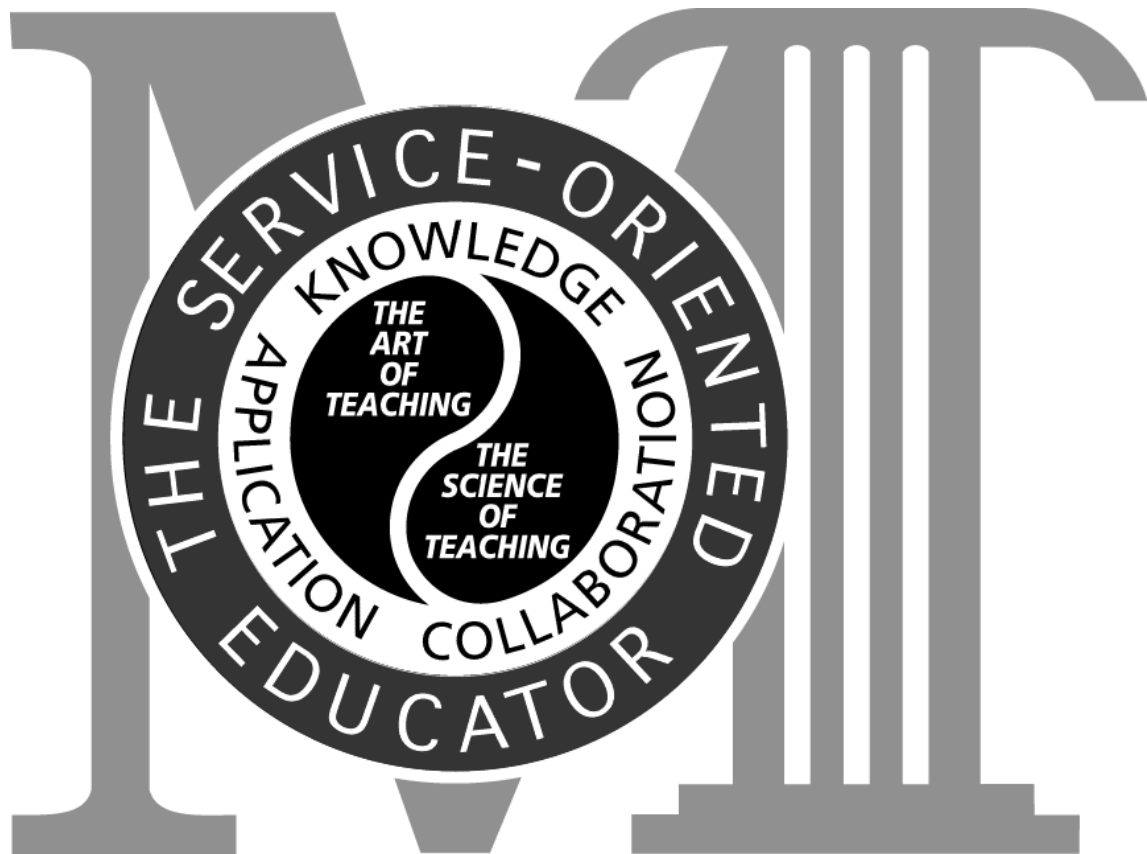


# **MCPHERSON COLLEGE**

## **TEACHER EDUCATION PROGRAM**



### **ADVISOR/ADVISEE HANDBOOK**

**2021-2022**



## PREFACE

The purpose of this document is to provide concise information to candidates entering the Undergraduate Teacher Education Program of McPherson College and to assist in the advisement of those candidates. The leadership in the Department of Curriculum & Instruction has prepared the Advisor/Advisee Handbook with the assistance of departmental leaders in endorsement areas. The Teacher Education Board has approved the policies in this handbook.

This handbook will be issued to all faculty members advising students and is available online to all students who are accepted into the undergraduate program. This handbook and other handbooks/manuals are available online. Students usually apply for acceptance into the program during their sophomore year. Junior-level transfer students should be advised to apply for acceptance into the program during their first semester on campus.

The handbook is intended to be accurate and complete. However, errors and/or omissions may have occurred in compiling and interpreting KSDE-approved documents that detail McPherson College's licensure programs. In every case, the final authority governing program requirements is the original KSDE-approved documents, not this interpretive handbook.

The Department of Curriculum & Instruction would appreciate being notified of any errors, omissions, misprints, or unclear language that are found in this handbook.

## PROFESSIONAL EDUCATION OVERVIEW

The McPherson College Undergraduate Teacher Education Program provides preparation for elementary, secondary, and PreK-12 endorsements. A solid base for professional careers is provided through courses in educational foundations, psychology, methodology, early observation and practicum experiences, and student teaching.


There are provisions for multiple field experiences. In addition to Introduction to Education Practicum, all endorsement areas engage in a minimum of fifty contact hours of practicum and/or observation. In addition to these practica, some methods classes require microteaching or have time in the schools as part of their requirements. Seniors student teach for at least an entire semester.

The Teacher Education Board (TEB) consists of faculty from the Department of Curriculum and Instruction, representatives from all divisions at McPherson College, the Registrar, a K-12 educator, and two teacher education students. This board carefully screens and systematically interviews students applying for admission into the Teacher Education Program and seeking approval for student teaching. This board also is responsible for curriculum development of the Teacher Education Program. The TEB operates under a set of bylaws. A copy of these bylaws can be found online in the Policies and Procedures manual. <http://www.mcpherson.edu/teacher-education/>



# TEACHER EDUCATION MISSION

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 students. In addition to the college mission, the Teacher Education Board and all concerned stakeholders have developed and are *committed* to a more specific mission.



## THE MISSION OF THE MCPHERSON COLLEGE TEACHER EDUCATION PROGRAM IS TO DEVELOP SERVICE-ORIENTED EDUCATORS WHO EFFECTIVELY BLEND THE ART AND SCIENCE OF TEACHING.

### **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.

Revised by TEAB and Approved by TEB June 2004



# Advising/Enrollment Checklist

This is a brief summary. Complete details of these policies and procedures can be found elsewhere in this handbook or in the Policies and Procedures Manual.

- Candidates must complete 1) the McPherson College General Education program, 2) the Professional Education Curriculum (see page 12) and 3)) Content Area Courses
  - The three areas are identified as the three columns on the checklists at the end of the handbook.
  - Even if a candidate transfers in an AA degree, s/he still must meet the MC Gen. Ed. program.
  - Candidates entering with a BA/BS will not need to meet the general education requirements.
- Application to the TEP usually occurs the sophomore year or, for junior transfers, the first semester on campus
  - Applications are due October 15 in fall and March 15 in spring. Late applications may delay student teaching and possibly graduation. Candidates may appeal a late application, but must appear before the TEB.
  - Minimum requirements for application
    - 2.5 cumulative GPA (2.5 residential for junior transfer students)
    - “C” or higher in G-EN 110, G-EN 111, college-level math class, and G-CI 150
    - Transfer students: successfully complete (2.5 GPA) one semester at MC
  - Candidates may apply while currently enrolled in a requisite course. However, candidates with a low GPA or not enrolled in all courses named above will be denied admittance.
- Junior Practicum Prerequisites: EE 375 and CI 351
  - Complete the admittance process for the TEP
  - Minimum grade of “C” in CI 220 Principles and Strategies of Teaching
- Student Teaching
  - Applications are due September 15 and February 15. Late applications may delay student teaching and possibly graduation. Candidates may appeal a late application, but must appear before the TEB.
  - All professional education and content coursework must be completed prior to student teaching
  - Must have a cumulative GPA of 2.5 for all college work
  - Must have a grade of “C” or better in the core methods courses in your licensure area
  - Successful completion of junior practicum as defined as submission of all reflective journals, lesson plans, self-evaluations, and a cooperating teacher evaluation score at developing level or above
  - Student teaching away from McPherson (more than 60 miles), excluding Chicago Center
    - Submit formal letter for request with rationale
    - Pass ALL Praxis II exams (PLT and content)
    - GPA of 3.5
    - “A” in junior practicum
    - Letters of support from major professor, junior practicum coop, practicum professor
    - Pay on-site supervisor
    - Make arrangements to complete CI 476 Professional Seminar in Education
- Assessment of General Knowledge
  - To assess a candidate’s general knowledge skills and abilities, a candidate must earn a “C” or higher in
    - G-EN110 College Composition I
    - G-EN111 College Composition II
    - A general education mathematics course
- Field Experience Placements
  - The Director of Field Experiences makes all placements. At times it is appropriate to make requests, but candidates should not make their own placement arrangements. Additionally, The Director of Field Experiences may seek assistance from the content advisor when making placements.
- Service
  - Service is defined as a work or activity performed for the betterment of the community or its institutions. Candidates are expected to record a minimum of 25 hours of service per year.
- Dispositions (see page 5)
  - Candidates complete self-evaluations at admittance to the program and application to student teach
  - The Department meets weekly to discuss dispositions.
    - After 2 observations an email will be sent to the candidate
    - After 5 reports of negative dispositions a formal letter and conference will be established
    - After 7 concerns, the candidate may be counseled out of the program



# ASSESSMENT AND EVALUATION

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 students in the program.

## Principles to Guide Educational Assessment

Recognizing that becoming an effective educator is a developmental process has resulted in new concepts about how that process can be assessed. McPherson College's Teacher Education Program uses the following principles to guide data gathering:

1. Assess in authentic situations as much as possible.
2. Assess in a variety of contexts.
3. Assess the environment, the instruction, and the students.
4. Assess processes as well as products.
5. Clarify and use standards in assessment.
6. Involve the entire educational community in the assessment process.
7. Make assessment an ongoing part of everyday opportunities and instruction.

## Ways to Collect and Record Assessment Data

There are several ways to collect and record assessment data. In practice, the Department of Curriculum & Instruction of McPherson College does not approach these as discrete methods; several are employed simultaneously. Both internal and external sources are used to provide data on the teacher education students.

When students take CI 220 Principles and Strategies of Teaching they begin creating their developmental portfolio. That portfolio will be one of the major means of collecting data.

Students are expected to add to the contents of the portfolio as they proceed through the program. A list of required and suggested documentation is distributed in CI 220. During the student teaching interview, students will be expected to address the data they have collected and relate it to their potential as a professional.

There are formal evaluations at key points in the program. Obviously, informal evaluations occur throughout the program. The points of formal evaluation are:

- Admittance to the Program
- Admittance to Student Teaching
- Completion of Student Teaching
- Licensure

## Dispositions

Candidate dispositions are assessed at multiple times as they proceed through the program. At application to the program and at application to student teach, candidates complete a self-assessment of dispositions using the department's standard form. Prior to the student teaching interview the department faculty also review the candidates' dispositions and a candid discussion is held as part of the interview.

Additionally, dispositions of candidates are discussed at each department meeting. If a candidate is discussed at two meetings, an email is sent highlighting the praise or concern. If a negative issue arises a fifth time, a conference is set up with the candidate to discuss the concern(s) face to face. If the issue is not resolved on the seventh time, a formal action plan is developed. This could include counseling the candidate out of the program.



**Undergraduate Candidate Assessment Plan**

Checkpoints	Item	Instrument and/or Indicators Those in italics under development	
Admittance to the Program	GPA	2.5 cumulative (2.5 residential for transfers)	
	<ul style="list-style-type: none"> <li>Second semester freshmen status or later</li> <li>Transfer students only: successful completion of one semester at Mac (2.5 residential GPA)</li> </ul>	Transcript <ul style="list-style-type: none"> <li>Grades of C or better in English Comp. I, English Comp. II, math gen. ed., and Intro to Ed.</li> </ul>	
	Recommendations	<ul style="list-style-type: none"> <li>Content Area Professor</li> <li>Character Reference</li> </ul>	<ul style="list-style-type: none"> <li>Two Other Faculty</li> <li>Resident Life form</li> </ul>
	Interview	Uniform Questions	
	Disposition Forms	Self-Evaluation	
Admittance to Student Teaching	GPA	2.5 cumulative	
	Recommendations	<ul style="list-style-type: none"> <li>Content Professor</li> <li>C&amp;I Faculty (Pedagogy)</li> <li>Resident Life form</li> </ul>	<ul style="list-style-type: none"> <li>1 LI Professor</li> <li>2 Faculty</li> </ul>
	Interview	Uniform Questions	
	Disposition Form	<ul style="list-style-type: none"> <li>Self-Evaluation</li> <li>Department Evaluation</li> </ul>	
Completion of Student Teaching	Cooperating Teacher, College Supervisor, & Content Major Professor	K-CAT comment sheets	
	Lesson Plans	Supervisor Evaluation	
	Content Area Final Evaluation	Content Area Final Evaluation Form (most content areas)	
	Mid-term and Final Evaluations	K-CAT	
	Exit Conference	Uniform Questions	
	Kansas Teacher Work Sample (KTWS)	KAPCOTE developed assessment tools	
Licensure	PLT	160	
	State Content Exams	Qualifying scores are below	

**STATE BOARD ESTABLISHED QUALIFYING SCORES** SEE ALSO: [www.ets.org/praxis/ks](http://www.ets.org/praxis/ks)

TEST NAME	TEST NUMBER	PASSING SCORE
Elementary Education: Content Knowledge for Teaching	7811	You must receive a passing score on each subtest
<ul style="list-style-type: none"> <li>Reading and Language Arts CKT Subtest</li> </ul>	7812	<b>159</b>
<ul style="list-style-type: none"> <li>Mathematics CKT Subtest</li> </ul>	7813	<b>147</b>
<ul style="list-style-type: none"> <li>Science CKT Subtest</li> </ul>	7814	<b>150</b>
<ul style="list-style-type: none"> <li>Social Studies CKT Subtest</li> </ul>	7815	<b>157</b>
English Language Arts	5038	<b>162</b>
Mathematics	5161	<b>152</b>
History/Government	5081	<b>158</b>
Physical Education	5091	<b>148</b>
Health	5551	<b>153</b>
Music	5113	<b>152</b>
Art	5134	<b>160</b>
Spanish	5195	<b>165</b>
Speech/Theatre	5221	<b>148</b>
Biology	5235	<b>150</b>
Chemistry	5245	<b>152</b>
English to Speakers of Other Languages	5362	<b>149</b>
<u>Special Education</u> - Core Knowledge and Mild to Moderate Applications	5545	<b>155</b>



# ADMISSIONS PROCEDURES AND POLICIES IN TEACHER EDUCATION

## Procedures: Non-Degreed Students

The following chart shows what happens, and when it happens, as candidates progress through the Teacher Education Program at McPherson College. Candidates and advisors should be familiar with the process.

**Candidates must take responsibility in meeting deadlines and providing the necessary documentation at all points moving toward program completion.**

WHEN	WHAT	REQUIREMENTS	DECISION
Second semester Freshman – Junior year	Apply for admission into program	<ul style="list-style-type: none"> <li>• Application Forms</li> <li>• Recommendations</li> <li>• C or higher in: G-EN110, G-EN111, GE math, G-CI150</li> <li>• 2.5 GPA</li> <li>• Transfer students only: Successful completion of one semester (2.5 residential GPA) at McPherson College</li> <li>• Interview -- The interview must be completed prior to enrolling in the junior practica</li> </ul>	⇒ Full Admittance or Restricted Admittance <ul style="list-style-type: none"> <li>- Begin Candidate Portfolio</li> <li>- Continue Program Requirements</li> </ul> ⇒ Denied <ul style="list-style-type: none"> <li>- Reapply after deficiencies are met</li> <li>- Consult career counselor about other options</li> <li>- Begin appeal process as outlined in the Teacher Education Bylaws</li> </ul>
Interterm – Sophomore year (Transfer students - Junior Year)	G-CI 251 Practicum – diverse setting	<ul style="list-style-type: none"> <li>• See Director of Field Experiences to ensure all records are completed.</li> <li>• Complete all requirements as outlined on syllabus</li> <li>• Continue building Candidate Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• If unsuccessful, contact career counselor about other options.</li> <li>• If successful, continue on in the program</li> </ul>
Pre-Student Teaching	Continue with course work  Complete advanced practica (CI 351 and/or EE 375)  Apply for Student Teaching	<ul style="list-style-type: none"> <li>• Consult with Academic Advisor</li> <li>• See Director of Field Experiences to ensure all records are completed.</li> <li>• Complete all requirements as outlined on syllabus</li> <li>• Continue building Candidate Portfolio</li> <li>• Full Admittance into Program</li> <li>• Application Forms</li> <li>• Recommendations</li> <li>• 2.5 GPA (cumulative)</li> <li>• Candidate Portfolio Submission</li> <li>• Interview – Subcommittee of Teacher Education Board</li> </ul>	<ul style="list-style-type: none"> <li>• If unsuccessful, contact career counselor about other options.</li> <li>• If successful and all course requirements are met, apply for student teaching.</li> <li>• If <b>denied</b>, contact career counselor about other options-or-</li> <li>• Begin appeal process as outlined in the Teacher Education Bylaws.</li> <li>• If approved, plan to student teach.</li> </ul>
Student Teaching	Continue building Developmental Portfolio  Take PLT and Content Test  Apply for Licensure	Meet all requirements as outlined in the Student Teacher Handbook	<ul style="list-style-type: none"> <li>• If unsuccessful, contact career counselor about other options.</li> <li>• If successful, complete licensure requirements.</li> </ul> ⇒ Principles of Learning and Teaching Test = 160 ⇒ Content Tests (scores found on page 6) ⇒ Complete Forms
Post-Graduation	Continue contact with the TEP at McPherson College	<ul style="list-style-type: none"> <li>• Complete Alumni Surveys</li> <li>• Donate generously</li> </ul>	



### Procedures: Middle Level Endorsement

Any candidate seeking a teaching license at any level may add a content area endorsement for late childhood through early adolescence (middle school level) by passing the content test in the particular licensing area. Candidates interested in the middle level endorsement are strongly encouraged to talk with professors in the department in order to facilitate practica experiences and suggest course work if needed.

### Procedures: Post BA/BS

- A. Non-Licensed. McPherson College will accept people who have received their degree from an accredited institution. To obtain a teaching license, the completion of the professional education sequence and the appropriate subject matter sequence is needed. Transcript analysis will be used to determine equivalent course work where appropriate. The Chair of Teacher Education, the licensure officer, and the registrar will use her/his discretion to determine appropriate equivalencies. All analysis will follow Kansas State Board of Education's regulations for licensure.
- B. Previously Licensed—Same Level of Licensure. McPherson College will accept people who have received their initial license from an accredited institution. In order to be accepted into the TEP and subsequently to student teach, such persons must meet with a Department of Curriculum and Instruction advisor and fulfill the requirements of their licensure area.
- C. Previously Licensed—Different Level of Licensure. If someone wants to change level of license, s/he will need to meet with the Licensure Officer. Another resource person may be included, as a plan for completion is created. This plan will include time and means to meet the course requirements and the professional education requirement. The candidate will have to secure admission into the program, by completing the necessary forms. Arrangements will be made to ensure that there are student teaching experiences at the appropriate level.

## SERVICE

The Teacher Education Advisory Board has defined a service-oriented professional as a teacher who goes beyond the requirements of the job by seeking ways to improve the educational experience of each student.

Students completing McPherson College's Teacher Education Program must contribute to the profession by documenting significant service activities.

- **Significant:** The department quantifies significant through hours of service. During the student's college career s/he must complete and document a minimum of 25 service hours per year. These hours must be in the form of varying experiences that include at least four different activities.
- **Documentation:** Students are responsible for documentation. Faculty in the C&I Department or the faculty members of the Teacher Education Board will review this documentation.
- **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 students as they develop their own sense of service.

- |   |                             |
|---|-----------------------------|
| ○ Membership in KNEA and attendance at meetings | ○ Humane Society Volunteer  |
| ○ Volunteer at Circles of McPherson County      | ○ Meals on Wheels Volunteer |
| ○ Tutoring                                      | ○ Blood Donor               |
| ○ Faith-based Instruction                       | ○ Red Cross Volunteer       |
| ○ Service at Shelters                           | ○ Food Pantry Volunteer     |
| ○ Library Volunteer                             | ○ YMCA work                 |
|   | ○ Camp Counselor            |

**Other activities** - may be approved by C&I faculty or faculty members of the Teacher Education Board.



## FIELD EXPERIENCES

To help teacher education candidates move from the role of student to student teacher to practitioner, **several field experiences are required** at McPherson College. These targeted practica placements in public school classrooms give teacher education candidates the opportunity to observe both teachers and students and to engage in specified activities in the classroom. These experiences allow teacher candidates to begin to practice what they have learned in actual classroom settings.

Research has proven that multiple and varied practical experiences are key components for producing effective teachers. For that reason, **students in the TEP are required to complete a minimum of two practica prior to student teaching**. Students are encouraged, however, to participate in more than two if at all possible. The first practicum is primarily an observation/aide experience; the second practicum requires students to take more initiative in the actual classroom responsibilities, and to practice instructional activities.

**Students are required to do one practicum experience in an urban setting.** Arrangements have been made for the first practicum, G-CI 251 - Introduction to Education Practicum, to be completed in Wichita, Chicago, or another urban setting. Transfer students, or students with extenuating circumstances may choose to complete one of the other practica in an urban setting. (See Diversity Policy)

### Diversity Policy

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 student has at least one experience in a diverse school community.

For most students that requirement will be fulfilled in G-CI 251 Introduction to Education Practicum. This is usually conducted in the Wichita School District.

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

The Chair of the Curriculum and Instruction Department or the Director of Field Experiences must approve any alternative method of meeting the requirement.

Students are placed in both grade- and content-appropriate practica settings. ***It is the student's responsibility to make travel arrangements to practica sites, and to bear any expenses that are incurred with the practica completion.***

Before entering a public school under the auspices of McPherson College, every student must comply with the following requirements:

1. **Show proof of liability insurance in the amount of \$1,000,000.**  
Forms for this insurance may be obtained in the Department of Curriculum and Instruction.
2. **Show proof of a current negative TB (tuberculosis) test.**  
This test may be obtained from a personal physician or from any County Health Department for a nominal fee. In McPherson the Health Department is located at 1001 N. Main, phone 241-1753.
3. **Complete an Inquiry Form.**  
This form is available in the Curriculum and Instruction Department office.
4. **Wear an identification badge. (if applicable, may be required by some districts)**  
This badge will be provided by the Department of Curriculum and Instruction.

### Success in the Practicum

Once you receive notice of your practicum placement, it is **your responsibility to contact the cooperating teacher(s)** to plan the schedule for your observations. **Exchange telephone numbers** so that you can call the teacher if you find it necessary to be absent or late. The cooperating teacher should plan to call you if school is cancelled for some reason, or there is a change in the daily schedule that would prevent your observation.



**On the first day**, report to the principal's office to introduce yourself and be shown to the cooperating teacher's room. Plan to **arrive at the school at least 15 minutes before classes** begin. Once students begin to enter the room, the cooperating teacher will not have time to be assisting you. During this time, share your profile form and ask the cooperating teacher to **read, sign, and date the contract**. Sign your name, also, and return the form to the Director of Field Experience as soon as possible.

- Ask the cooperating teacher where s/he would like you to sit. You may not be asked to assist with any activities until you have been in the classroom several times. **Use this time to study the students, as well as the cooperating teacher.** Refer to the Observation Guide for specific items to observe.
- **Take notes** for your journal entries, and to help you get to know the class.
- **Be alert!** A bored, tired, or sleepy looking observer makes a poor impression.
- **Avoid distracting students.** Encourage them to focus attention on their work or teacher rather than on you.
- Except for discussions in an education class on campus or with your supervisor, never discuss incidents that occur in the classroom you observe. **Discretion and confidentiality** are important virtues for a teacher to maintain.
- **Wear your ID badge.**
- **Dress appropriately** as a staff member, not as a student.
- **Notify** your practicum supervisor and the cooperating teacher in advance if you must be absent.
- **Notify** the practicum supervisor *immediately* if any problems or questions arise.
- **Read the syllabus** for the particular practicum in which you are enrolled. Specific requirements and the assessment and evaluation procedures will be explained there.

## REQUIRED PRACTICA

*The Director of Field Experiences in the Department of Curriculum and Instruction arranges all placements.*

### Elementary Level Sequence

#### **G-CI 251** Introduction to Education Practicum - 1 credit hour

This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for EE 375. Students generally observe in their assigned classrooms for the full school day for one week, or for a minimum of 3 hours per day for two weeks for a total of 30 contact hours. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.

#### **EE 375** Elementary Education Practicum and Seminar - 2 credit hours (may be taken for more)

*Students enrolling in EE375 must have completed the Teacher Education Program admittance application process.* Twenty-five contact hours in the classroom constitutes one credit hour. Students certifying in Elementary Education only, must take this practicum for a minimum of two credit hours (fifty contact hours). This placement may be at either the primary level (K-3) or intermediate level (4-6), and should be at the opposite level from the one in which the student will do student teaching. A faculty supervisor will oversee the practicum experience. Prerequisite: C or better in CI 220.

#### **EE 465** Elementary Student Teaching – 6-12 credit hours

Requires minimum of fourteen weeks full time in the assigned classroom and attendance at the student teaching seminars held on campus periodically throughout the semester. Students seeking special education certification will be scheduled for seven weeks in a traditional setting and seven weeks in a special education setting. A faculty supervisor will make regular visits to the student teacher's classroom to observe and evaluate his/her performance.

### Secondary Level Sequence

#### **G-CI 251** Introduction to Education Practicum - 1 credit hour

This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for CI 351. Students will observe in their assigned classrooms for the full school day for one week, or for a minimum of three hours per day for two weeks. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.



**CI 351 Secondary Education Practicum and Seminar – 2 credit hours (may be taken for more)**

*Students enrolling in CI 351 must have completed the Teacher Education Program admittance application process.* Twenty-five hours in the classroom constitutes one credit hour. Students certifying in Secondary Education only must take this practicum for a minimum of two credit hours (fifty contact hours). Students will be placed in a classroom of their major area. A faculty supervisor will oversee the practicum experience. Prerequisite: C or better in CI 220.

**CI 475 Secondary Student Teaching – 6-12 credit hours**

Requires a minimum of fourteen weeks full time in the assigned classroom and attendance at the student teaching seminars held on campus periodically throughout the semester. Students seeking special education certification will be scheduled for seven weeks in a traditional setting and seven weeks in a special education setting. Faculty supervisors from the department of Curriculum and Instruction and the endorsement area will make regular visits to the student teacher's classroom to observe and evaluate his/her performance.

**PreK-12 Level Sequence****G-CI 251 Introduction to Education Practicum - 1 credit hour**

This practicum is conducted in the Wichita Public Schools or another diverse educational setting and must be completed before enrolling for CI 351/EE 375. Students will observe in their assigned classrooms for the full school day for one week, or for a minimum of three hours per day for two weeks. Students are responsible for their travel arrangements. A faculty supervisor will oversee the practicum experience.

**EE 375 & CI 351 Elementary/Secondary Practicum and Seminar– 1 credit hour at each level (may be taken for more)**

*Students enrolling in CI 351/EE 375 must have completed the Teacher Education Program admittance application process.* Art, Music, Spanish, and PE/Health are PK-12 endorsements. Students certifying in these areas must take both EE 375 and CI 351 for a minimum of one credit hour. Twenty-five hours in the classroom constitutes one credit hour. Fifty hours of contact time are required to fulfill this practicum. Twenty-five hours will be scheduled for both the elementary level and secondary levels. A faculty supervisor will oversee the practicum experience. Prerequisite: C or better in CI 220.

**EE 465 & CI 475 Elementary & Secondary Student Teaching - 6 credit hours at each level.**

Requires fourteen weeks full time in the assigned classroom, and attendance at the student teaching seminars held on campus periodically throughout the semester. Seven weeks will be scheduled in an elementary school and seven weeks in a secondary school. Faculty supervisors from the department of Curriculum and Instruction and the endorsement area will visit regularly to the student teacher's classroom to observe and evaluate his/her performance.

## **OBSERVATION GUIDE FOR REFLECTIVE THINKING AND JOURNAL ENTRIES**

All Teacher Education Program practica require reflective thinking and subsequent journaling by the candidate. These reflections and journal entries will be based on the Goals, Objectives, and Dispositions of the Teacher Education Program at McPherson College. The candidate should reference the syllabus for each practicum experience to find specific observation guidelines for reflective thinking and journaling as instructors may have varying requirements.

## **PROFESSIONALISM**

Candidates in the Teacher Education Program at McPherson College should always remember they are representing themselves, the college, and the teaching profession. That representation must be done with dignity and integrity. The governing body of the Teacher Education Program has adopted the following policy:

*Candidates in the Teacher Education Program (TEP) must recognize that they are guests in P-12 schools, and that school personnel can decide at any time, and for any reason, not to welcome a TEP student back to campus. Because they are guests, TEP candidates should be careful to show respect to their hosts by dressing and behaving like professionals.*

When TEP candidates enter a school building for observation, practicum, or student teaching, they must dress in an appropriate, professional manner. It is especially important for TEP candidates not to dress in a manner that might



(1) inhibit the performance of their duties in the schools, (2) cause a disturbance among P-12 students, or (3) violate the ordinary practice of professionals at the host school. Decisions about appropriate dress (or any other kind of bodily ornamentation) will be made by the Curriculum and Instruction Department, possibly in consultation with the Teacher Education Board.

## REQUIRED PROFESSIONAL EDUCATION CURRICULA

This section outlines requirements for licensure, both for the professional education program and for all program areas.

For each program area, the following information is provided:

- program objectives
- outline of required curriculum in the area
- advising checklist.

These checklists include all courses that a student must take in order to certify in each area (general education requirements, professional education requirements, and program requirements.)

For some programs, these advising checklists may seem to differ from program requirements as listed in the college catalog; such differences are usually the product of differences between an endorsement program and a major in the area. In addition, because of space limitations on the checklists, some programs have been rearranged, and courses duplications have been eliminated. A student should take any questions s/he may have to the program area advisor or to the Department of Curriculum & Instruction faculty. Any errors in either the handbook or the catalog will be corrected by reference to documents by the Kansas State Department of Education. These documents contain the authoritative versions of all programs.

### Related Courses:

G-PY 101 Introduction to Psychology	3
PY 204 Child & Adolescent Development	3

### Education Courses:

G-CI 150 Introduction to Education	3
CI 232 Educational Technology	2
G-CI 251 Introduction to Education Practicum	1
SE 210 Introduction to Infants, Children, and Youth with Special Needs	3
CI 220 Principles & Strategies of Teaching	3
G-CI 333 Intercultural Education Seminar	2
CI 455 Teaching-Learning Process	3
CI 476 Professional Seminar in Education	2

### For P-12:

CI 351 Secondary Education Practicum & Seminar	1
EE 375 Elementary Education Practicum & Seminar	1
CI 315 Reading in the Content Field or EE 444 Reading/Language Arts II	2

### For K-6:

EE 375 Elementary Education Practicum & Seminar	2-4
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### For 6-12:

CI 351 Secondary Education Practicum & Seminar	2
CI 315 Reading in the Content Field	2

### Education Methods Courses:

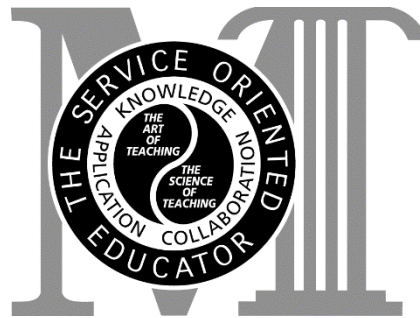
Methods course(s) in academic major 2 or more  
*ELED core methods (R/LA, math, science, SS) must be taken at McPherson College*

### Student Teaching:

CI 475 Student Teaching in the Secondary School	6-12
EE 465 Student Teaching in the Elementary School	6-12
(Student Teaching for K-12, Art, Music, Health, Physical Education, Spanish, includes both of the above)	



# ENDORSEMENT AREA REQUIREMENTS AND CHECKLISTS





Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: ART P-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		ART REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (52)	
Oral, Written, & Informational Literacy:		PY101 Introduction to Psychology (3)		AR101 Drawing I (2)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		AR102 Painting I (3)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		AR103 Elementary Design (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		AR130 Design Software (2)	
Language Intensive Courses:		Education Courses: (15)		AR131 Ceramics I (3)	
1.				AR202 Painting II (2)	
2. (CI455)		*G-CI150 Introduction to Education (3)		AR203 Photography I (3)	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		AR210 Drawing II (2)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		AR230 Graphic Design (3)	
Wholeness/Health/Fitness (2)				AR231 Ceramics II (2)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		AR303 Photography II (3)	
College Seminars:		CI315 Reading in the Content Field (2) (F)		AR310 Art History I (4)	
ID101 (2)		CI455 The Teaching Learning Process (3)		AR311 Art History II (4)	
ID201 (2)				AR312 Themes in Contemporary Art His (3)	
Distribution Courses:		Methods Courses: (4)		AR315 Metalsmithing & Jewelry Making (3)	
Humanities (6):				AR345 Art as Community & Social Practice (2)	
The Arts		*AR358/EE301 Meth for Teaching Art in the		AR350 Sculpture I (3)	
Literature		Elementary School (2)		AR375 Junior Seminar: Art (2)	
Choice		*AR/CI401 Meth for Teaching Art in the		AR475 Senior Show: Studio Arts (3) (2hr-F/1 hr-S)	
Science & Technology (7): (one lab, one course from each area)		Secondary School (2)			
Life Sciences				--Prerequisite: Acceptance into Teacher Ed Program	
Physical Sciences				Observations & Student Teaching: (16)	
Social Sciences (9): (one course from each area)		Diverse Experience:		--EE375 Elem Ed Practicum (1)	
Behavioral Sciences (PY101)		*Courses require a C or better		--CI351 Sec Ed Practicum (1)	
Social Institutions (G-CI150)				--EE465 Student Teaching in the Elem School (6)	
History				--CI475 Student Teaching in the Sec School (6)	
Electives: (two courses from outside of major)				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: BIOLOGY 6-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		BIOLOGY REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (59)	
Oral, Written, & Informational Literacy:		PY 101 Introduction to Psychology (3)		G-BI111 College Biology I (4)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		BI112 College Biology II (4)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		G-BI201 Biodiversity (4)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		BI283 Genetics (4)	
Language Intensive Courses:		Education Courses: (15)		G-CH111 College Chem. I (5)	
1.				CH112 College Chem. II (5)	
2. (CI455)		*G-CI150 Introduction to Education (3)		CH251 Organic Chem. I (5)	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		G-PH215 General Physics I (4)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		NS300 Research Methods (1)	
Wholeness/Health/Fitness (2)				NS375 Junior Seminar (1)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		G-MA221 Elem. Applied Stats (4)	
College Seminars:		CI315 Reading in the Content Field (2) (F)		G-PY101 Intro. to Psych (3)	
ID101 (2)		CI455 The Teaching Learning Process (3)		BI388 Internship: Lab Assist (1-2)	
ID201 (2)					
Distribution Courses:		Methods Courses: (3)		Plus an additional 12 hours chosen from among the remaining BI or NS courses numbered 200 or higher, including at least one organismal level course and one population level course	
Humanities (6):					
The Arts		*CI406 Meth for Teaching Natural Science in the			
Literature		Secondary School (3)			
Choice		Additional Requirements:			
Science & Technology (7): (one lab, one course from each area)					
Life Sciences					
Physical Sciences					
Social Sciences (9): (one course from each area)		Diverse Experience:		--Prerequisite: Acceptance into Teacher Ed Program	
Behavioral Sciences (PY101)		*Courses require a C or better		Observations & Student Teaching: (16)	
Social Institutions (G-CI150)				--CI351 Sec Ed Practicum (2)	
History				--CI475 Student Teaching in the Sec School (6-12)	
Electives: (two courses from outside of major)				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: CHEMISTRY 6-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		CHEMISTRY REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (50)	
Oral, Written, & Informational Literacy:		PY 101 Introduction to Psychology (3)		BI111 College Biology (4)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		BI112 College Biology (4)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		CH111 College Chemistry I (5)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		CH112 College Chemistry II (5)	
Language Intensive Courses:		Education Courses: (15)		CH201 Quant Analysis (4)	
1.	CH251 Organic Chemistry I (5)				
2. (CI455)		*G-CI150 Introduction to Education (3)		CH310 Statistical Data Analysis (4)	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		CH385 Adv Inorganic Chemistry (4)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		CH388 Lab Assisting Internship (1-2)	
Wholeness/Health/Fitness (2)				PH215 General Physics I (4)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		PH216 General Physics II (4)	
College Seminars:		CI315 Reading in the Content Field (2) (F)		NS300 Research Methods (1)	
ID101 (2)		CI455 The Teaching Learning Process (3)		NS375 Junior Seminar (1)	
ID201 (2)					
Distribution Courses:		Methods Courses: (3)		A minimum of 32 hours with a CH prefix are required. Remaining credit hours must come from CH252, Organic II or CH courses 300 level or above.	
Humanities (6):					
The Arts		*CI406 Meth for Teaching Natural Science in the			
Literature		Secondary School (3)			
Choice		Additional Requirements:			
Science & Technology (7): (one lab, one course from each area)					
Life Sciences					
Physical Sciences					
Social Sciences (9): (one course from each area)		Diverse Experience:		--Prerequisite: Acceptance into Teacher Ed Program	
Behavioral Sciences (PY101)		*Courses require a C or better		Observations & Student Teaching: (16)	
Social Institutions (G-CI150)				--CI351 Sec Ed Practicum (2)	
History				--CI475 Student Teaching in the Sec School (6-12)	
Electives: (two courses from outside of major)				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: ELEMENTARY EDUCATION K-6

GENERAL ED REQUIREMENTS (CR. HRS.)			PROFESSIONAL ED REQUIREMENTS (CR. HRS.)			ELEMENTARY EDUCATION REQUIREMENTS (CR. HRS.)		
Foundation Courses:			Related Courses: (10)			Required Courses: (26)		
Oral, Written, & Informational Literacy:			PY 101 Introduction to Psychology (3)			G-EE210 Children’s Literature (3) (S)		
Oral Communication (3)			PY204 Child & Adolescent Dev (3) (S)			*EE230 Math Methods I (3) (F)		
*EN110 College Composition I (3)			CI232 Educational Technology (2)			EE301/AR358 Methods for Teaching Art in the Elem Sch (1) (F)		
*EN111 College Composition II (3)			G-CI333 Intercultural Education (2)					
Language Intensive Courses:			Education Courses: (13)			*EE303 Reading & Language Arts I (4) (F)		
1. (EE303)		EE304/MU370 Methods for Teaching Music in the Elem Sch (1) (F)						
2. (CI455)			*G-CI150 Introduction to Education (3)					
*Mathematics (3-4)			G-CI251 Introduction to Education Practicum (1)			EE/PE305 Methods for PE in the Elem Sch (2) (S)		
Religion/Beliefs/Values (3-4)			SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)			*EE306 Methods for Teaching Science in the Elem Sch (3) (F)		
Wholeness/Health/Fitness (2)								
Global/Intercultural Experience (3-4)			*CI220 Principles & Strategies of Teaching (3)			*EE307 Math Methods II (3) (S)		
(GCI333 & GCI251)			CI455 The Teaching Learning Process (3)			*EE309 Social Studies Methods (3) (S)		
College Seminars:						*EE444 Reading & Lang Arts II (3) (S)		
ID101 (2)								
ID201 (2)								
Distribution Courses:								
Humanities (6):						Diverse Experience:		
The Arts			*Courses require a C or better			--Prerequisite: Acceptance into Teacher Ed Program		
Literature						--Those seeking only Elementary Education endorsement must take EE375 for 2 credit hours.		
Choice								
Science & Technology (7): (one lab, one course from each area)						Observations & Student Teaching: (18)		
Life Sciences						--EE375 Elementary Education Practicum (1-4)		
Physical Sciences						--EE465 Student Teaching in the Elem Sch (6-12)		
Social Sciences (9): (one course from each area)						--CI476 Professional Seminar in Ed (2)		
Behavioral Sciences (PY101)								
Social Institutions (G-CI150)								
History								
Electives: (two courses from outside of major)								
1.								
2.								

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: ENGLISH 6-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		ENGLISH REQUIREMENTS (CR. HRS.)	
<b>Foundation Courses:</b>		<b>Related Courses: (10)</b>		<b>Required Courses: (38)</b>	
<b>Oral, Written, &amp; Informational Literacy:</b>		PY 101 Introduction to Psychology (3)		<b>Advanced Communications (10)</b>	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		EN420 Creative Writing, <b>OR</b> EN370 Poetry, <b>OR</b>	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		EN270 Fiction (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		EN313 Advanced Expos Writing (3)	
Language Intensive Courses:		<b>Education Courses: (15)</b>		EN350A Theory and Prac of Tutoring Writing (1)	
1.				CM135 Media Writing (3)	
2. (CI455)		*G-CI150 Introduction to Education (3)		<b>Linguistics, Grammar, History (4)</b>	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		EN355 Linguistics and History of English (2)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		EN335 Advanced English Grammar (2)	
Wholeness/Health/Fitness (2)		*CI220 Principles & Strategies of Teaching (3)		<b>Literature (17)</b>	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)				EN210 Masterpieces of World Lit <b>OR</b> EN220 Contemporary World Lit (3)	
				EN320 Young Adult Lit (2)	
<b>College Seminars:</b>		CI315 Reading in the Content Field (2) (F)		EN250 American Lit I (3)	
ID101 (2)		CI455 The Teaching Learning Process (3)		EN255 American Lit II (3-4)	
ID201 (2)				EN300 Surv. Of British Lit (3)	
<b>Distribution Courses:</b>		<b>Methods Courses: (3)</b>		EN222 Afr. Amer Lit <b>OR</b> EN225 Nat Amer Lit <b>OR</b>	
<b>Humanities (6)</b>				EN235 Borderland (3)	
The Arts		*CI417 Meth for Teaching English & Lang Arts in the		<b>Supporting Courses (7)</b>	
Literature		Secondary School (3)		ML109 Spanish Level II or course of any second	
Choice		<b>Additional Requirements:</b>		language at the same level (3-4)	
<b>Science &amp; Technology (7): (one lab, one course from each area)</b>				EN375 Junior Seminar (2)	
Life Sciences				EN475 A & B Seminar in English (2)	
Physical Sciences					
<b>Social Sciences (9): (one course from each area)</b>		<b>Diverse Experience:</b>		--Prerequisite: Acceptance into Teacher Ed Program	
Behavioral Sciences (PY101)		<b>*Courses require a C or better</b>		<b>Observations &amp; Student Teaching: (16)</b>	
Social Institutions (G-CI150)				--CI351 Sec Ed Practicum (2)	
History				--CI475 Student Teaching in the Sec School (6-12)	
<b>Electives: (two courses from outside of major)</b>				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**ADDED ENDORSEMENT: English for Speakers of Other Languages ESOL K-6 & 6-12**

<b>Elementary or secondary licensure is required to be eligible for this added endorsement.</b> <i>See attached for teacher licensure requirements.</i>		<b>ESOL REQUIREMENTS (CR. HRS.)</b>		<b>ESOL REQUIREMENTS (CR. HRS.)</b>	
		<b>K-6 Endorsement: (17)</b>		<b>6-12 Endorsements: (17)</b>	
		The following courses must be taken in addition to the Elementary Education Program.		The following courses must be taken in addition to any other 6-12 endorsement field.	
<b>TEACHER LICENSURE</b>					
K-6 Licensure		SO202 Minorities in the U.S. (3)		SO202 Minorities in the U.S. (3)	
6-12 Licensure		EN230 Linguistics (2)		EN230 Linguistics (2)	
Content Area:		EN335 Adv English Grammar (2)		EN335 Adv English Grammar (2)	
Content Area:		*CI428 Meth for Tchg ESOL in Sec & Elem Sch (3)		*CI428 Meth for Tchg ESOL in Sec & Elem Sch (3)	
Other Added Endorsements		--Prerequisite: Acceptance into Teacher Ed Program		--Prerequisite: Acceptance into Teacher Ed Program	
		<b>Observations &amp; Student Teaching: (7-14)</b>		<b>Observations &amp; Student Teaching: (7-14)</b>	
		--EE375 Elementary Ed Practicum (1-4)		--CI351 Secondary Ed Practicum (1-4)	
		--EE465 Student Teaching in an ESOL Program -		--CI475 Student Teaching in an ESOL Program -	
		Elementary (4-8)		Secondary (4-8)	
		--CI476 Prof. Seminar in Ed (2)		--CI476 Prof. Seminar in Ed (2)	
		*Courses require C or better in CI220			

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**ADDED ENDORSEMENT: GRADUATE LEVEL High Incidence Special Education K-6, 6-12, or K-12**

<b>Elementary or secondary licensure is required to be eligible for this added endorsement.</b> <i>See attached for teacher licensure requirements.</i>		SPECIAL EDUCATION REQUIREMENTS (CR. HRS.)		SPECIAL EDUCATION REQUIREMENTS (CR. HRS.)	
		K-6 Endorsement: (22)		6-12 Endorsements: (22)	
		The following courses must be taken in addition to the Elementary Education Program.		The following courses must be taken in addition to any other 6-12 endorsement field.	
<b>Only ELED majors are eligible for K-12 added endorsement. (Secondary majors cannot add K-6 endorsement*.)</b>					
		SPED 610 Foundations (4)		SPED 610 Foundations (4)	
		SPED 615 General Methods (4)		SPED 615 General Methods (4) <i>Prereq. SPED 310</i>	
		SPED 645 Behavior Mgmt. (2)		SPED 645 Behavior Mgmt. (2)	
<b>TEACHER LICENSURE</b>		SPED 621 K-6 Methods (5)		SPED 661 6-12 Methods (5)	
K-6 Licensure		SPED 731 K-6 Clinical Exp.(student teaching) (5-6)		SPED 771 6-12 Clinical Exp.(student teaching) (5-6)	
6-12 Licensure		<b>OR</b> SPED 733* 6-12 Internship (4-6)		<b>OR</b> SPED 773* 6-12 Internship (4-6)	
Content Area:		SPED 799 Capstone Issues (1)		SPED 799 Capstone Issues (1)	
Content Area:		<i>*For those already holding special ed. licensure</i>		<i>*For those already holding special ed. licensure</i>	
Other Added Endorsements		COURSES FOR K-12 ENDORSEMENTS (CR. HRS.)		OPTIONAL COURSES FOR ENDORSEMENTS (CR. HRS.)	
		K-12 Endorsement: (27)			
				SPED 220 Fields Experiences (1)	
		SPED 610 Foundations (4)		SPED 320 Beginning Sign Lang. (2)	
		SPED 615 General Methods (4)		SPED 322 Intermediate Sign Lang. (2)	
*Secondary majors wishing to add a K-6 or K-12 endorsement must also take:		SPED 645 Behavior Mgmt. (2)		SPED 380 Topics – Undergrad.	
		SPED 641 PreK-3 Methods (5) FA		SPED 678 Topics – Grad.	
EE303 Reading/Language Arts I (4)		SPED 681 4-12 Methods (5) SP			
EE230 Math Methods I (3) [unless a math major]		SPED 751 Pre-K-12 Clinical Exp. (5-6) <b>OR</b> SPED 753 Pre-K-12 Internship (5-6)		<i>These courses are offered only on a limited basis due to limited faculty at ACCK.</i>	
EE307 Math Methods II (3)		SPED 799 Capstone Issues (1)			



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: HISTORY\_GOV 6-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		HISTORY/GOVERNMENT REQUIREMENTS (CR. HRS.)	
<b>Foundation Courses:</b>		<b>Related Courses: (10)</b>		<b>Required Courses: (42)</b>	
<b>Oral, Written, &amp; Informational Literacy:</b>		PY 101 Introduction to Psychology (3)		<b>AMERICAN HISTORY</b>	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		HI140 American History to 1877 (3) (F)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		HI150 American History since 1877 (3) (S)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		HI261 Kansas History (3) (S-even)	
Language Intensive Courses:		<b>Education Courses: (15)</b>		<b>WORLD HISTORY</b>	
1. (HI/PS475)		*G-CI150 Introduction to Education (3)		HI110 World Civilization to 1500 (3) (F)	
2. (CI455)		G-CI251 Introduction to Education Practicum (1)		HI120 World Civilization since 1500 (3) (S)	
*Mathematics (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		HI101 Historical Introduction to Politics (3) (F)	
Religion/Beliefs/Values (3-4)		*CI220 Principles & Strategies of Teaching (3)		<b>GOVERNMENT AND POLITICS</b>	
Wholeness/Health/Fitness (2)				G-PS102 U.S. Government (3) (S - odd)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		CI315 Reading in the Content Field (2) (F)		G-PS130 Principles of Geography (3) (S - even)	
<b>College Seminars:</b>		CI455 The Teaching Learning Process (3)		PS356 American Diplomacy (3) (F - odd)	
ID101 (2)				<b>SUPPORTING HISTORY &amp; SOCIAL SCIENCES</b>	
ID201 (2)				SO101 Intro. to Sociology (3) (F, IT)	
<b>Distribution Courses:</b>		<b>Methods Courses: (3)</b>		HI130 Introductory Methods of Historical Analysis (3) (S)	
<b>Humanities (6):</b>		*CI408 Meth for Teaching Social & Behavioral Science in the Secondary School (3)		EC201 Elementary Econ –Macro (3) (F)	
The Arts		<b>Additional Requirements:</b>		<b>OR</b> EC202 Survey of Econ. (3) (S)	
Literature				HI410 Historiography (3) (F)	
Choice				HI/PS475 Senior Thesis (3)	
<b>Science &amp; Technology (7): (one lab, one course from each area)</b>					
Life Sciences					
Physical Sciences					
<b>Social Sciences (9): (one course from each area)</b>		<b>Diverse Experience:</b>		<i>--Prerequisite: Acceptance into Teacher Ed Program</i>	
Behavioral Sciences (PY101)		<b>*Courses require a C or better</b>		<b>Observations &amp; Student Teaching: (16)</b>	
Social Institutions (G-CI150)				--CI351 Sec Ed Practicum (2)	
History				--CI475 Student Teaching in the Sec School (6-12)	
<b>Electives: (two courses from outside of major)</b>				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: MATHEMATICS 6-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		MATH REQUIREMENTS (CR. HRS.)			
<b>Foundation Courses:</b>		<b>Related Courses: (10)</b>		<b>Required Courses: (45)</b>			
<b>Oral, Written, &amp; Informational Literacy:</b>		PY 101 Introduction to Psychology (3)		G-MA111 Calculus I (4)			
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		MA112 Calculus II (4)			
*EN110 College Composition I (3)		CI232 Educational Technology (2)		G-MA123 Discrete Math (3)			
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		G-MA153 Prin. of Geometry (3)			
Language Intensive Courses:				MA211 Linear Algebra (3)			
1.		<b>Education Courses: (15)</b>		MA212 Calculus III (4)			
2. (CI455)		*G-CI150 Introduction to Education (3)		G-MA221 Elementary Applied Statistics (4)			
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		MA342 Modern Geometry (4)			
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		MA366 Diff. Equations (4)			
Wholeness/Health/Fitness (2)				MA375 Jr. Seminar (1)			
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		MA411 Intro. To Algebraic Structures (4)			
<b>College Seminars:</b>		CI315 Reading in the Content Field (2) (F)		MA475 Sr. Project (2)			
ID101 (2)		CI455 The Teaching Learning Process (3)		G-PH205 College Physics I (5)			
ID201 (2)							
<b>Distribution Courses:</b>							
<b>Humanities (6):</b>		<b>Methods Courses: (3)</b>					
The Arts		*CI407 Methods for Teaching Math in the					
Literature		Secondary School (3)					
Choice		<b>Additional Requirements:</b>					
<b>Science &amp; Technology (7): (one lab, one course from each area)</b>							
Life Sciences							
Physical Sciences (G-PH205)							
<b>Social Sciences (9): (one course from each area)</b>		<b>Diverse Experience:</b>				--Prerequisite: Acceptance into Teacher Ed Program	
Behavioral Sciences (PY101)		*Courses require a C or better				<b>Observations &amp; Student Teaching: (16)</b>	
Social Institutions (G-CI150)				--CI351 Sec Ed Practicum (2)			
History				--CI475 Student Teaching in the Sec School (6-12)			
<b>Electives: (two courses from outside of major)</b>				--CI476 Professional Seminar in Ed (2)			
1.							
2.							

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: MUSIC P-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		MUSIC REQUIREMENTS (CR. HRS.)	
<b>Foundation Courses:</b>		<b>Related Courses: (10)</b>		<b>Required Courses: (52)</b>	
<b>Oral, Written, &amp; Informational Literacy:</b>		PY101 Introduction to Psychology (3)		<b>Musicianship (17)</b>	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		MU136 Music Theory I (3)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		MU236 Music Theory II (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		MU336 Music Theory III (3)	
Language Intensive Courses:		<b>Education Courses: (15)</b>		MU436 Music Theory IV (3)	
1. G-ML108 Spanish I (3)				MU159 Sight Singing I (1)	
2. (CI455)				MU259 Sight Singing II (1)	
*Mathematics (3-4)				MU359 Sight Singing III (1)	
Religion/Beliefs/Values (3-4)				MU459 Sight Singing IV (1)	
Wholeness/Health/Fitness (2)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		MU345 Conducting (1)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		<b>Music History and Literature (12)</b>	
<b>College Seminars:</b>		CI315 Reading in the Content Field (2) (F)		G-MU161 Music Appreciation (3)	
ID101 (2)		CI455 The Teaching Learning Process (3)		G-MU210 Intro World Music (3)	
ID201 (2)		<b>Methods Courses: (10)</b>		G-MU355 Music History I (3)	
<b>Distribution Courses:</b>		*CI/MU370 Instr Music (3)		G-MU360 Music History II (3)	
<b>Humanities (6):</b>		*CI/MU371 Choral Music (3)		<b>Performance Study (19)</b>	
The Arts		*CI/MU372 General Music (3)		MU150 Music Major Lab (0)	
Literature		*MU465 Advanced Conducting (1)		MU330K Piano (0-8)	
Choice				Piano Proficiency Exam (0)	
<b>Science &amp; Technology (7):</b>		<i>--Prerequisite: Acceptance into Teacher Ed Program</i>		MU330 Private Lessons (8)	
<b>(one lab, one course from each area)</b>		<b>Observations &amp; Student Teaching: (16)</b>		MU375 Junior Recital (1)	
Life Sciences		--EE375 Elem Ed Practicum (1)		MU475 Senior Recital (2)	
Physical Sciences		--CI351 Sec Ed Practicum (1)		Ensembles required each semester (8)	
<b>Social Sciences (9):</b>		--EE465 Student Teaching in the Elem School (6)		<b>Techniques Courses (4)</b>	
<b>(one course from each area)</b>		--CI475 Student Teaching in the Sec School (6)		MU385 Vocal Pedagogy (1)	
Behavioral Sciences (PY101)		--CI476 Professional Seminar in Ed (2)		MU390 Choral Tech I (1)	
Social Institutions (G-CI150)				MU395 Choral Tech II (1)	
History				MU274 Instrumental Tech Lab (1)	
<b>Electives:</b>				<b>~OR~</b>	
<b>(two courses from outside of major)</b>				MU309 WW Tech (1)	
1.		<b>Diverse Experience:</b>		MU310 Brass Tech (1)	
2.		<b>*Courses require a C or better</b>		MU311 String Tech (1)	
				MU312 Perc Tech (1)	

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: PE\_HEALTH P-12

GENERAL ED REQUIREMENTS (CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		SPORT STUDIES REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (43)	
Oral, Written, & Informational Literacy:		PY101 Introduction to Psychology (3)		PE100 Intro to Physical Education and Sport (3)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		G-BI101 Principles of Biology (4)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		PE105 Intro to Sport Management (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		G-PE150 Concepts in Holistic Health (3)	
Language Intensive Courses:		Education Courses: (15)		G-BI210 Principles of Nutrition (3)	
1.				PE220 Human Anatomy and Physiology (3)	
2. (CI455)		*G-CI150 Introduction to Education (3)		PE244 Sport and Society (3)	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		PE289 Sport and Exercise Psychology (3)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		PE301 Human Growth and Motor Behavior (3)	
Wholeness/Health/Fitness (2)				PE304 Theories, Princ, and Leader of Coaching (3)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		PE330 Exercise Physiology (3)	
College Seminars:		CI315 Reading in the Content Field (2) (F)		PE385 Care and Treatment of Athletic Injuries (3)	
ID101 (2)		CI455 The Teaching Learning Process (3)		PE400 Skill Dev, Phys Train, & Tact in Coaching (3)	
ID201 (2)				PE475 Senior Capstone (3)	
Distribution Courses:		Methods Courses: (8)			
Humanities (6):				See course catalog for anti-requisites and prerequisites	
The Arts		*PE409 Meth for Teaching PE/Health in the			
Literature		Elementary School (4)			
Choice		*PE410 Meth for Teaching PE/Health in the			
Science & Technology (7): (one lab, one course from each area)		Secondary School (4)			
Life Sciences				--Prerequisite: Acceptance into Teacher Ed Program	
Physical Sciences				Observations & Student Teaching: (16)	
Social Sciences (9): (one course from each area)				--EE375 Elem Ed Practicum (1)	
Behavioral Sciences (PY101)		*Courses require a C or better		--CI351 Sec Ed Practicum (1)	
Social Institutions (G-CI150)				--EE465 Student Teaching in the Elem School (6)	
History				--CI475 Student Teaching in the Sec School (6)	
Electives: (two courses from outside of major)				--CI476 Professional Seminar in Ed (2)	
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: SPANISH PreK-12

GENERAL ED REQUIREMENTS_(CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		SPANISH REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (34)	
Oral, Written, & Informational Literacy:		PY101 Introduction to Psychology (3)		ML208 Level III Spanish (3)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		ML209 Level IV Spanish (3)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		ML384 Intermediate Comp and Conversation (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		ML385 Advanced Comp and Conversation (3)	
Language Intensive Courses:		Education Courses: (15)		EN355 Linguistics & History of English (2)	
1.				ML308 Spanish Lang Literature (3)	
2.	(CI455)	*G-CI150 Introduction to Education (3)		ML350 Immersion Exp (12-36) OR	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		Immersion Exp (4) AND Cultural Intens (9)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		ML458 Structure of the Spanish Lang (2)	
Wholeness/Health/Fitness (2)				ML475 Senior Seminar (2-4)	
Global/Intercultural Experience (3-4) (GCI333 & GCI251)		*CI220 Principles & Strategies of Teaching (3)		*Senior Exit Exam	
College Seminars:		CI315 Reading in the Content Field (2) (F)			
ID101 (2)		CI455 The Teaching Learning Process (3)			
ID201 (2)					
Distribution Courses:		Methods Courses: (3)			
Humanities (6):					
The Arts		*CI404 Meth for Teaching Modern Lang in the			
Literature		Secondary School (3)			
Choice					
Science & Technology (7): (one lab, one course from each area)					
Life Sciences				--Prerequisite: Acceptance into Teacher Ed Program	
Physical Sciences				Observations & Student Teaching: (16)	
Social Sciences (9): (one course from each area)		Diverse Experience:		--EE375 Elem Ed Practicum (1)	
Behavioral Sciences (PY101)		*Courses require a C or better		--CI351 Sec Ed Practicum (1)	
Social Institutions (G-CI150)				--EE465 Student Teaching in the Elem School (6)	
History				--CI475 Student Teaching in the Sec School (6)	
				--CI476 Professional Seminar in Ed (2)	
Electives: (two courses from outside of major)					
1.					
2.					

(Updated 2021)



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**ADDED ENDORSEMENT: High Incidence Special Education K-6, 6-12, or K-12**

<b>Elementary or secondary licensure is required to be eligible for this added endorsement.</b> <i>See attached for teacher licensure requirements.</i>		<b>SPECIAL EDUCATION REQUIREMENTS (CR. HRS.)</b>		<b>SPECIAL EDUCATION REQUIREMENTS (CR. HRS.)</b>	
		<b>K-6 Endorsement: (22)</b>		<b>6-12 Endorsements: (22)</b>	
		The following courses must be taken in addition to the Elementary Education Program.		The following courses must be taken in addition to any other 6-12 endorsement field.	
<b>Only ELED majors are eligible for K-12 added endorsement. (Secondary majors cannot add K-6 endorsement*.)</b>					
		SPED 310 Foundations (4)		SPED 310 Foundations (4)	
		SPED 315 General Methods (4) <i>Prereq. SPED 310</i>		SPED 315 General Methods (4) <i>Prereq. SPED 310</i>	
		SPED 345 Behavior Mgmt. (2)		SPED 345 Behavior Mgmt. (2)	
<b>TEACHER LICENSURE</b>		SPED 321 K-6 Methods (5) <i>Prerequisites: SPED 310 &amp; SPED 315</i>		SPED 361 6-12 Methods (5) <i>Prerequisites: SPED 310 &amp; SPED 315</i>	
K-6 Licensure		SPED 431 K-6 Clinical Exp.(student teaching) (5-6) <b>OR</b> SPED 433* 6-12 Internship (4-6)		SPED 471 6-12 Clinical Exp.(student teaching) (5-6) <b>OR</b> SPED 473* 6-12 Internship (4-6)	
6-12 Licensure					
Content Area:		SPED 499 Capstone Issues (1)		SPED 499 Capstone Issues (1)	
Content Area:		*For those already holding special ed. licensure		*For those already holding special ed. licensure	
Other Added Endorsements		<b>COURSES FOR K-12 ENDORSEMENTS (CR. HRS.)</b>		<b>OPTIONAL COURSES FOR ENDORSEMENTS (CR. HRS.)</b>	
		<b>K-12 Endorsement: (27)</b>			
				SPED 220 Fields Experiences (1)	
		SPED 310 Foundations (4)		SPED 320 Beginning Sign Lang. (2)	
		SPED 315 General Methods (4)		SPED 322 Intermediate Sign Lang. (2)	
*Secondary majors wishing to add a K-6 or K-12 endorsement must also take:		SPED 345 Behavior Mgmt. (2)		SPED 380 Topics – Undergrad.	
		SPED 341 PreK-3 Methods (5) FA		SPED 678 Topics – Grad.	
EE303 Reading/Language Arts I (4)		SPED 381 4-12 Methods (5) SP			
EE230 Math Methods I (3) [unless a math major]		SPED 451 Pre-K-12 Clinical Exp. (5-6) <b>OR</b> SPED 453 Pre-K-12 Internship (5-6)		<i>These courses are offered only on a limited basis due to limited faculty at ACCK.</i>	
EE307 Math Methods II (3)		SPED 499 Capstone Issues (1)			



Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHING LICENSE: SPEECH/THEATRE 6-12

GENERAL ED REQUIREMENTS_(CR. HRS.)		PROFESSIONAL ED REQUIREMENTS (CR. HRS.)		SPEECH/THEATRE REQUIREMENTS (CR. HRS.)	
Foundation Courses:		Related Courses: (10)		Required Courses: (42)	
Oral, Written, & Informational Literacy:		PY 101 Introduction to Psychology (3)		G-TH100 Theatre as Social Art (3)	
Oral Communication (3)		PY204 Child & Adolescent Dev (3) (S)		G-CM120 Intro to Human Communication (3)	
*EN110 College Composition I (3)		CI232 Educational Technology (2)		G-CM130 Interpersonal Communication (3)	
*EN111 College Composition II (3)		G-CI333 Intercultural Education (2)		G-CM140 Public Speaking (3)	
Language Intensive Courses:		Education Courses: (15)		G-TH265 Topics in Dramatic Lit (3)	
1.				G-TH160 Acting I (3)	
2.	(CI455)	*G-CI150 Introduction to Education (3)		G-TH170 Technical Theatre I (3)	
*Mathematics (3-4)		G-CI251 Introduction to Education Practicum (1)		G-TH270 Technical Theatre II (3)	
Religion/Beliefs/Values (3-4)		SE210 Introduction to Infants, Children & Youth w/ Special Needs (3)		TH370 Theatrical Design (3)	
Wholeness/Health/Fitness (2)				TH365 Tech & Stage Directing (3)	
Global/Intercultural Experience (3-4)		*CI220 Principles & Strategies of Teaching (3)		CM330 Persuasion & Social Influence (3)	
(GCI333 & GCI251)				G-TH385 Theatre History & Dramatic Lit I (3)	
College Seminars:		CI315 Reading in the Content Field (2) (F)		G-TH390 Theatre History & Dramatic Lit II (3)	
ID101 (2)		CI455 The Teaching Learning Process (3)		TH400 Dramaturgy (3)	
ID201 (2)					
Distribution Courses:		Methods Courses: (3)			
Humanities (6):					
The Arts		*CI416 Meth for Teaching Speech & Theatre in the			
Literature		Secondary School (3)			
Choice		Additional Requirements:			
Science & Technology (7):					
(one lab, one course from each area)					
Life Sciences					
Physical Sciences					
Social Sciences (9):		Diverse Experience:		--Prerequisite: Acceptance into Teacher Ed Program	
(one course from each area)		*Courses require a C or better		Observations & Student Teaching: (16)	
Behavioral Sciences (PY101)				--CI351 Sec Ed Practicum (2)	
Social Institutions (G-CI150)				--CI475 Student Teaching in the Sec School (6-12)	
History				--CI476 Professional Seminar in Ed (2)	
Electives:					
(two courses from outside of major)					
1.					
2.					

(Updated 2021)