

Educator Preparation Program Handbook

Empowerment for Learning

Campbellsville University
School of Education
2019-20

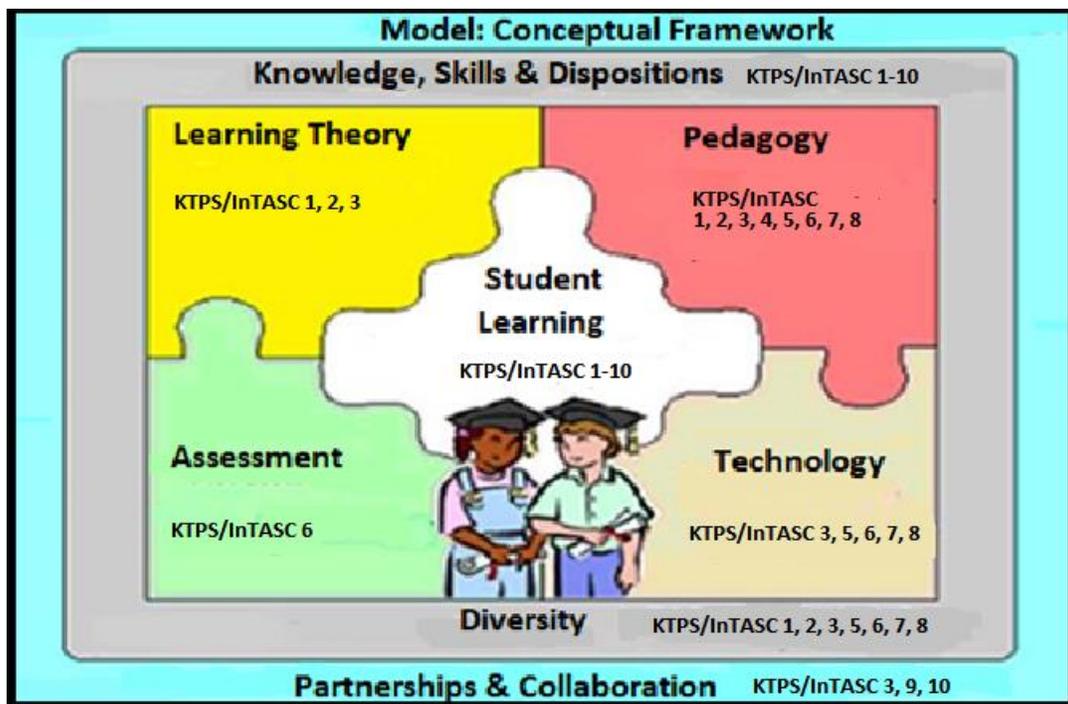


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This handbook is intended as a general guide to the Educator Preparation program at Campbellsville University.

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
EDUCATOR PREPARATION PROGRAM
CAMPBELLSVILLE UNIVERSITY**

I. INTRODUCTION

This handbook is intended to help candidates navigate the process of earning a degree and attaining certification as a teacher. It is important that candidates review the entire process prior to starting the program and review it frequently throughout the time in the Educator Preparation Program. Candidates will be assigned an advisor from the School of Education who will work with them to make their journey as smooth as possible. However, it is the candidate's responsibility to ensure they have met all requirements for the degree and for certification. Welcome to the start of the 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
- The 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 Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring, and qualified educators, who can positively impact student learning and who are committed to life-long learning in a global society.

The Educator Preparation Program strives to achieve this mission globally by:

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

C. Objectives of the Educator Preparation Program

The objectives of the Educator 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 Educator Preparation 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).
8. To provide educational experiences promoting ongoing 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 toward 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 for Academic Affairs as deemed appropriate.

Education Advisor Undergraduate Chair Dean Vice President for 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, ongoing 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 candidates at all certification levels in moving from dependence to independence, which promotes personal competence. This movement implies that professors actively assist candidates to assume more responsibility for themselves and their learning—to move toward an internal locus of control consistent with becoming lifelong learners. In order to be an advocate for their future students, candidates must be advocates for themselves.

III. ADMISSION, MAJORS, AND CONTINUOUS ASSESSMENT

Candidates need to decide on an area/program offered by the School of Education to guide their progress toward a degree and certification. Changes can be made later, but may mean additional semesters to meet program requirements.

Application to student teach must be done in the semester prior to anticipated term for placement at a school.

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 and Physical Education, or Spanish
- Special Education: Learning Behavior Disorders, P-12
- P-5/Special Education Dual Certification
- P-5/IECE Dual Certification
- Associate of Science in Education (non-certification)
- Montessori (Does not lead to a Kentucky teaching certificate)

A. Candidate Assessment

Continuous assessment is a main strand in the conceptual framework of the Educator Preparation Program at Campbellsville University. There is widespread consensus within the School of Education that

assessment should be multidimensional and ongoing, demonstrate various types of assessment from traditional to authentic performance, and be complementary to the Educator Preparation Program.

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

- (a) CAP 1, intent to apply to program
- (b) CAP 2, admission
- (c) CAP 3, application for student teaching
- (d) CAP 4, program completion/exit

Candidates shall successfully meet the criteria at each checkpoint. A CAP application must be completed at each assessment point. A candidate will not be permitted to progress in the program if the criteria at each checkpoint are not met.

B. CAP 1: Intent

At CAP 1, candidates are expressing interest in the Educator Preparation Program and submitting initial documents.

Candidate Assessment Point – CAP 1: Intent

- TB Risk Assessment
- State Criminal Background Check
- Documented ACT sub-scores and composite
- Signed Kentucky Code of Ethics
- Signed Model Code of Ethics for Educators
- Character and Fitness Questionnaire (CA-1)
- Diversity Survey
- Signed Disposition Assessment Policy
- Signed *PRAXIS CASE* Statement of Understanding
- Creation of Kentucky Field Experience Tracking System (KFETS) account

C. CAP 2: Admission/Retention Policies and Procedure

General requirements for admission to the Educator 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 Educator Preparation Program. Specific requirements necessary for acceptance into the Educator Preparation Program are as follows:

Candidate Assessment Point – CAP 2: Admission*

- All CAP 1 requirements fulfilled
- 2.75 overall GPA
- Passing scores on the follow *PRAXIS* exams:
 - CASE: Reading (5712) Passing score of 156
 - CASE: Writing (5722) Passing score of 162
 - CASE: Math (5732) Passing score of 150
- Signed *PRAXIS* Subject Assessment Statement of Understanding
- Self-assessment of Disposition
- Department recommendation (5-9, 5-12, 8-12, P-12 only)

- English 111 grade of C or above
- English 112 grade of C or above
- MAC 120 or MAC 140 grade of C or above
- Pre-Professional Growth Plan (PPGP)
- Video Introduction and Mini-lesson
- Copy of Detailed Summary Form from KFETS
- Photograph

***Candidates may not take education course ED 414 without being admitted to the Educator Preparation Program.**

If the GPA (or other performance assessments) falls below 2.75 (or overall performance is not acceptable), the candidate'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 candidate's status. The Dean may share concerns about individual candidate's progress with the School of Education faculty 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 candidate has displayed conduct unbecoming a prospective teacher and which may bear evidence of the unsuitability for being a member of the teaching profession.

D. CAP 3: 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 checkpoint to ensure the high performance level on the Kentucky Teacher Performance Standards (KTPS/InTASC) as well as one's content area. School of Education faculty evaluate CAP 3 portfolios using a rubric comprised of the Kentucky Teacher Performance Standards. The CAP 3 portfolio is an accumulation of documentation from candidate experiences in the field and from coursework assignments. The portfolio is edited, revised, and completed in the capstone education course prior to student teaching.

- Cumulative GPA of 2.75
- Disposition forms from cooperating teacher, major/content area professor (5-9, 5-12, 8-12, P-12 only)
- Self-assessment of disposition
- Passing portfolio score
- *PRAXIS* Subject Assessment and PLT scores/plan (Candidates must take or register for *PRAXIS* subject assessment(s) and PLT prior to CAP 3 approval)
- Graduation Audit ("Course Lack" form if needed)
- Medical Exam
- TB Risk Assessment
- State Criminal Background Check
- Federal Background Check
- Child Abuse or Neglect Check (CAN) (DPP 156)
- Liability Insurance
- Pre-Professional Development Hours completed
- Clinical Experiences completed (16 KAR 5:040), detailed summary form from KFETS and clinical experience form

E. CAP 4: Program Exit

At CAP 4, student teaching portfolios will be evaluated by teams of local area teachers and administrators. Exit interviews and mini lessons are conducted by local teacher-administrator EPP partners and School of Education faculty. 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 (Passing scores required for Statement of Eligibility)
- Cumulative GPA of 2.75
- Self-assessment of dispositions
- Passing portfolio score
- Completion of clinical experiences record in journal and EPSB form
- Passing grade of “C” or better in student teaching
- Completion of exit event

F. Disposition Policy and Incident Reports

It is the responsibility of the CU School of Education, in collaboration with the College of Arts and Science, to successfully prepare candidates to become effective teachers. The Educator Preparation Program requires candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the School of Education as they align with the expected behaviors of beginning teachers. These indicators align with Kentucky Teacher Performance Standards (KTPS/InTASC) and Model Code of Ethics for Educators Standards (MCEE). Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of educator preparation candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The candidate:

- Maintains appropriate confidentiality (KTPS/InTASC 9O) (MCEE 3C.3, 4A.4, 5A.6, 5C.1, 5C.3)
- Demonstrates compliance with laws/regulations (KTPS/InTASC 9O) (MCEE 1A.2, 4D.1, 5C.2)
- Demonstrates compliance with policies/standards (MCEE 1A.2, 4D.1, 5A.5)
- Maintains professional appearance (MCEE 3A.4)
- Is prepared for class or appointments
- Is punctual for class or appointments
- Demonstrates academic integrity (MCEE 1A.7, 2B.1, 4C.3, 4D.2)

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The candidate:

- Demonstrates high expectations for others (MCEE 4B.4)
- Demonstrates respect for the beliefs of others (KTPS/InTASC 2N, 10Q)

- Demonstrates effective collaboration skills (KTPS/InTASC 1K, 3N, 3O, 7O) (MCEE 4A.1, 4B.1, 4C.2)
- Demonstrates respect for cultural differences (KTPS/InTASC 2M, 2O) (MCEE 3A.1, 3B.1, 3B.2, 4A.2)
- Demonstrates compassion for those experiencing difficulty (KTPS/InTASC 1H, 6U, 10P)
- Demonstrates patience during the learning process (KTPS/InTASC 7N)
- Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The candidate:

- Demonstrates critical thinking in written or verbal form
- Addresses issues of concern professionally (MCEE 1B.2, 1B.3, 4A.2)
- Responds positively to constructive criticism
- Actively seeks out new information (MCEE 1C.3, 2A.6, 5A.2)
- Seeks help when needed
- Demonstrates personal progress (MCEE 1C.4, 2A.4, 2A.5)
- Demonstrates reflective practice in written or verbal form (KTPS/InTASC 5Q, 9I) (MCEE 2A.5)

Policies and Procedures

Candidates will be introduced to the Educator Preparation Program’s conceptual framework, which includes disposition expectations in the introductory course (ED 220) and orientation course (OR 100) and will also become familiar with and commit to the *Kentucky Teacher Code of Ethics for Professional Educators*, which delineates behaviors for teachers related to students, parents, and colleagues. Candidates will receive a copy of this document to sign and return and a copy to keep in ED 220. Additionally, disposition expectations will be discussed in all education courses. Candidates will be evaluated by School of Education faculty in every education course. Arts and Sciences faculty will evaluate candidates for CAP 2 and CAP 3 applications. School personnel will evaluate candidates for CAP 3 and CAP 4 applications. If a candidate rates a 1 or 2 on a scale of 5, they will meet with the program chair to discuss and write a reflection and plan of action to correct the behavior.

If a candidate rates a 1 or 2 on a scale of 5 **for a second time**, they may be dismissed from the program, referred to the Disposition Committee, or be required to meet with the program chair over time, for monitoring of the plan of action to determine if improvements are being made.

School of Education faculty, Arts and Sciences faculty, or school personnel may complete a disposition incident form for specific incidents **as they deem necessary**. These forms will result in a meeting with the program chair and the candidate will be asked to write a reflection and plan of action to correct the behavior. Depending on the severity of the incident, it may go directly to the Dean of the School of Education.

Repeated ratings of a 1 or 2 or the need for a disposition incident form may result in dismissal from the program or referral to the Disposition Committee for review and discussion. The Disposition Committee will include the following: Chair of the School of Education Program, 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 with a monitored plan of action with regular meetings with the program chair;
- c. Removal from the Educator Preparation Program.

The candidate may appeal any decision 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 Educator Preparation Program may reapply during the next semester or at a later date.

Each candidate has access to their disposition evaluation data. All faculty have access to the data for review as needed.

IV. CLINICAL EXPERIENCES, PRE-PROFESSIONAL DEVELOPMENT (PPD), AND STUDENT TEACHING

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 and pre-professional development (PPD) workshops.

Clinical experiences 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 clinical 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 clinical hour requirements specified in a class will be evaluated for meeting objectives and assigned a grade.**

The nature of the clinical experiences in the courses will be defined specifically by each instructor in the course syllabi; however, emphasis is placed on tutoring, assisting the teacher, instructing individuals, small, and large groups and conducting research/case studies. Students will gain experience, which cuts across the entire educational spectrum, from primary through high school levels. Experiences should include opportunities to observe or interact with the 10 **Kentucky Teacher Performance Standards (KTPS/InTASC)**:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

For transfer candidates, clinical 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 candidate should meet with their advisor and/or the initial education course instructor to record these hours and enter them into KFETS. This should be accomplished before the completion of the initial education course taken at Campbellsville University.

Throughout the program, candidates must attend Pre-Professional Development (PPD) workshops each semester.

A. Guidelines for Clinical Experiences

Clinical hours are structured in intentional and purposeful ways to engage candidates 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). Schools in Taylor County and Campbellsville 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 Educator Preparation 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 clinical hours.
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. Original forms with collaborating teacher's signature and contact information are to be submitted in individual courses. Photocopies are not acceptable except in extreme circumstances. Written reflections are to be submitted on Moodle. **One half to one page of reflection should accompany every hour of clinical experience.** Clinical Experience forms will be stored in the School of Education and all hours must be entered in KFETS each semester.
3. Professors clearly discuss expectations of clinical experiences in their respective courses. Clinical experiences 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 of the required hours are due by midterm 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 representatives 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

Candidates are representatives 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 educator 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 educator 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 educator 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 educator candidates are expected to show leadership in clinical experience through communications with collaborating teacher(s), fellowship/courtesy to the teacher and students, and through demonstration of scholarship in content area(s).
Disposition	CU educator candidates should be actively and enthusiastically engaged, sensitive to individual differences, appropriately interactive with the teachers, other education professionals, and students.

B. Pre-Professional Development Experiences

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

P-5, P-12, 5-9, 5-12, and 8-12 candidates must complete a minimum of two PPD workshops per semester. These experiences are to be recorded on the Professional Involvement Log which is to accompany candidates during advising sessions.

C. Overview of Clinical Requirements by Course (subject to change) (IECE on next page)

P-5 Elementary		5-9 Middle		8-12, P-12 Secondary	
Course	Clinical Hours Required	Course	Clinical Hours Required	Course	Clinical Hours Required
OR 110	5	OR 110	5	OR 110	5
ED 220	15	ED 220	20	ED 220	20
ED 300	15	ED 300	20	ED 300	20
CAP 2		CAP 2		CAP 2	
ED 310	15	ED 310	20	ED 310	20
ED 325	15	ED 325	20	ED 325	20
ED 390	40	ED 390	40	ED 390	40
ED 414	40	ED 414	40	ED 414	40
CAP 3		CAP 3		CAP 3	
Methods Courses		Methods Courses		Methods Courses	
ED 331 Social Studies	10	Varies	20-40	ED 359	20
ED 341 Mathematics	10			SPA 350	14
ED 343 Science	10			MUS 340	25
ED 347 Fine Arts	10			MUS 342/348	30/24
ED 351 Reading (P-9)	10	ED 351 (P-9)	10	MUS 241/242/243/244	2
ED 361 Language Arts (P-9)	10	ED 361 (P-9)	10	ART 330	5
ED 371 Children's Literature	10			ART 431	20
				ENG 465	20
				SSE 444	20
				MTH 450	20
				CHE 450/ BIO 450	20

				HP 411	20
ED 450 Student Teaching CAP 4		ED 450 Student Teaching CAP 4		ED 450 Student Teaching CAP 4	
TOTAL	215	TOTAL	205-225	TOTAL	200-220

Interdisciplinary Early Childhood Clinical and PPD Requirements

Courses	Clinical	Courses	Clinical	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	16
IECE 360	10	CAP 4 ED 450		

Other elective options: ECE 411 (60); *may be repeated as elective

D. Student Teaching

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 in a previous section of the handbook serve as reminders of program check points for candidates.

Requirements for admission to the student teaching experience necessitate that each student has been accepted unconditionally into the Educator Preparation Program at Campbellsville University. Candidates must have completed the coursework required for their emphasis area(s) and all required professional education courses (see Campbellsville University Catalog with no “I,” “D,” or “F” grades in any professional education courses. Candidates must meet the residency requirements of Campbellsville University (see Campbellsville University Catalog.)

Candidates interested in conducting part of their student teaching experience in an international setting must make that request.

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 Educator Preparation Program candidates are the same as for all students at Campbellsville University. All education majors must take a communication course (MAC 120 or MAC 140), ENG 111, and ENG 112 (or equivalent) with a grade of “C” or better.

B. Education Course Attendance Policy

Regular attendance in professional education courses is expected of all candidates. 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, or **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: candidates 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 candidate’s responsibility to ensure that all assignments are submitted on due dates, regardless of date(s) of absences.

Online Education Courses: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the candidate will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the candidate will fail the course and a WA will be recorded. **Candidates will be withdrawn from online courses if they miss more than two class sessions.**

Blended Education Courses: Candidates will be withdrawn from a blended course if they miss more than two class sessions.

C. Major Requirements

For specific, current academic requirements for each area of certification, candidates 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 Educator Preparation Program Handbook, the Student Teaching Handbook, and registration materials.

The Educator 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 prerequisites and requirements in any part of the educator preparation 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* subject assessments.

E. Plagiarism

The educator preparation program specifies that the submission of candidate work (both written and verbal) in all classes is the result of the candidate'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 Educator 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 Educator 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 Program 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 for Academic Affairs.

G. Educators Rising and Kappa Delta Pi

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. Educators Rising is open admission, all candidates admitted into the School of Education or taking an education course are automatically members of the club.

Kappa Delta Pi (KDP) is an honor society and requires an invitation for membership. Membership in either or both clubs offer opportunities to work together during Homecoming week, enter contestants for the Valentine Pageant, Literacy Alive event, and participate in other university sponsored fellowship activities.

H. International Opportunities

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 student teaching experience in an international setting.

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

There are specific forms for changing major and **both must be completed by candidate** to assure 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 the 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 candidate 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 they might otherwise receive. Plagiarism occurs when a candidate appropriates passages or ideas from someone else's writing into their own without providing proper documentation and/or without using quotation marks to indicate when they are directly quoting from a source. It is the responsibility of the candidate to know and adhere to principles of academic honesty. Burden of proof in cases of cheating and/or plagiarism rests with the instructor.

A candidate may be given a failing grade in any course in which they have 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 on a curriculum guide. Grade "I" is assigned to a candidate 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 an agreed-upon time with the professor. This time can be no longer than 12 months. It is the candidate's responsibility to compete and turn in all coursework within the time 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: Rusty Watkins; 1 University Drive; UPO Box 883; Montgomery Library: Room 218; Phone – 270-789-5047; Email – rdwatkins@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [Campbellsville Title IX Information](#).

N. Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its students' 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 the Student Handbook for specific details and/or discuss with your advisor.

O. 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. Candidates are required to request an official EPSB log in to be able to access their KFETS account: www.kyepsb.net

VI. FORMS

All forms can be accessed at the Campbellsville University website in digital form or from the Student Learning Center (Room 115) in the School of Education building. Digital forms can be accessed through the following links: TigerNet, Academics, Departments, School of Education, Undergraduate.

Students

Student Links

[Admission Status](#) [Academics](#)

Departments

- School of Education
- School of Music
- School of School of Business, Economics, and Technology

