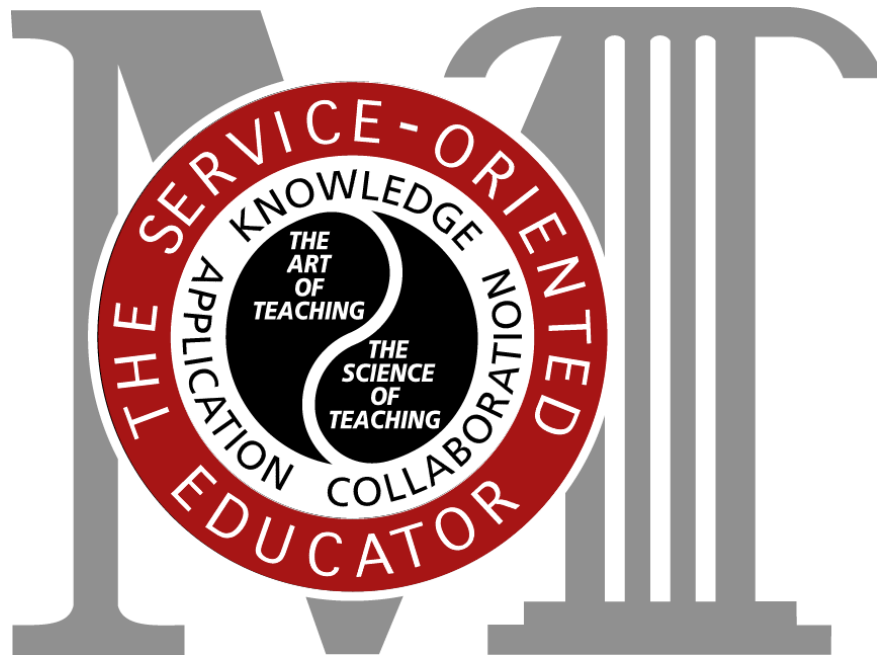


McPherson College
Teacher Education Program



Policies and Procedures Manual

McPherson College
McPherson, Kansas

August 2021

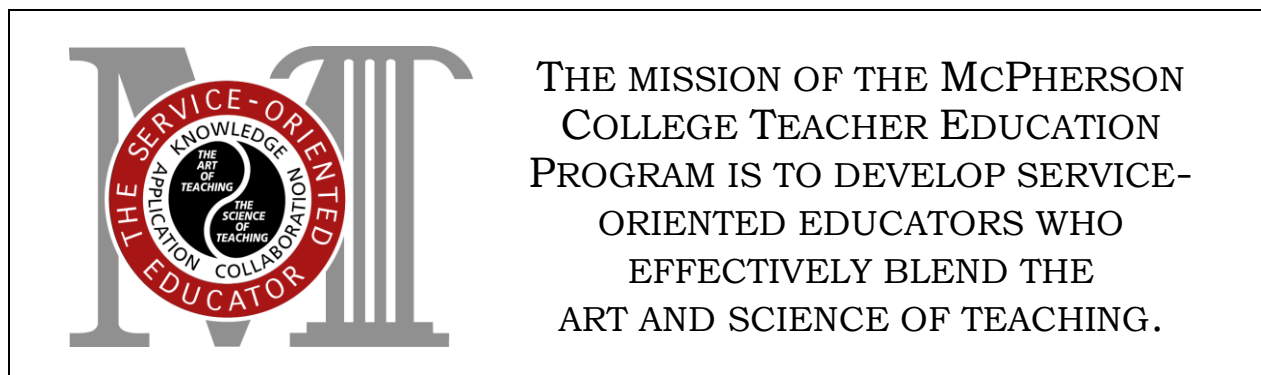
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Mission Statement

The McPherson College Teacher Education Program is committed to carrying out the mission of the college emphasizing scholarship, participation, and service in the professional development of the candidates. In addition to the college mission, the Teacher Education Board, the Teacher Education Undergraduate Council, and all concerned stakeholders have developed and are *committed* to a more specific mission.



Goal I The candidate has the knowledge bases necessary to be an effective teacher in her/his field.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Acquire a broad liberal arts knowledge base.
2. Demonstrate proficiency in his/her major area of licensure.
3. Acquire effective strategies of teaching in all appropriate content areas and for all learners.
4. Recognize how students learn and develop.

Disposition:

- Appreciate the connections between various areas of knowledge and commit to continuous learning.

Goal II The candidate can apply effective teaching strategies to meet the needs of all learners.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.

3. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on student's developmental and environmental needs.

Disposition:

- Value and respect students' varied talents and abilities and project enthusiasm for teaching all learners.

Goal III The candidate fosters relationships and collaborates with school constituencies.

To accomplish this goal the service-oriented educator will:

Objectives:

1. Communicate effectively in both written and oral formats and through the use of technology.
2. Solicit input from students, parents, colleagues, and the greater community.
3. Act on information received from stakeholders.

Disposition:

- Value the many ways in which people seek to communicate and encourage various modes of communication.

I. Purpose

The purpose of this manual is to explain and clarify the policies and procedures of the Teacher Education Program and the Master of Education Program at McPherson College. This manual consists of items that can be found in other sources, such as the *Advisor/Advisee Handbook*, *Student Teacher Handbook*, and the college catalog.

II. Educator Preparation Program (EPP)

The governing body of the Educator Preparation Program (EPP) is the **Teacher Education Board**. The function of the Teacher Education Board is to foster and sustain quality professional education programs at McPherson College by maintaining curricular accountability and by ensuring admission quality to the program in a manner that is congruent with the respective by-laws and accrediting bodies.

See Appendix A for a copy of the by-laws.

III. Department of Curriculum and Instruction

The faculty and staff in the Department of Curriculum and Instruction perform the administrative and implementation functions of the Teacher Education Program. These functions include administering the policies, procedures, and regulations necessary to ensure that standards are met. The Chair of the Department of Curriculum and Instruction is the Unit Head. The departmental faculty share various duties. Assignments of these duties are made by the Unit Head in consultation with the Provost and Dean of Faculty.

Departmental faculty duties include, but not limited to:

- Supportive and leadership roles within the Kansas Independent Colleges Association (KICA) (fka: ACCK). This includes serving on the standing committees of Secondary Education and Special Education, as well as any ad hoc committee deemed necessary.
- Voting member of the McPherson College Education Policies Committee and Instructional Resource Committee.

Departmental faculty are evaluated by the procedures outlined in the *Faculty Handbook*.

IV. Duties and Responsibilities

A. Unit Head

As Chair of the Teacher Education Program, the Unit Head is charged with fulfilling all requirements necessary to ensure that the bylaws of the board are followed. The Unit Head has ultimate responsibility of carrying out the procedures necessary to meet licensing, program

review, and accreditation regulations. This position has been assigned three hours of faculty credit load and receives additional compensation equivalent to one month's salary. Duties include, but are not limited to:

- Chair of Teacher Education Board;
- Assigns student teacher supervisors;
- Assists Director of Field Experience in placement decisions;
- Prepares departmental reports;
- Oversees assessment plan and data gathering;
- Oversees curriculum delivery;
- Oversees development of all handbooks;
- Prepares state and federal reports related to Teacher Education Program;
- Performs duties related to the Kansas Department of Education.

B. Director of the M.Ed. Program

The Director of the M.Ed. program is charged with fulfilling all requirements necessary to ensure that the bylaws of the Teacher Education Board are followed. The Director has ultimate responsibility of carrying out the procedures necessary to meet licensing, program review, and accreditation regulations at the advanced level. Duties include, but are not limited to:

- Recruits and Assigns Faculty to Teach in the Program;
- Works with the CAO to Evaluate Faculty and Staff in the Program;
- Oversees assessment plan and data gathering;
- Oversees curriculum delivery;
- Oversees development of all handbooks;
- Oversees the preparation state and federal reports related to the Master of Education Program;

C. Licensure Officer

The Licensure Officer of the Teacher Education Program is designated as the official person responsible for verification of program completion. S/he has been given that authority by McPherson College and Kansas State Department of Education. The Licensure Officer is the contact person for Kansas State Department of Education when questions and changes occur pertaining to licensure regulations. This position receives additional compensation equivalent to one month's salary. Duties include, but are not limited to:

- Verifies all graduates of McPherson College requesting initial licensure;
- Verifies returning candidates requesting second-field endorsement;
- Verifies those who come to McPherson College to receive Special Education endorsement through the Associated Colleges of Central Kansas;
- Oversees licensure process, including collecting finished forms and checking candidate record to ensure program requirements are met;
- Directs the preparation and completion of deficiency plans, including analyzing transcripts and tracking candidate progress for candidate requesting provisional endorsements;

- Completes appropriate forms and communicates with other states, in order for candidates to secure out-of-state licensure;
- Attends state and/or national meetings related to licensure.

D. Student Teaching Supervisor

McPherson College's Teacher Education Program views student teacher supervision as a vital part of teacher preparation. Because student teaching is an integral part of the curriculum and supervision is likened to professorial duties, student teacher supervisors are allocated two-credit load for three student teachers or .67 per student teacher. Presently, student teacher supervisors are faculty in the Department of Curriculum and Instruction. The increase in numbers of student teachers may require securing adjunct supervisors. Duties include, but are not limited to:

- Observes student teachers for the number of times outlined in the Student Teacher Handbook;
- Completes all appropriate paperwork related to student teacher supervision, as outlined in the Student Teacher Handbook;
- Completes assessment of the cooperating teacher.

V. Teacher Education Program Procedures

A. Curricular Procedures

Appendix B is a flow chart depicting the path necessary to make changes in curriculum. All general education changes and changes of any licensure program must include approval of the Teacher Education Board.

B. Budget Procedures

Appendix C is a flow chart depicting the path necessary to establish and modify the unit and departmental budgets.

C. Assessment and Evaluation Procedures

The Teacher Education Board at McPherson College is committed to planning curriculum and developing procedures to take advantage of candidates' strengths and to meet candidates' needs by gathering the information needed for planning through the process of continual assessment. Of utmost importance is using assessment to inform instruction. Effective assessment takes place most often in the midst of instruction. Inevitably, there are times when the assessment (gathering the data) must move to evaluation (making decisions based on the data). Even though quite often those two acts are done simultaneously, it is important to try to place key benchmarks for candidates in the program.

There are several ways to collect and record assessment data. In practice, the Teacher Education Program does not approach these as discrete methods; several will be employed simultaneously. Both internal and external sources will be used to provide data on the teacher education candidates.

There are formal evaluations at key points in the programs. Informal evaluations occur at any time during the program.

The entire assessment system is designed to:

- Align with state and national standards (CAEP, KSDE, INTASC, SPA standards, etc.);
- Provide evidence that candidates are meeting the goals and objectives of the Conceptual Frameworks and standards;
- Monitor candidate performance as individuals and cohort groups;
- Provide data which drive instruction and assist in making unit decisions.

See Appendices D and E for charts depicting assessment systems for the undergraduate and graduate programs, respectively.

Along with assessing candidates, it is important to assess and evaluate McPherson College's Teacher Education Program. The comprehensive assessments are located in the Annual Teacher Education Board Report.

D. Conflict of Interest Policy

McPherson College's Teacher Education Program strives to uphold high standards and provide consistency of fairness in assessment and evaluation. To assure a level of interrater reliability and accountability, efforts will be made to remove possible conflicts of interest among candidates and Teacher Education Board members. For example:

Whenever possible a candidate's advisor will not serve on a program interview team.

Teacher Education Board members will recuse themselves from decision-making situations when a significant relationship exists between the candidate under consideration and the Board Member.

If a question is raised about the appropriateness of a Board Member's participation, resolution will be determined by a majority vote of the Teacher Education Board.

VI. Undergraduate Candidate Policies and Procedures

A. Assessment of General Knowledge

Candidates must demonstrate an acceptable minimum level of general knowledge for admittance to the Teacher Education Program. This general knowledge is assessed by earning a C or higher in English Composition I, English Composition II, and a college-level math course.

B. Admittance to the Teacher Education Program

The department will be conducting meetings at the beginning of fall/spring semesters for individuals who are planning to apply to the Teacher Education Program. The meeting will explain the process and expectations of the application process in detail. Initiation of the application process is the candidate's responsibility. This is typically completed during the course, CI 150 Introduction to Education. Transfer students need to apply their first semester at

McPherson College. The application process is done once in the fall semester and once in the spring semester. Notices are announced in all-college communications. E-mails are sent to all candidates notifying them of the time for beginning the application process. The application deadline is October 15 in the fall semester and March 15 in the spring semester. If that date falls on a day in which the College is not in session, the application will be due on the first day back or on another date communicated by the Teacher Education Program.

Late applications will be considered only upon appeal to the Teacher Education Board. This appeal will require both a written explanation of why the application was late and attendance at the Teacher Education Board meeting. The factors contributing to the application's tardiness will be considered by the TEB. Candidates who miss the deadline should, however, plan on applying the next semester. This could delay student teaching and graduation by a semester.

1. Application:

Submission of the application is the first formal evaluation of candidates who are planning to pursue a career in teaching. It is not merely a paper-gathering exercise, but is the first of many assessment and evaluation procedures the candidate will experience. Throughout the TEP candidates will be assessed according to recommendations from others, and according to how they present themselves on paper, in the classroom, and to the community at large. The application packet contains the following:

- Application
- Candidate questionnaire
- Self-Evaluation of Candidate Professional Disposition form
- Character reference form (i.e. coach, friend, professor – someone who will write nice comments about you)
- Content area recommendation form (professor in your major field of study)
- Two faculty recommendation forms (any professors you have had for a class who will write nice comments about you)

Application materials are accessed through the Teacher Education Candidates page in “My Groups” on Bulldog Connect. Instructions for accessing this page and the forms can be obtained from the Department of Curriculum and Instruction. Notices will be posted on campus to alert candidates to the process. An informational meeting is held at the beginning of each semester.

Incomplete applications may not be considered. It is ultimately the candidate's responsibility to ensure that materials have been given to all required parties in enough time for completed materials to be returned to the TEP. All forms completed by others are due no later than one week after the deadline.

2. Criteria:

Admittance to the TEP is based on the following criteria:

- A minimum cumulative GPA of 2.5 (defined as all college work)
- Achievement of the following:
- Writing competency based on the following:

- The recommendation from a major professor and two other faculty required for admittance into the program
- When one or more of these assessments indicate that a candidate's writing is inadequate for acceptance into the program, the candidate will be referred to the English Department.
- Minimum grade of C in G-EN 110 (Rhetoric I)
- Minimum grade of C in G-EN 111 (Rhetoric II)
- Minimum grade of C in a college-level math class. This class could be either the general education math requirement.
- Minimum grade of C in G-CI150 (Introduction to Education).
- Assuming positive recommendations and interview, candidates applying to the program who are currently enrolled in G-EN 110, G-EN 111, a college math course, and/or G-CI 150 will be given restricted admittance until the course(s) have been completed. Full admittance will be automatically given if grades of "C" or higher are earned. Candidates will be denied and must reapply if the grade(s) are lower than a "C."
- **McPherson College Freshmen** must complete an entire semester prior to applying to TEP.
- **McPherson College transfer students** are encouraged to complete the TEP application process and meet program criteria as soon as possible. However, full admittance to the program will not be granted until the transfer student has completed one satisfactory semester, defined as 2.5 residential GPA at McPherson College.

3. Admittance:

Admittance to the TEP is at the discretion of the Teacher Education Board (TEB), which meets to review candidate's records and applications before making the decision to accept or deny admittance. Candidates who show weaknesses in particular areas may be required to show further evidence, repeat courses, do remedial work, or in some other way indicate that the weaknesses have been eliminated prior to full admittance to the program.

The TEB will make one of the following determinations:

- Full admittance
- Restricted admittance
- Denied admittance

If a candidate does not completely meet the requirements for admittance, the TEB may grant Restricted Admittance. This status would allow the candidate to proceed in the program, however, full admittance status must be achieved before a candidate will be allowed to student teach. If a candidate does not agree with the decision rendered by the TEB, s/he can appeal the decision according to the process outlined in the Bylaws of the TEB.

4. Transfer Students:

Transfer students must complete one satisfactory semester, defined as at least a 2.5 residential GPA at McPherson College, complete the application process, and meet program criteria before full admittance can be granted.

5. Returning Students:

Candidates with a time lapse in continuous college enrollment of two or more years between admission to the Teacher Education Program and application for student teaching will need to reapply for admittance to the Teacher Education Program. Admittance will be at the discretion of the Teacher Education Board.

6. Previously Degreed and Licensed Candidates:

McPherson College will accept people who have received their initial Licensure from an accredited institution. In order to be accepted into the TEP and subsequently to student teach (if necessary), such persons must meet with a Department of Curriculum and Instruction advisor and fulfill the requirements of their endorsement area.

7. Previously Degreed and Non-licensed Candidates:

Requirements are the same as for non-degreed candidates

C. Admittance to Student Teaching

When candidates have successfully completed all coursework, including sequential practica and have obtained full admittance to the TEP, they are ready to apply to do their student teaching. The department will be conducting mandatory meetings at the beginning of fall/spring semesters for individuals who plan to apply for admittance to student teaching. The meeting will explain the process and expectations of the application process in detail. The application for student teaching is the candidate's responsibility.

The application deadline is September 15 in the fall semester and February 15 in the spring semester. If that date falls on a day in which the College is not in session, the application will be due on the first day back or on another date communicated by the Teacher Education Program.

Late applications will be considered only upon appeal to the Teacher Education Board. This appeal will require both a written explanation of why the application was late and attendance at the TEB meeting. The factors contributing to the application's tardiness will be considered by the TEB. Candidates who miss the deadline should, however, plan on applying the next semester. Failure to meet the deadline may delay student teaching and, in some cases, graduation by a semester.

1. The application packet contains the following:

- Application
- Candidate questionnaire
- Self-Evaluation of Candidate Professional Disposition form
- Content area recommendation form (professor in your major field of study)
- Language Intensive recommendation (professor of language intensive course)

- Two Professional recommendation forms (i.e. cooperating teachers, professors, employers)

Application materials are accessed through the Teacher Education Candidates page in “My Groups” on Bulldog Connect. Instructions for accessing this page and the forms can be obtained from the Department of Curriculum and Instruction. Notices will be posted on campus to alert candidates to the process.

Incomplete applications may not be considered. It is ultimately the candidate’s responsibility to ensure that materials have been given to all required parties in enough time for completed materials to be returned to the TEP. All forms completed by others are due no later than one week after the deadline.

2. Criteria:

To be considered for student teaching, candidates must meet the following conditions:

- Cumulative GPA of 2.5 for all college work
- A grade of “C” or better in the core methods courses in your licensure area:

Elementary Education	Secondary Education	Music Education	Physical Education
EE 230	CI/AR 401	CI 451	CI/PE 426
EE 306	CI/ED 450	CI 453	CI/PE 410
EE 307	CI/ED 406	CI 454	EE/PE 305
EE 309	CI/ED 407		
EE 303	CI/ED 440		
EE 444	CI/ED 416		
	CI/ED 415		

- Successful completion of junior practicum. “Successful completion” is defined as submission of all reflective journals, all required lesson plans, all required self-evaluations, and a cooperating teacher evaluation score at developing level or above
- Satisfactory completion of student teaching packet materials
- Participation in the Student Teacher Interview with members of the Teacher Education Board
- Submission of Professional Portfolio for review by the Teacher Education Board

3. Admittance:

Approval for student teaching is at the discretion of the Teacher Education Board (TEB) which meets to review candidates’ records and make admittance decisions. The TEB will review all materials and consider the interview before making its decision to accept or deny a candidate for student teaching. Any candidate who shows a weakness in a particular area may be required to present further evidence, repeat courses, do remedial work, or otherwise indicate to the Board that the weakness has been eliminated. If a candidate does not agree with the decision rendered by the TEB, s/he can appeal the decision according to the process outlined in the Bylaws of the TEB.

4. Assessment:

The next step in the TEP is that of the student teaching experience, which is scheduled for a full semester. Procedures and forms for this experience are found in the Student Teacher Handbook. At the end of the student teaching semester two important evaluative procedures take place:

- a three-way conference in which the candidate, the cooperating teacher, and the college supervisor meet to review the candidate's experience; and
- the Curriculum and Instruction Department faculty meet to review the candidate's work and evaluations, and to determine the candidate's grade for student teaching. The grade is ultimately given by the college supervisor for the student teacher.

D. Junior Practicum Prerequisite

Before a candidate can enroll in the junior level practicum, s/he must have gone through the admittance to the program process and have received a grade of “C” or higher in CI 220.

E. Service Component

The Teacher Education Advisory Board has defined a **service-oriented educator** as a teacher who goes beyond the requirements of the job by seeking ways to improve the educational experience of each candidate. Such a teacher will seek opportunities for collaboration with colleagues, with students, and with the community. A service-oriented teacher will actively pursue knowledge of the content area, of effective teaching practices, and of the physical and psychological development of the child. A service-oriented teacher will continually reflect upon interactions with children in order to help each child increase her or his learning and grow mentally, morally, and socially.

Candidates completing McPherson College’s Undergraduate Teacher Education Program must contribute to the profession by documenting significant service activities.

- **Significant:** The department quantifies significant through hours of service. During the candidate’s college career s/he must complete and document 100 hours of service (25 per year). Transfer students must complete and document 50 hours (25 per year).
- **Documentation:** Candidates are responsible for documentation. Faculty in the C&I Department or the faculty members of the TEB will review this documentation. All documentation must be placed in candidate’s developmental portfolio.
- **Activities:** The following is a list of possible service-oriented activities. The intent of this list is not to limit the future educator but rather to guide candidates as they develop their own sense of service.
 - Membership in KNEA and attendance at meetings
 - Tutoring
 - Faith-based Instruction
 - Service at Shelters
 - Library Volunteer
 - Humane Society Volunteer
 - Meals on Wheels Volunteer
 - Blood Donor
 - Red Cross Volunteer
 - Food Pantry Volunteer
 - YMCA work
 - Camp Counselor
- **Other activities** - may be approved by C&I faculty or faculty members of the Undergraduate Council.

F. Field Experience Procedures

1. Diversity Commitment

McPherson College makes every effort to place candidates in a diverse setting whenever possible. Because our immediate geographical location is not of diverse nature, the following policy has been adopted by the Teacher Education Board:

The Teacher Education Program at McPherson College is committed to training teachers to meet the needs of a diverse society. One way to demonstrate that commitment is to ensure that every candidate has at least one experience in a diverse school community.

For most candidates, that requirement will be fulfilled in CI 251 Introduction to Education Practicum. This practicum is completed in the Wichita School System during Interterm or during the optional trip to Chicago. However, if circumstances do not allow that Wichita serve as the site, CI 251 can be completed in a setting other than Wichita. However, the setting must be in an ethnically diverse environment as determined by the course professor.

Transfer students and candidates with extenuating circumstances which prevent them from attending the Interterm practicum can fulfill the requirement in an alternative manner. If a candidate receives transfer credit for an initial practicum and can provide proof that it was in a diverse setting, the requirement will be met. If a candidate receives transfer credit for an initial practicum in a setting that is not diverse, then that candidate will be required to complete either the junior-level practicum or student teaching in a diverse community.

The Chair of Curriculum & Instruction or the course professor must approve any alternative method of meeting the requirement.

G. Cooperating Teacher Requirements

A strength of McPherson College's Teacher Education Program is the quality of cooperating teachers available for mentoring teacher education candidates. These cooperating teachers work with the candidates in a variety of ways, both formal and informal. When choosing cooperating teachers, various factors must be considered. The following is a list of possible considerations:

- Experience of at least two years
- Recommendation from administrator
- Good rapport with students and colleagues
- Good reports from parents
- Positive feedback from previous TEP candidates
- Evaluations consistently indicate successful use of a variety of teaching strategies
- A commitment to service

In order to ensure that the above criteria are communicated, the Chair of Curriculum and Instruction will make sure that the criteria are distributed to the appropriate district administrators.

H. Practica Placement Procedures

Practica placement is done with consideration of the candidate's schedule, as well as strengths and/or weaknesses of the candidate. Because of the long-time relationship with the surrounding school districts, placements are made based on departmental knowledge. At times, the course professor and/or the Department Chair will consult with the school administrator. Candidates are not to secure their own placements. For those seeking a k-6 endorsement, the junior practicum placement will be made opposite of the student teaching placement. For example, if a candidate prefers student teaching in first grade, the junior practicum will be at 4th or 5th grade.

I. Student Teacher Placement Procedures

At the conclusion of the student teaching interview, candidates are given a form that allows them to list student teaching preferences. However, candidates are also informed. . .

- Preferences are not necessarily honored.
- Locations of previous placements will be considered, in order to ensure incremental and sequential experiences in diverse settings.

The course professor makes contact with appropriate K-12 school setting. Communication proceeds until placement is finalized.

Placement of Elementary Education student teachers is done with consideration of past experiences. Because the endorsement level is (K-6), it is important that candidates have experiences at the primary and the intermediate level. When possible, student teaching placement is done at a two grade level differential from EE 375.

Candidates request for placement in another state or outside a reasonable supervisory zone, other than the Chicago Center, will be considered.

To student teach outside of the typical 60-mile radius from McPherson, candidates must make formal application to the Teacher Education Board. Their completed application must include the following elements:

- 1) Write a formal request for an exception to the rule with rationale
- 2) Evidence of passing scores on all required PRAXIS II examinations (Principles of Learning and Teaching (PLT) and content-area exam(s))
- 3) Reference letter from major professor supporting the request; this letter must reflect **distinguished** dispositions
- 4) GPA of 3.5 in the major or over the last four semesters
- 5) Grade of A in all junior practica and a statement of support from both a junior practicum cooperating teacher and a junior practicum professor

Additionally, the candidate must:

- be willing to assume all monetary responsibilities to pay on-site supervisor.
- meet with professor of CI476 and make arrangements for meeting the requirements of the seminar.

Upon receipt of all required application elements, the TEB will discuss the strengths and weaknesses of the candidate and of the application to determine if a high probability exists that the candidate would be successful with minimal supervision from McPherson College personnel.

Placement is contingent on the TEP finding a qualified supervisor who is available and willing to participate.

In extraordinary circumstances, the candidate may request a waiver of the GPA and/or junior practicum requirements. In doing so, the candidate must explain what circumstances out of her or his control led to those elements not being met. Additionally, the candidate must explain how s/he has demonstrated those proficiencies in other ways (for example, PRAXIS II results that attain “Standard of Excellence” may show knowledge in a way not reflected by the candidate’s GPA).

J. Chicago Center for Urban Life and Culture

The Teacher Education Program at McPherson College supports candidates who want to have an urban student teaching experience. One way that can occur is through our affiliation with the Chicago Center for Urban Life and Culture. Student teaching in Chicago takes place during the fall or spring semester and includes a weekly Student Teaching Seminar, which covers topics related to urban teaching and requirements of McPherson College.

The Chicago Center offers the unique opportunity to work in a successful school, teaching children and adolescents of diverse ethnic and economic backgrounds. This opportunity provides choices and challenges beyond the campus experience and will strengthen skills and abilities while allowing the student teacher to become adept at living as an urban resident.

A team of mentors and supervisors helps the student teacher meet her/his goals and process the experiences. Student teaching through the Chicago Center is comprised of student teaching and participation in a special student teaching seminar. The experience is designed around candidate interests and requirements.

Teaching sites are chosen in compliance with the standards for student teaching at McPherson College. As an enrollee, the candidate is interviewed during the term preceding student teaching at two to three placement sites. With the input of Center staff and the campus advisor, the candidate selects the site best suited to his/her needs

K. Developmental Portfolio

The Teacher Education Program at McPherson College uses a developmental portfolio system to assess and evaluate Candidates’ progress through the program. In order to make informed program decisions, elements of this portfolio are used for assessment and evaluation.

- The portfolio is divided to specifically address the goals, objectives, and dispositions of the conceptual framework. Basic instructions for setting up the online portfolio are provided in CI232 Educational Technology
- It is the candidate’s responsibility to assemble the portfolio appropriately.

- Portfolio content is reviewed each semester after application by an advisor, during junior-level practicum seminar, at the time of application to student teach, and during the professional seminar during student teaching.
- Portfolios become the property of the Teacher Education Program when the candidate leaves McPherson College or is no longer a teacher education candidate.

L. Student Honors

1. Model Educator

a) Criteria:

A candidate for McPherson College's Model Educator should be an exceptionally dedicated, knowledgeable, and skilled teacher. The Model Educator exemplifies a service-oriented educator.

A Model Educator should:

- inspire students of all backgrounds and abilities to learn
- have the respect and admiration of fellow candidates, professors and K-12 educators
- play an active and useful role in the college community
- be poised, articulate, and possess the energy to withstand a taxing schedule.

Individuals selected for this award should exhibit some combination of the characteristics outlined in the following areas:

- **Knowledge of Subject Matter and Knowledge of Pedagogy**

Evidence of mastery of the subject matter in courses taught. The teacher candidate has the ability to organize, emphasize and clarify ideas, and communicate knowledge beyond the mere exchange of information. The candidate blends new ideas, research and developments into instruction both within and outside the classroom.

- **Application of Subject Matter and Application of Pedagogy**

Evidence that the candidate has developed effective skills in managing the art and science of teaching. The candidate is enthusiastic, well-prepared for class, presents material in an effective manner, can assess learning in a manner that impacts teaching, and has the ability to encourage and motivate learning in students. The candidate is open to new techniques and approaches to stimulate intellectual growth and to generate active student participation.

- **Positive Image Toward the Profession**

Evidence of sensitivity and values related to community and cultural norms. Communicates in an effective and informed manner.

b) Selection Procedures:

- Department Faculty will choose no more than two candidates representing each of the levels of endorsement.
- Those choices are taken to the Teacher Education Board for final approval.

2. Teachers of Promise

The Teachers of Promise award are given in conjunction with the Kansas State Department of Education's Teacher of the Year Award. Recipients of the Teachers of Promise

participate in the activities on the day that the Kansas Teacher of the Year is named. The recipients of this award do not have to be seniors.

a) Criteria:

The same criterion for this award is the same as that of the Model Educator.

b) Selection:

The faculty of the Department of Curriculum and Instruction selects the recipients.

VII.M.Ed. Candidate Policies and Procedures

A. Admittance to McPherson College as Graduate Student

To gain full admission to the McPherson College as a Graduate Student, candidates must have an earned baccalaureate degree with an earned grade point average of 3.0 or higher. Applicants who do not meet the minimum grade point requirement can be admitted on a provisional basis. **NOTE:** Candidates who receive provisional admittance as a Graduate student must achieve at least a 3.0 grade point average during their first semester of coursework in order to remain in the M.Ed. program.

B. Admittance to the M.Ed. Program

To gain admission to the M.Ed. program, the candidate must first be accepted to McPherson College.

1. Application:

Candidates who desire admittance to the M.Ed. program can begin the process by completing the application requirements found on the college website. The application packet contains the following:

- A written statement of professional objectives
- Two (2) letters of recommendation.
- Original transcripts from bachelors degree program as well as any graduate transcripts.
- Current teaching license is preferred

Once these materials are received candidates' applications will be sent to the Admissions Committee for review.

Applications will be accepted at any time. Candidates need to be accepted into the TEP prior to starting the practicum course. The suggested deadline for fall admittance is July 1 of that year. The suggested deadline for spring admittance is December 15.

The Graduate Admissions Committee, a subcommittee of the Teacher Education Board, will review application materials and make recommendation to the TEB regarding acceptance to the M.Ed. program.

2. Admittance:

Admittance to the Master of Education Program is at the discretion of the TEB, which meets to review candidates' records and applications before making the decision to accept or deny admittance.

The TEB will make one of the following determinations:

- Full Admittance to the M.Ed. program
- Provisional Admittance
- Denied admittance to the M.Ed. program

If a candidate does not agree with the decision rendered by the TEB, s/he can appeal the decision according to the process outlined in the bylaws of the TEB.

Candidates must be fully accepted to the college before they can be fully accepted to the M.Ed. Candidates **MUST** apply for admittance to the program prior to taking the practicum course.

If a candidate does not merit full admittance to the program, the TEB may grant Provisional Admittance. For these candidates, a remediation plan will be devised.

C. Returning Students

Candidates who do not enroll in courses for two or more years will need to reapply for admittance. Re-admittance requirements will be mutually agreed upon by the candidate and Admissions Committee. Re-admittance will be at the discretion of the TEB.

D. Full-time / Part-time

Candidates are strongly encouraged to follow the suggested schedule of courses by maintaining full enrollment each semester.

E. Time Limit

The program is designed for completion in as little as two academic years. M.Ed. candidates should complete the program within four academic years. If a M.Ed. candidate is unable to complete the program in four years, an extension must be approved by the TEB. Requests for extension may be sought through the Director, the candidate's advisor, or a faculty member.

F. Continuous enrollment/Leave of Absence

After starting the M.Ed. program, the candidate must maintain continuous enrollment until completed or dropping out.

G. Graduate Student Assistants

As funding allows, Graduate Assistantships may be made available to candidates in the program or seeking to enter the program.

Criteria – Apart from the regular program requirements, Graduate Assistants will be selected and evaluated based on the service they can provide to McPherson College.

Responsibilities – GA Responsibilities will be determined by the CAO.

H. Graduate work by undergraduates

With approval from the Director and the faculty member teaching the course, McPherson College undergraduate candidates may take selected courses in the M.Ed. program. They may not, however, be enrolled in the program.

I. Transfer of courses

Because of the nature of the program we do not recommend transferring courses for credit. Candidates who choose to seek transfer credits should send an email to the Director indicating the course credits desired and the reasons for seeking the waiver.

J. Grading policies

1. Grades

Grading policies are clearly written into the syllabus and provided to the candidates.

2. Incompletes

When coursework cannot be completed due to unforeseen and unavoidable circumstances the instructor, in consultation with the M.Ed. Director, can award a grade of Incomplete. When a grade of Incomplete is awarded, the faculty member must submit to the registrar the grade that will be awarded when the candidate completes the assigned work. All “I” grades must be resolved before the candidate can graduate.

3. Retakings

Candidates who receive a grade of D or F in a class must retake the class.

K. Projects

1. Overview:

This program incorporates the concept of action research. In an action research model, candidates engage complex, challenging research questions and collaboratively work toward their resolution. Action research is about candidates connecting disciplinary knowledge to real-world questions—the motivation to answer the questions becomes the motivation to learn. Over the course of the program candidates will identify research questions that affects education, research them, develop solutions to the questions and then enact the solutions. Faculty and advisors will assist the candidates through all phases of the process.

2. Project Proposal:

Approximately half way through the core courses the candidates will submit a formal proposal to the Director. A successful proposal will contain the following elements.

- A clear and detailed description of the research questions and the context in which the questions are found

- Evidence of thorough research that incorporates both broad academic knowledge and in-depth local data
- Clarity, and organization
- IRB review, if required

3. Project Presentation:

In order to graduate, the candidate must make a formal presentation of the action research project to an appropriate audience. The project will be evaluated in terms of its authenticity, the depth of the research involved in the study of the problem, the viability of the solution, and the organization and polish of the presentation itself. The presentation will be evaluated by the project committee.

VIII. Teacher Education Advisory Board

The McPherson College Teacher Education Advisory Board was established in the Spring of 1999 to provide a broader based input in guiding the Teacher Education Board.

The Advisory Board was instrumental in developing the mission and conceptual framework for the Teacher Education Program.

With the addition of the Master's Program the title has changed to the Education Undergraduate Advisory Board.

See Appendix F for Education Undergraduate Advisory Board Charter.

IX. Changes in Policies and Procedures

This Policies and Procedures Manual is written to clarify the functions of the Teacher Education Program at McPherson College. As the governing body of The Teacher Education Program, The Teacher Education Board can make changes, additions, and/or corrections to the policies by majority vote.

Any member of the Board can submit items for changes. Items are placed on the agenda by request made to the Chair.

Changes in procedures that affect daily operations may be enacted by the department. The TEB will be informed of all changes.

All policy and procedure changes will be recorded in the Policies and Procedures Manual, posted to inform candidates, disseminated to faculty members through division representatives to all divisions, and, as appropriate, included in the Advisor Advisee Handbook.

Appendix A - Teacher Education Board Bylaws

I. Name

Teacher Education Board

II. Purpose of Teacher Education Board

To foster and sustain a quality professional education program at McPherson College by maintaining curricular accountability and by ensuring admission of quality to the program; in turn, to contribute to quality in the educational profession at large.

III. Composition and Terms of TEB Membership and Criteria for Selection

A. Voting members shall include:

1. Department Chair, also serving as Unit Head.
2. Faculty who teach half time or more in the Department of Curriculum and Instruction undergraduate courses.
3. One representative from each Division of the College, including a representative of Social Science in addition to Department of Curriculum & Instruction faculty
4. Two candidates representing the McPherson College student body. One candidate will be seeking endorsement in elementary education. One candidate will be seeking endorsement in secondary education or at the K-12 level.
5. One representative from area public schools, representing K-12 constituents
6. The College Registrar, as the officer who finalizes graduation clearance and who serves on Educational Policies Committee

B. Ex-officio members may include all part-time faculty of the Department of Curriculum & Instruction

C. Faculty representatives 1 & 2 are expected to:

Demonstrate an active interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; have a pattern of responsible Undergraduate Council involvement.

D. Representative from each Division 3 are expected to:

The representatives from each division will report to their respective divisions immediately after each Teacher Education Board meeting. This report will include all business and discussion items, excluding items in executive session. In turn, the representatives will report to Teacher Education Board any relevant discussion or decisions from division meetings.

E. The Candidate representatives **4** are expected to:

Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; demonstrate to the Department of Curriculum & Instruction a reputation of perception and maturity that will ensure fairness and confidentiality in sensitive matters; be of good academic standing at McPherson College.

F. The Public School representative **5** is expected to:

Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in the procedures, curriculum, and instructional development associated with K-12 schools; have past or present experience of working with the Teacher Education Program of McPherson College.

G. Membership appointments on the Teacher Education Board are for one year. The TEB shall be reconstituted each year in August at the beginning of the academic year.

IV. Process for Selection of Membership

A. Members identified in Section III above as **A-1, 2** and **6** all serve by virtue of position.

B. Members **A-, 3, 4** and **5** are appointed by the President of the College upon recommendation of the Chief Academic Officer and the Chair of the Department of Curriculum & Instruction, who in turn shall have consulted with representatives of the respective constituencies as well as with fellow Department of Curriculum & Instruction faculty.

V. Teacher Education Board Officers or Leadership

A. The permanent Chair of the TEB shall be the Chair of the Department of Curriculum and Instruction and serve as the Unit Head. In the absence of the Chair at any meeting, an Acting Chair for the meeting shall be chosen from and by the members present.

B. The Administrative Assistant for the Department of Curriculum and Instruction shall serve as the Secretary for the Board. The Secretary shall keep minutes of all meetings and distribute them to members of the Board not later than the beginning of the next meeting.

VI. Meeting Procedures

A. An initial meeting shall be called by the Chair within the first two weeks of the fall semester. A regular meeting schedule shall be established at that meeting.

B. Meeting procedure shall be governed by Robert's Rules of Order unless expressly altered by majority vote of the Board. A quorum must be present before voting decisions can be made. A quorum is defined as a simple majority of members. All deliberations dealing with individual candidates, or with any matter of a personnel nature, including admission to the program and/or student teaching, shall be conducted in executive session.

C. In all decisional matters possible, consensus will be sought. However, after discussion, vote shall be shown in the record for all decisions.

D. All minutes of the Board other than those of executive sessions shall be available to each faculty member who serves as an advisor to a candidate in the Teacher Education Program upon request.

VII. Teacher Education Board Charge - Responsibilities & Accountabilities

A. To consider any proposed policy for the Department of Curriculum & Instruction or the Teacher Education Program. No Departmental or Program policy will be considered effective until approved by the Board. Policy changes may be proposed by the Department or by any Board member as a representative of his/her particular constituency.

B. To consider for approval any change in a course or in curricular structure at McPherson College which holds potential to affect compliance with accreditation standards for any program in Teacher Education. Proposals may come directly from departments or instructors, or they may be referred from Educational Policies Committee when screening by that committee raises question about the impact of a proposed change on Teacher Education.

C. To approve all applications to the Teacher Education Program. (See the "Admissions and Procedures in Teacher Education" section of the *McPherson College Teacher Education Advisor/Advisee Handbook*.)

D. To screen all candidates for student teaching and to approve all qualified applicants prior to their placement in a K-12 school assignment. (See the "Admissions and Procedures in Teacher Education" section of the *McPherson College Teacher Education Advisor/Advisee Handbook*.)

E. To serve as the first step of an appeal process by which undergraduate candidates may seek review of any Department of Curriculum & Instruction decision or Teacher Education Board decision that affects the status or standing of the candidate. (See addendum to these bylaws for the procedure for this appeal process.)

VIII. Reporting Relationships

A. But for appeals which may arise under guidelines set out in section **VII-D** above, the Board shall be the source of final decision for matters set forth above in sections **VII-A** and **VII-C**.

B. Upon approval by Board, matters specified in section **VII-B** shall be referred by the Board to next appropriate body in the approval sequence. In the normal course of events, this will be the Division appropriate to the course or curricular change. Any time it is determined that there is a potential impact on compliance with Teacher Education Program accreditation standards by a course or curricular change, approval by the Teacher Education Board is a prerequisite to final consideration of the proposal by the Educational Policies Committee.

IX. Student Appeal Process

A. Purpose of Procedure

To provide a due process review and appeal mechanism for candidates who question any decision made with respect to their admission to, or satisfactory progress in, the Teacher Education Program at McPherson College.

B. Issues Subject to Appeal

1. Reasons (other than GPA or test scores) given for denial of admission to the Teacher Education Program at McPherson College.
2. Reasons (other than GPA or test scores) given for refusal to authorize placement in student teaching.
3. Suspension of the student teaching experience.

C. Steps in the Appeal Process

1. Within ten school days after notice of the adverse decision, candidate must request, in writing submitted to the Chair, a hearing with the Board (or rehearing if the decision appealed was previously made by this Board). The request shall contain the following information:
 - i. Student Name
 - ii. Precise statement of major, and of minors if any
 - iii. Any other pertinent personal demographic data
 - iv. The specific issue on which rehearing is requested, the reason for the request, and as much extended rationale as deemed necessary by the appealing candidate.
 - v. Included with the above rationale shall be evidence that the candidate has consulted with Department of Curriculum & Instruction faculty, major field advisor, and any other college official who has a role in the matter as an advisor or counselor to the candidate. To the extent possible, this information should be in the form of original documentation or correspondence. To the

extent that is not available, the appealing candidate should provide summaries of relevant conversations.

2. After the above information has been submitted, the Board shall meet with the candidate at a time mutually agreeable. The candidate may make a presentation to the Board, or the Board may question the candidate or initiate conversation with the candidate, as may be agreed at the time the meeting is scheduled. The Board may excuse the candidate to make its decision on the request for hearing/rehearing. The Board may defer its decision to a subsequent meeting if it elects to search out further information. The decision will be distributed to the candidate in writing (traditional and/or electronic).
3. If the decision of the Teacher Education Board is not acceptable to the candidate, s/he may appeal the decision to the Chief Academic Officer (CAO). Such appeal shall be in writing and shall be made within five school days of receipt of notice of the decision of the Board. The information stipulated in section A above shall be provided with the appeal. The CAO, at his/her option, may consult with the Educational Policies Committee in the course of reaching a decision.
4. If the decision of the CAO is not acceptable to the candidate, s/he may appeal to the President of the College, to be submitted in writing within five school days of receipt of notice of the CAO's decision. Included with the appeal shall be the same documentary information as set forth in section C above. The decision of the President will constitute final disposition of the appealed action.
5. In the event a candidate either fails to appeal any decision within prescribed time limits, or comes to the end of the appeal process with a decision that limits his/her continued participation in the program, that candidate's singular option for seeking continued status in the Program is to initiate a re-application.

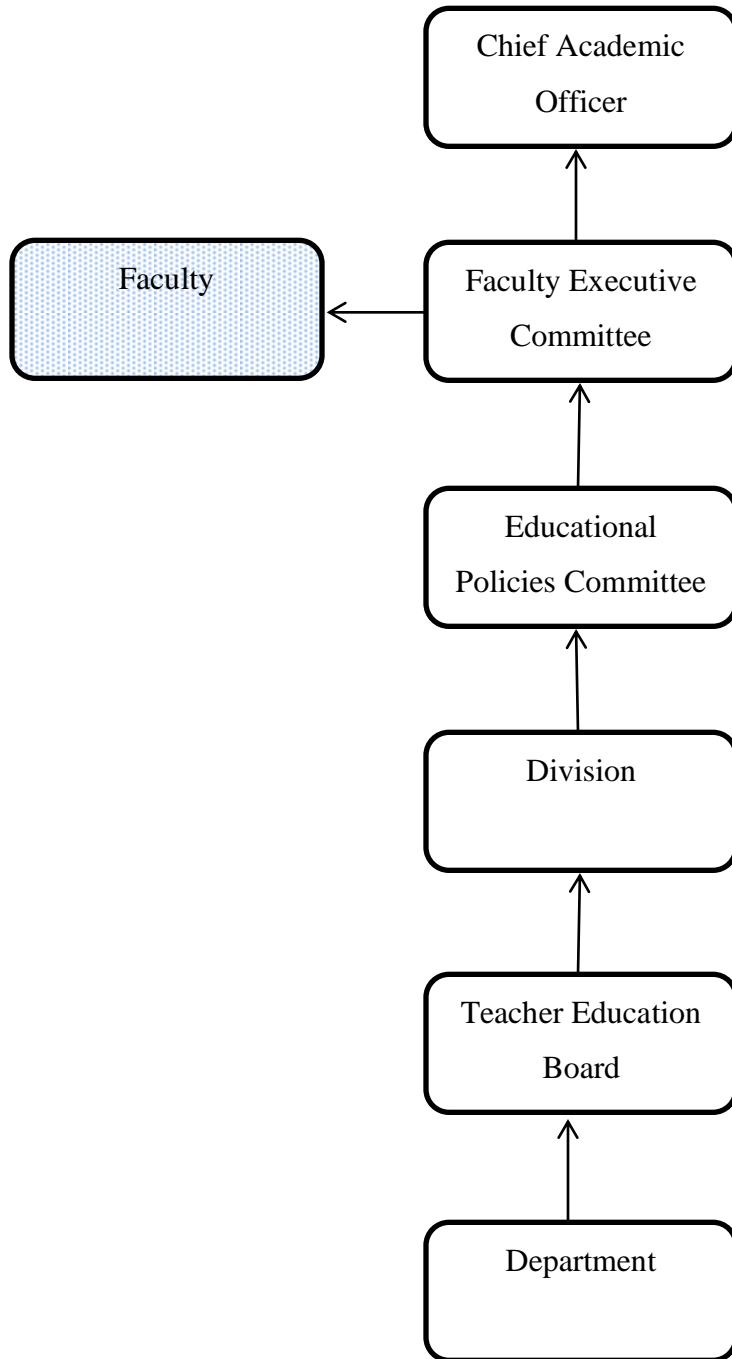
X. *Amendments; Caveats*

These Bylaws may be changed or amended through the following process:

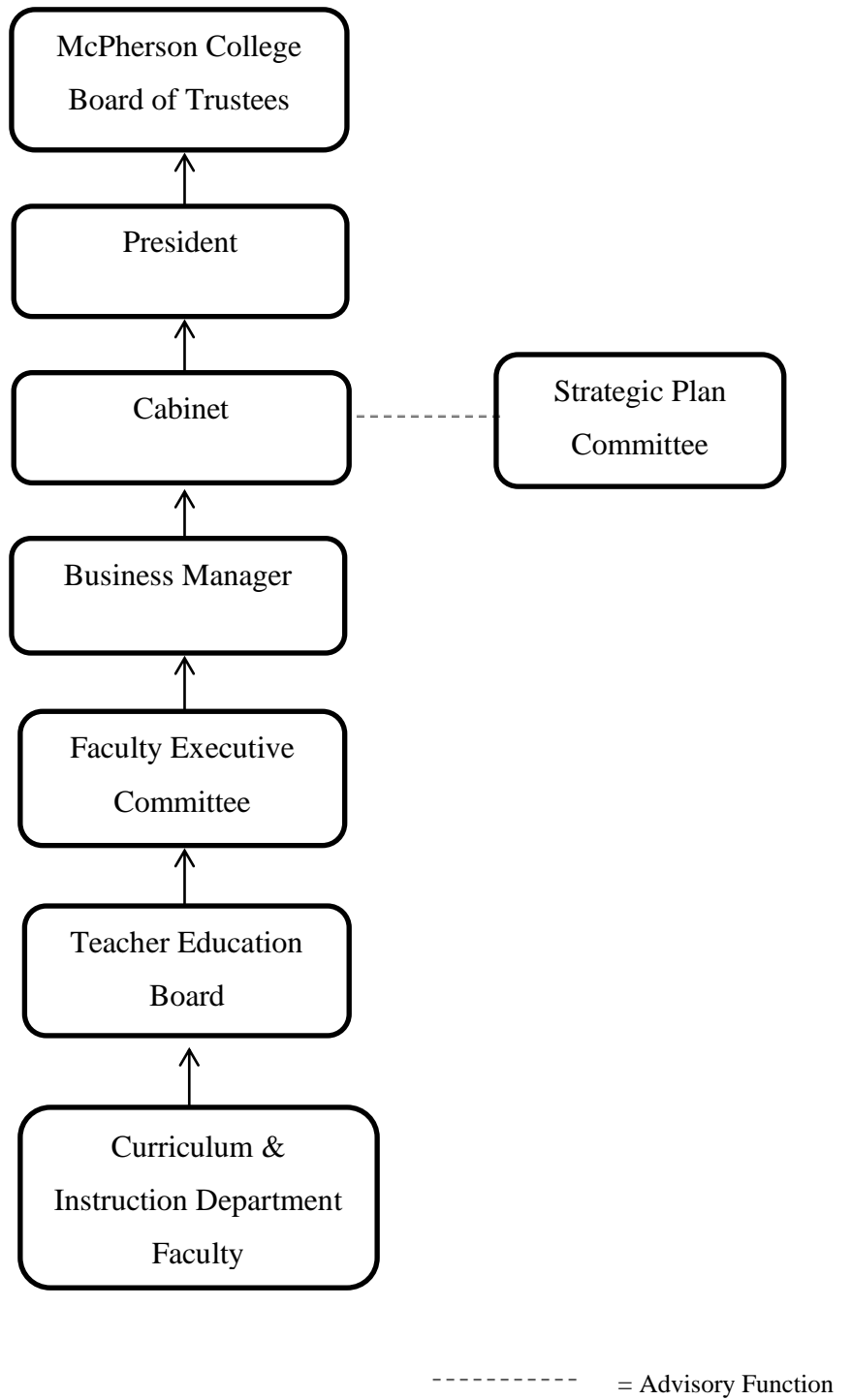
- A. The proposed amendment shall be brought to the Teacher Education Board for first reading, and may then be acted upon at any subsequent meeting provided the action item is announced in advance as an agenda item for that meeting.
- B. Once approved by the Teacher Education Board, amendments shall be forwarded to the Educational Policies Committee for final approval.

- C. Nothing in section VIII, or in this section, IX, shall be construed as impairing the prerogative of College Administration to exercise final approval of policies or decisions as may be set forth elsewhere in college policy.

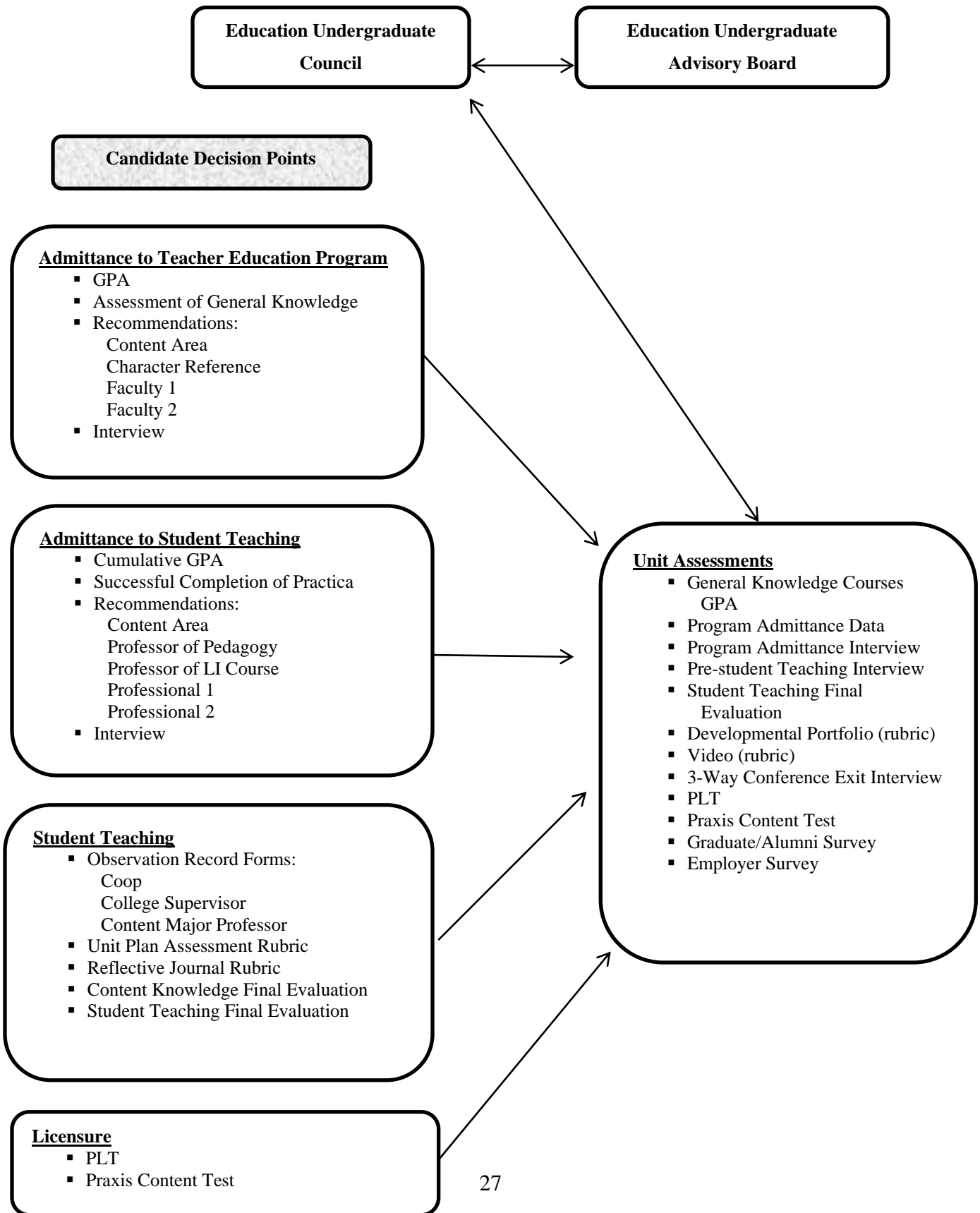
Appendix B - Curricular Approval Flow Chart



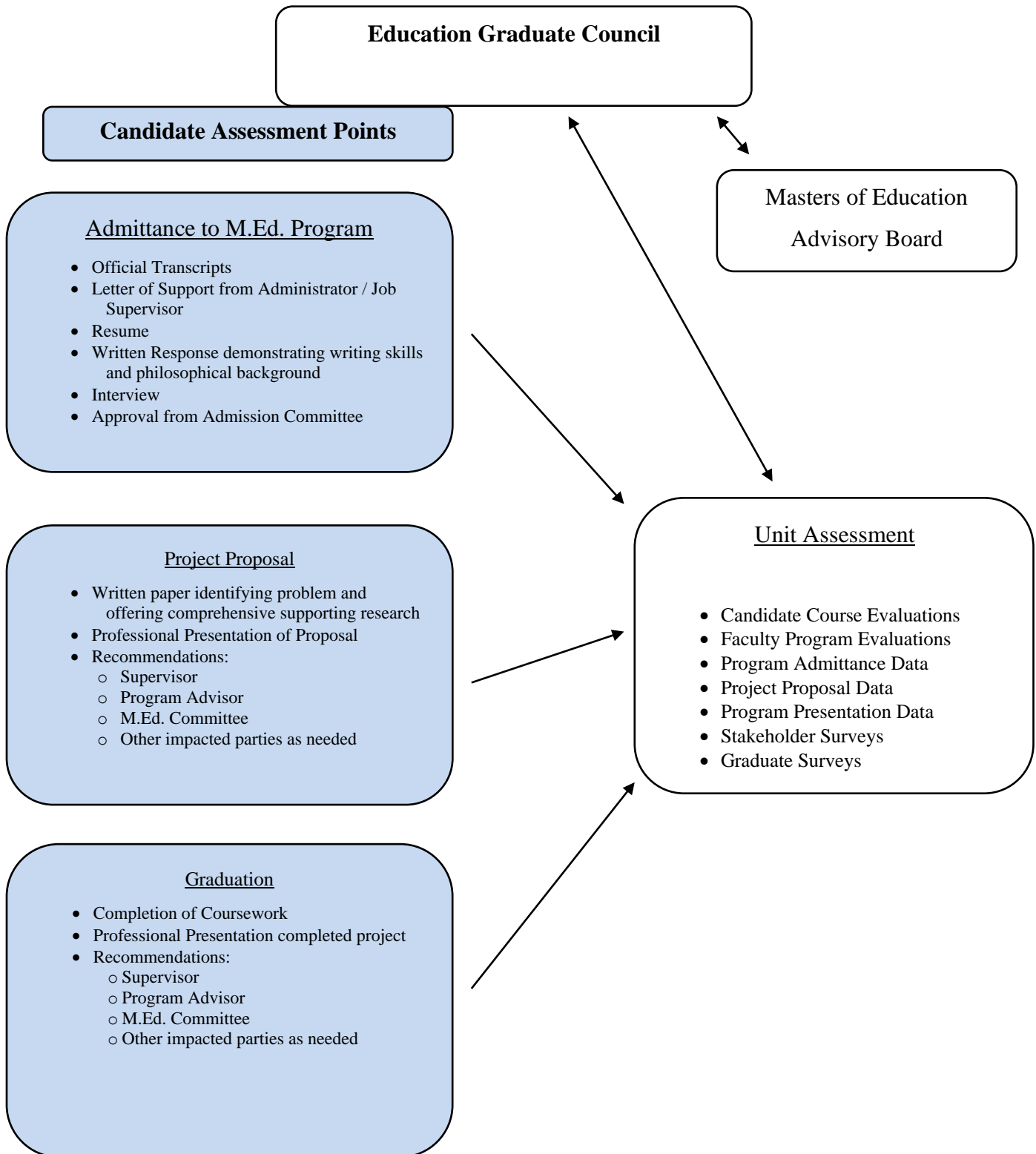
Appendix C - Budget Approval Flow Chart



Appendix D - Undergraduate Assessment System Flow Chart



Appendix E - Graduate Assessment System Flow Chart



Appendix F - Teacher Education Advisory Board Charter

Establishment

The McPherson College Teacher Education Advisory Board was established in the Spring of 1999. The establishment was a directive from the Teacher Education Board. The directive was a result of knowing that a broader base needed to be established for guiding the Teacher Education Board.

Purpose

- A. The advisory board will provide input from the various representations as to the mission, goals, objectives and procedures that are necessary to produce effective educators.
- B. The advisory board will assist in the assessment and evaluation procedures established by the Teacher Education Board.

Officers and Memberships

- A. The Chair of the TEB or her/his appointee shall serve as Chair of the Advisory Board.
- B. Membership on the Advisory Board is by invitation from the TEB
- C. The Board members are automatic members. Remaining membership will be chosen from the following fields:
 - 1. McPherson College Board of Trustees
 - 2. National Education Association or American Federation of Teachers
 - 3. McPherson College Alumni
 - 4. Cooperating Teachers
 - 5. School Administrators
 - 6. Community College Representative
 - 7. PTO/PTA Representative
 - 8. Associated College of Central Kansas Representative
- D. The Board may ask anyone they think would be a valued member of the advisory board.

Number and Frequency of Meetings

As a general rule, Advisory Board will meet at least once a year. However, the Chair reserves the right to call meetings as often as needed.