving high standards of leadership and service. There are membership dues.
3. Golden Key International Honor Society. Its purpose is to recognize and encourage scholastic achievement and excellence in all undergraduate fields of study. It is open to juniors and seniors in the top 15% of their class, with a 3.4 GPA minimum with 30 hours in residence at K-State. There are initiation dues for lifetime membership.
4. Mortar Board. Its purposes are to advance scholarship, recognize and encourage leadership, provide service, and establish a meaningful exchange of ideas as individuals and as a group. Members are selected for distinguished ability and achievement in scholarship, leadership, and service. Members of this national senior honor society must have a 3.0 GPA. Members are chosen for the senior year. There are initiation dues.
5. Phi Beta Kappa. Its purpose is to encourage intellectual honesty and tolerance, a wide range of intellectual interests, and understanding. Members are selected from the upper one-tenth of the graduating class and must have a wide range of liberal arts and science courses and two years of foreign language. There are initiation fees.
6. Phi Eta Sigma. This organization promotes high standards of learning and encourages superior scholastic achievement. It is open to freshmen full-time students with a 3.5 GPA in the fall semester. There are initiation dues.
7. Phi Kappa Phi. Its purpose is to recognize scholarship of students in all branches of learning. Eligibility includes second semester juniors with a minimum GPA of 3.7 and in the upper 5% of their class, seniors with a minimum GPA of 3.4 and in the upper 10% of their class, and graduate students with a minimum GPA of 3.8 and in the upper 10% of their class. There is an initiation fee and subsequent annual dues.
8. Silver Key Sophomore Honorary. Its purposes are to serve the university and community, to support university and student body activities, and to foster a spirit of loyalty and helpfulness among students. Eligible members must have a 3.0 or higher GPA and a commitment to service. Members are chosen for the sophomore year. There are membership dues.

For information about these organizations, you should call the Office of Student Activities and Services at 532-6541 or stop by the office on the Ground Floor of the Student Union.

UNIVERSITY HONORS PROGRAM

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

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

Admission requirements are:

- For entering freshmen, an ACT of 28 or higher.
- For transfer students, a minimum cumulative grade point average of 3.5 after at least 12 graded semester hours at K-State.
- For continuing K-State students, a minimum cumulative grade point average of 3.5 on at least 12 graded semester credits.

For information about the honors program, inquire in Leasure Hall Room 007 or the Center for Student and Professional Services (13 Bluemont Hall).

UNIVERSITY SERVICES AND RESOURCES

1. Academic Career Information Center (ACIC)—14 Holton Hall, 532-7494. Provides assistance in choosing a major or career track.
2. Career and Employment Services—Holtz Hall, 532-6506. Assists undergraduates, graduate students, and alumni in all areas of career planning and employment.
3. Disability Support Services—202 Holton Hall, 532-6441. Works with students to arrange appropriate academic accommodations for students with documented disabilities.
4. Educational Supportive Services—201 Holton Hall, 532-5642. Assists first-generation, low-income, and disabled students.
5. Hale Library—532-3014. Houses a collection of over one million volumes. The facility includes services such as lounges, study areas, copy and imaging machines, and slide viewing areas.
6. Lafene Health Center—532-6544. Maintains an outpatient ambulatory care unit, including x-ray services, pharmacy, clinical laboratory, as well as health, education and wellness promotions. Available to all students.
7. Non-Traditional Student Services—101 Holton, nontrad@ksu.edu. Provides opportunities and resources to address any questions and/or concerns you may have about being an adult nontraditional student (age 25 or older, a parent, married, or returning to school after an absence) including free tutoring.
8. Registrar's Office—118 Anderson Hall, 532-6254. Maintains all official academic records. Transcripts of coursework completed at K-State can be obtained. No charge for currently enrolled students. Otherwise, \$10.00 charge per copy.
9. Student Financial Assistance—104 Fairchild Hall, 532-6420. Assists students needing scholarships, loans, grants, and other forms of financial support.
10. Student Governing Association— Responsible for voicing the concerns of the student body and serving as an underlying force of cooperation between the faculty, the students, and the colleges.
11. Student Activities and Services—Ground floor of Union, 532-6541. Compliments the academic programs and enhances the overall educational experience of students through exposure to and participation in social, cultural, recreational and governance programs.
12. University Counseling Services—232 English/Counseling Building, 532-6927. Provides brief intervention in a student's life that may assist in decision making, skill building, or mental health support.

TUTORING

1. The Academic Assistance Center – 101 Holton Hall, www.ksu.edu/aac
Provides free tutoring in a variety of introductory courses to any interested K-State student. Students wanting assistance on a regular basis are assigned to small groups that meet weekly with a peer tutor who assists with course content and learning strategies.
2. Walk-in Tutoring – 201 Leasure Hall, <http://www.k-state.edu/aac/tutoring/walkintutoring.htm>.
Walk-in tutoring for Math & English. Schedule on website.
3. Academic Resource Centers – DARC – Derby Complex Room 134, ARCK – Kramer Complex Room 121, www.housing.k-state.edu/arc. Walk-in tutoring for math, sciences, and writing. Schedule on website.
4. Departmental Tutoring
 - Certain classes may hold help sessions. Contact your instructors regarding help sessions or refer to the following links:
 - Statistics <http://www.k-state.edu/stats/academics/helplab.html>
 - Math http://www.math.ksu.edu/courses/help/help_sessions_comp_lab_info.html
 - Live online math help http://livehelp.k-state.edu/help_math/
 - Scholars Assisting Scholars (science and math) <http://wesp.k-state.edu/node/8>
 - English Writing Lab <http://www.k-state.edu/english/writingcenter/index.html>
 - Economics http://www.k-state.edu/economics/ugrad/ugstudent_resources.htm

Code of Standards for Competent Behavior and Code of Standards for Ethical Behavior for Kansas Educators

(Adopted by The Kansas State Board of Education January 1986)

Code of Standards for Competent Behavior

Competence Related to Curriculum and Instruction

The competent educator promotes inquiry, promotes the acquisition of knowledge and formulates instruction as it relates to the assignment.

Standards

The Kansas educator shall demonstrate knowledge of curriculum and instruction appropriate to the assignment. The Kansas educator shall demonstrate the use of instructional objectives to meet student needs. The Kansas educator shall demonstrate techniques in meeting student needs to promote learning.

Competence Related to Education

The competent educator establishes evaluation practices to promote learning.

Standards

The Kansas educator shall evaluate curriculum and instructional goals. The Kansas educator shall assess individual growth appropriate to the assignment.

Competence Related to Management

The competent educator promotes management skills to foster individual growth.

Standards

The Kansas educator shall demonstrate skill in the management of individuals. The Kansas educator shall comply with the management requirements of local school board policies, state regulations, and state laws.

Competence in Human Relations

The competent educator possesses the human relations skills that promote the school programs.

Standards

The Kansas educator shall work cooperatively with others. The Kansas educator shall demonstrate communication skills. The Kansas educator shall demonstrate conflict management skills.

Code of Standards for Ethical Behavior

Ethical Conduct Related to Students

The ethical educator promotes activities that are in the best interest of the student.

Standards

The Kansas educator shall refrain from disclosing confidential or damaging information that affects the student unless disclosure is required by district policy or law. The Kansas educator shall refrain from using professional relationships with students for personal or private advantage. The Kansas educator shall make reasonable effort to protect the student from conditions detrimental to learning, health or safety.

Ethical Conduct Related to the District

The ethical educator shall fulfill the employment obligations to the district.

Standards

The Kansas educator shall refrain from falsifying any documents related to the employment process. The Kansas educator shall adhere to the conditions of the contract. The Kansas educator shall conduct school district business through established procedures. The Kansas educator shall accept no gratuities, gifts or favors that influence professional decisions. The Kansas educator shall refrain from willfully making false statements about the operation of the school district.

Ethical Conduct Related to the Profession

The ethical educator promotes personal integrity and honesty in the performance of professional responsibilities. The Kansas educator shall maintain professional effectiveness by respecting and obeying the law. The Kansas educator shall refrain from disclosing confidential or damaging information that effects colleagues unless disclosure is required by district policy or law.

Code of Ethics of the Education Profession

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violations of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified with respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the 1975 Representative Assembly NEA

Qualitative Aspects of Student Performance

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

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

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

Principles and Aspirations

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

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

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

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

To whom, when, and how are concerns to be expressed? What is the best place and time to take action? What is the most “teachable moment” for this student? What is his or her level of readiness to truly understand expressions of concern? Is it too early to express our concerns to the student? Should there be more

opportunities for encouragement first? Have we consulted with enough of the people who are in the best position to know the student's work? Is there any substantial immediate danger of this student causing harm to the children in his or her care? Who is the best person to have the first talk with him or her?

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

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

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

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

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

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

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

Policies and Procedures

A. The Dean of the college, and/or the Dean's designate, will make every reasonable effort to inform all appropriate constituencies about the principles, aspirations, policies, and procedures outlined in this document and

to solicit their cooperation in making this system effective. It is understood that a standardized system of monitoring of our students' performance will require excellent liaison efforts between this College and cooperating schools.

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

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

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

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

Formal Proceedings

To be Implemented When Denial of a Privilege is Contemplated

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

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

3. In the event that a student is removed from student teaching or produces an unsatisfactory performance and wishes to have another opportunity, the student must make a formal request for such an opportunity. Upon receiving such a request, the Dean or the Dean's representative will establish a review committee¹ to consider the advisability of that student being allowed to have another student teaching experience. When a student is involuntarily withdrawn from a student teaching experience, he or she will be informed that if another opportunity is to be granted, it may be only after certain conditions are met, conditions that are judged appropriate to his or her particular situation. Commonly, such conditions may include the requirement that a prescribed time period has elapsed before a student request is considered. As part of such a request, the student must provide convincing evidence for his or her readiness to undertake, and be successful in, another attempt². That evidence will be judged by the professionals on the review committee.

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

Notes to superscript items:

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

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

Appendix A

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

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

Social Network Points for Discussion

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

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

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

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

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