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Introduction

Purpose Statement

This handbook has been developed to provide a concise compilation of policies and procedures for the Central Christian College Department of Teacher Education. Its purpose is two-fold: (1) to be used as a tool for administrators, faculty, and advisors as they guide students through the process of preparation for teacher licensure, and (2) to be a guidebook for teacher education pre-candidates and candidates designed to lead them step-by-step through the process of application to and completion of this program. The handbook will be updated annually and care will be exercised to ensure that information is accurate and complete.

Included in the handbook is an overview of the visions and missions of the college and unit. Also addressed will be governance of the unit, a general description of the program, course requirements, and specifics of how a student navigates his/her way through the process. Additionally, issues such as professional responsibilities, grievance procedures, and career counseling will be addressed.

Vision and Mission of the College

Vision
Central Christian College of Kansas aspires to become the leading distinctively Christian college of the Plains, educating and discipling students to become Christian servant-leaders to the world.

Mission
Central Christian College of Kansas, an evangelical Christian college embracing the Wesleyan tradition, provides a personalized educational experience through liberal arts and professional studies that seeks to prepare students to be academically competent, socially responsible, professionally astute, service oriented, and spiritually mature in their faith in Jesus Christ.

Vision and Mission of the Unit

Vision of the Teacher Education Program
The vision of the Central Christian College Teacher Education Program is to develop quality professional teachers with a Christian world view to teach in public, private, and Christian schools around the world.

Mission of the Teacher Education Program
The mission of the Central Christian College Teacher Education Program is to develop the Responsive Practitioner: Academically Competent, Professionally Astute and Service Oriented, from the perspective of a Christian world-view.
Candidate Outcomes

Fit Minds (Rationally Competent: Intellectual and Psychological)

1. Candidates will possess a knowledge base that is broad in content, yet specific in subject matter, to the degree that they are confident and poised in the classroom.
2. Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
3. Candidates will demonstrate the ability to plan and execute effective lessons.
4. Candidates will exhibit a commitment to life-long learning and professional development.

Fit Bodies (Professionally Astute: Physical and Vocational)

1. Candidates will possess a knowledge base of human maturation and its development to respond to academic needs with age-appropriate instruction.
2. Candidates will demonstrate the ability to practice collaboration within the school environment.
3. Candidates will demonstrate the ability to effectively manage a classroom’s learning environment.
4. Candidates will demonstrate an attitude of service.

Fit Hearts (Socially Responsible: Cultural and Relational)

1. Candidates will possess a sound understanding of the historical and philosophical foundations of education so they can integrate the successes of the past with the challenges of the present, in preparation for the future.
2. Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
3. Candidates will be knowledgeable of educational technology, and capable of using it in instruction and evaluation in the learning process.

Fit Souls (Spiritual Responsive: Spiritual and Environmental)

1. Candidates will learn to work effectively and responsively with students from diverse backgrounds, which would include, but not be limited to ethnicity, normality, language, cognitive abilities, and other disabilities.
2. Candidates will possess and practice dignity toward all persons in the school community.
3. Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
4. Candidates will exhibit a Christian world view
Governance of the Unit

The Department of Teacher Education is comprised of the unit head (department chair), program directors, education faculty, and teacher education coordinator. Policies governing the program are formulated by the department in consultation with the Teacher Education Committee (TEC). In addition to departmental personnel, the TEC also includes one at-large staff member and the college provost. The department works for selective recruitment, admission, and retention of candidates and is directly responsible to the provost. Admission to the college is not synonymous with admission to the Teacher Education Program.

Governing Body of The Department

College Provost and Vice President of Academics
The provost/vice president reports to the college president, serves as the chief academic officer of the college, and is a member of the president’s cabinet. That person serves on the administrative team which formulates future goals, objectives, and strategies for the college.

Chair of the Department of Teacher Education
The Chair of the Department of Teacher Education is appointed by the provost, in consultation with the president’s cabinet. The department chair reports directly to the provost and is responsible for informing the provost of all activities regarding the department. The chair is responsible for departmental supervision including, but not limited to, the following areas:

1. **Budget:** Responsible for maintaining departmental budget.
2. **Faculty and staff:** Recruitment (in consultation with the provost) and supervision.
3. **Board:** Prepares and submits reports to the Board of Directors on a semi-annual basis.
4. **Course scheduling:** In conjunction with the provost.
5. **Instruction:** Ensures that a quality program is maintained and monitors areas of concern.
6. **Curriculum:** Provides direction and vision for curriculum development within the education program.
7. **Catalog:** Develops and maintains accurate program and course descriptions in the college catalog.
8. **Advising:** Ensures that a quality program for advisement is maintained and assists advisors wherever needed.
9. **Library holdings:** Supervises the selection of books and materials for the department, in consultation with the Library Director and Director of Elementary Education.
10. **KSDE:** Functions as the liaison to the Kansas State Department of Education.
11. **Committees:** Serves as chair of the Teacher Education Committee and the Education Advisory Council.
12. **AAAC:** Serves on the Academic Affairs Committee
13. **Other:** Assists the provost and the president’s cabinet in any way necessary to maintain the effective functioning of the department.

Teacher Education Committee
The Teacher Education Committee is comprised of personnel from within the college. Included are the provost, the teacher education department chair, elementary and secondary program directors, education faculty, teacher education coordinator, and one at-large staff member.
The function of the committee is to aid in setting policy and to help evaluate and give direction for the program. The department chair will serve as chair for the committee. Applicants for the Clinical Teaching Experience are interviewed by members of the committee, which gives input concerning approval. The committee meets on a monthly basis and as needed at the discretion of the chair.

Education Advisory Council
The Education Advisory Council keeps the department up-to-date on current needs and practices in public and private schools. Additionally, the council gives consultation on improvement of the program and serves as a resource for students. Members of the council are from local and surrounding communities. Included are public and private superintendents, principals, teachers and community representatives. The chair of the department will also serve as chair of the council, which meets once or twice a year.

Professional Responsibilities of the Candidate

Academic Integrity

An individual’s professional career begins with his/her decision to make application to the teacher education program. Pre-candidates and candidates are expected to conduct themselves with a strong sense of personal integrity and honesty, consistent with professionalism and a Christian world view. These are important characteristics for professional educators which should be nurtured over the course of time spent in the program. Teachers must promote ethical practices and should neither condone nor practice unethical or illegal acts. Therefore, pre-candidates and candidates will be expected to adhere to the following standards of personal integrity in their education courses and field work:

1. Produce their own work, unless directed by an instructor to participate in a group project.
2. Discussion of assignments with other candidates is allowed, but the work turned in by each person must be completed independently and must not be identical to that of a peer.
3. Assume responsibility of reporting incidents of cheating to their instructors.
4. Understand that in the State of Kansas, dishonesty is grounds for denial of teaching licensure.
5. Understand that cheating, as defined by this department, includes:
   a. Plagiarism: copying word for word from books, journals, internet sites, work of other students, and/or class examples.
   b. Using notes on a test or quiz, unless allowed by the instructor.
   c. Copying from another candidate’s work during a test or quiz.
   d. Not doing a fair and equitable portion of the work on group projects.
6. Understand that incidences of cheating will result in the following action:
   a. For the first occurrence, a zero will be given on the assignment and the incident will be noted in the student’s permanent record.
   b. A second occurrence will result in a grade of an F for the course. The TEC will determine if the candidate will be allowed to remain in the program.
Personal Excellence

Teacher education candidates should strive for personal growth in the areas of life which will be expected of a professional working in the field of education. Teachers are role models to children and young people and, therefore, candidates must exhibit personal standards worthy of being passed on. These may be enhanced by cultivating habits of excellence in the candidate’s own academic efforts.

Course Attendance

Attendance in teacher education classes is expected. It is impossible for class interaction and teaching methods modeled by the instructor to be replaced by experiences outside of class. Please notify instructors prior to any absence as a professional courtesy to the instructor. This will also assist in cultivating the habit of notifying a superior, as required in a professional teaching position. Candidates are responsible for material missed due to absences or tardiness. In the event this should become habitual (as defined in course syllabi), probation may result.

Course Assignments

Assignments should be turned in by the due date, as requested by the instructor. Late assignments are not acceptable. Exhibiting a habit of turning in late work may result in probation.

GPA Requirements

All Professional Core course work must be passed with a grade of a C or better, maintaining a minimum professional GPA of 2.75. The cumulative GPA required to continue in the teacher education program is 2.5. GPA will be assessed by accessing student transcripts each semester. Deficiencies may be remedied by re-taking a course and one semester will be allowed to bring up the GPA.

Field Experience Responsibilities

As candidates leave campus for field experiences in the local K-12 schools, it is important that they exhibit professional conduct and to be aware that he/she is representing the college. Professionalism is reflected in, but not limited to, the following areas:

1. **Attendance:** The candidate will be required to be at school when the supervising teacher is at school. If assistance is needed by the teacher before or after school, that is expected of the candidate. The value of the field experience is in experiencing the working life of a teacher.

2. **Lunch:** The candidate should take a lunch the first day, then follow the lead of the supervising teacher on subsequent days.

3. **Professional Dress:** The candidate is serving as a professional educator and, as such, should dress neatly and professionally. For men, this means casual (Dockers style) or dress slacks with an appropriate shirt and/or shirt and tie combination. Ladies should plan on dress slacks, skirt and blouse, or dress. Jeans are not appropriate for either gender unless called for by the supervising teacher due to the activities on any particular
day. Principals often mention dress code as an issue of concern in field experiences.

4. **First Day:** The candidate should arrive at the school early to check into the office prior to the beginning of school. This facilitates finding the classroom without disruption to the learning environment.

5. **Last Day:** The candidate should arrange a time to meet with the supervising teacher to go over the evaluation form. A thank-you note should be written to the teacher and the building principal for the privilege of working in the school.

6. **Professional Conduct:** Field experience participants are under observation at all times. Candidates should be professional in speech and conduct, remembering that this is an opportunity to meet professionals who can help with recommendations as he/she moves into a career in teaching.

7. **Paperwork:** It is the responsibility of the candidate to see that all forms are completed and turned in by the due date. This may involve reminding the cooperating teacher.

**Professional Development**

A commitment to professional development and habits of life-long learning are imperative for the professional educator. Some additional areas where professional development will be necessary include sensitivity to diverse needs and cultural differences, social responsibility to the greater world community, and a strong sense of commitment to children and young people.

**Program Requirements**

The teacher education program offers an Elementary Education major and a professional studies curriculum for prospective secondary licensure in the areas of 6-12 English, 6-12 History and Government and PreK-12 Physical Education.

**Available Majors and Areas of Endorsement**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Grades K-6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Grades PreK-12</td>
</tr>
<tr>
<td>Secondary History &amp; Government</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>Secondary English</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>Secondary Math</td>
<td>Grades 6-12</td>
</tr>
</tbody>
</table>
Teacher Education Handbook

**General Education – Core Curriculum**  
*(Required for candidates in all content areas)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EN-CP 103</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EN-CP 104</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 105</td>
<td>US History I or</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 106</td>
<td>US History II</td>
<td>3</td>
</tr>
<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>NS-MA 104</td>
<td>College Algebra or</td>
<td>3</td>
</tr>
<tr>
<td>NS-MA 201</td>
<td>Survey of Contemporary Math</td>
<td>3</td>
</tr>
<tr>
<td>NS-BI 101</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>NS-PS 104</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SS-GE 113</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>SS-SO 381</td>
<td>Marriage &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>MT-PH 264</td>
<td>Contemporary Culture &amp; World View</td>
<td>3</td>
</tr>
<tr>
<td>HU-AR 101</td>
<td>Art Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>HU-MU 105</td>
<td>Music Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>SP-SH 100</td>
<td>Fitness &amp; Wellness</td>
<td>2</td>
</tr>
<tr>
<td>SP-AC</td>
<td>Activity or Varsity sport</td>
<td>1</td>
</tr>
<tr>
<td>MT-MN</td>
<td>Choose one Bible course per year</td>
<td>8-12</td>
</tr>
</tbody>
</table>

**Total: 51-55 credits**

**Professional Education – Core Curriculum**  
*(Required for candidates in all content areas)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-CC 100</td>
<td>Introduction to Education</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 110</td>
<td>Early Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED-CC 120</td>
<td>Culturally Diverse Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED-CC 280</td>
<td>Psychology &amp; Fundamentals of Learning</td>
<td>4</td>
</tr>
<tr>
<td>ED-CC 300</td>
<td>Exceptional &amp; Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-CC 310</td>
<td>Educational Assessments &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ED-CC 315</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 265</td>
<td>Instructional Media &amp; Technology</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 400</td>
<td>Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 410</td>
<td>Professional Practices in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 450</td>
<td>Clinical Teaching Experience/Seminar</td>
<td>14</td>
</tr>
</tbody>
</table>

**Total: 36 credits**
Professional Education – Elementary Curriculum – (Required for elementary)
ED-EE 225 Essentials of Children’s Literature 2 credits
ED-EE 340 Foundations of Literacy 3 credits
ED-EE 341 Emerging Literacy & Assessment 4 credits
ED-EE 342 Advanced Literacy Instruction & Assessment 3 credits
ED-EE 343 Elementary Language Arts Methods 2 credits
ED-EE 345 Elementary Math Methods 3 credits
ED-EE 346 Elementary Science Methods 3 credits
ED-EE 347 Elementary Social Science Methods 3 credits
ED-EE 348 Elementary Fine Arts Methods 3 credits
ED-EE 350 PreK-6 Physical Education Methods 2 credits
ED-EE 380 Junior Teaching Practicum – Elementary 4 credits
Total: 32 credits

Professional Education – Secondary Curriculum – (Physical Education – Enroll in both PreK-6 and 6-12 P.E. Methods plus Junior Practicum; Other secondary – Enroll in secondary teaching methods for your major plus Junior Practicum)
ED-EE 350 PreK-6 Physical Education Methods 2 credits
ED-SE 351 6-12 Physical Education Methods 2 credits
ED-EN 351 Secondary English Methods 3 credits
ED-SS 381 Secondary History & Government Methods 3 credits
ED-SE 385 Junior Teaching Practicum – Secondary 4 credits
Total: 7-8 credits

In addition to the professional education courses, secondary candidates must complete all course work for the major area, as outlined in the catalog. A typical major requires 36-42 content hours.

Procedures for Program Completion
The four-level process below directs candidates toward the successful completion of the program and qualification for teacher licensure application. See Appendix B for Candidate Status Checkpoints.

<table>
<thead>
<tr>
<th>Level I</th>
<th>Pre-Candidacy (Freshman)</th>
<th>Successful Completion of ED 100, 110, &amp; 120 General Education Coursework Admission to TEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II</td>
<td>Professional Core (Sophomore, Junior)</td>
<td>Professional Core Curriculum Coursework Admission to CTE</td>
</tr>
<tr>
<td>Level III</td>
<td>Clinical Teaching Experience (Senior)</td>
<td>Successful Completion of CTE/Senior Seminar Successful Completion of Professional Practices</td>
</tr>
<tr>
<td>Level IV</td>
<td>Program Completion and Teacher Licensure (Senior – Post CTE)</td>
<td>Fulfillment of all Graduation Requirements Degree Awarded Application for Teacher Licensure</td>
</tr>
</tbody>
</table>
Level I – Pre-Candidacy

Professional educators are called upon to have a broad academic foundation, which allows them to blend and integrate one subject matter with another to facilitate student learning. Teaching is a rigorous profession and its preparation is demanding in breadth and depth. Candidates need to be aware of the demands and sense a call to the classroom.

The staff of the Teacher Education Program desires to aid students in coming to a greater understanding of themselves through a variety of experiences in course work and career counseling. In gaining awareness of themselves, pre-candidates are better equipped to make a decision about whether or not they are qualified and motivated to enter into a life of servant-leadership through teaching.

Criteria for Admission to TEP

Prior to making application to the Teacher Education Program (TEP), the pre-candidate should be working toward meeting the admissions criteria. Transfer students should seek advisement from the Education Office and will be advised on an individual basis in accordance with their course work and its integration into the requirements of TEP. Admission to the teacher education program will be based on a review of the following information provided by the pre-candidate:

1. Complete and submit Level I Statement of Intent for Teacher Education form (Appendix A) to the teacher education coordinator in Interterm of the freshman or sophomore year.
2. Obtain the Candidate Status Checkpoints form (Appendix B) from the teacher education coordinator for use in tracking requirements.
3. Provide results of the Strengths Quest Inventory given by Student Development.
4. Provide documentation of TB testing with a “Negative” result.
5. Pass ED-CC 100, Intro to Education, typically freshman year - minimum grade C.” Students on academic probation are ineligible; transfer students will be advised.
6. Complete two field experiences, ED-CC 110 and ED-CC 120, with minimum grade “C.” These consist of a minimum of thirty (30) contact hours each are taken concurrently with Intro to Education (in addition to the initial 75 contact hours).
7. Provide Portfolio Project for Evaluation I – Achieve a score of “Proficient” or higher. (This will be completed in ED-CC 100, Introduction to Education.)
8. Submit two essays from ED-CC 100: “Why I Want to Teach” & “My World View.”
9. Provide documentation of seventy-five (75) contact hours with PreK-12 students in settings such as camp counseling, after-school programs, Sunday School, YMCA, etc. Submit Level I Professional Related Service Requirement form (Appendix C).
10. Submit completed Level I Application to Teacher Education Program (Appendix D).
11. Provide the names and addresses of three references: pastoral, professional, and faculty. Level I Reference for Admission to Teacher Education Program form (Appendix E) will be mailed to the reference person by the education department.
12. Complete prerequisite courses (General Psychology, English Composition I and II, Speech, and Algebra) with a minimum grade of “C.”
13. Complete thirty (30) semester hours of general education course work with a cumulative GPA of 2.5 or higher.
14. Take the PPST Exam first semester, sophomore year – 172 minimum average score for Reading, Writing and Math.
15. Maintain status of “In Compliance” with CCC’s Community Expectations Covenant.
On completion of the admissions file, the application will be reviewed by the Teacher Education Committee. Pre-candidates will receive written notification of TEC action.

**PLEASE NOTE: All forms are available from the Teacher Education Office, Briner Library, Room 1136, and should be returned to the Teacher Education Coordinator in that office.**

**Level II – Professional Core**

**Course Work**
Candidates must make application to the TEP prior to enrollment in the professional core classes. A minimum cumulative GPA of 2.5 must be maintained. For professional core classes, a minimum grade of “C” and a GPA of 2.75 is required.

**Application to Clinical Teaching Experience**
The CTE takes place in the student’s senior year. Application must be made during Level II, the junior year. Successful completion of the program involves academic, emotional, and spiritual maturity. Candidates must demonstrate this maturity and their teaching proficiency through successfully completing a 14 week comprehensive professional classroom experience.

Application should be made by the **first Friday in December** of the **year prior to** the CTE. The procedures to follow are listed below:
1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a GPA of 2.75 in Professional Core courses with a minimum grade of “C.”
3. Maintain status of “In Compliance” with the CCC Community Expectations Covenant.
4. Demonstrate “Proficiency” or higher in Junior Teaching Practicum.
5. Make application for the CTE by completing and submitting *Level II Application for Clinical Teaching Experience* (Appendix F) to the teacher education coordinator.
6. Provide one additional reference on the *Level II Reference for Admission to Clinical Teaching Experience* form (Appendix G), four forms total. This reference should be from a faculty member outside your content field.
7. See the Teacher Education Coordinator in the Education Office to schedule an interview with the Teacher Education Committee (TEC) and satisfactorily complete the interview.
8. Present Portfolio Project for Evaluation II at interview.
9. Provide documentation of background check.
10. “Negative” TB test on file with the Education Office.
11. Proof of liability insurance must be on file with the education coordinator.

**PLEASE NOTE – Obtain forms from the Teacher Education Office, Briner Library, Room 1136, and return completed forms to the Teacher Education Coordinator in that office.**

**Level III – Clinical Teaching Experience**

Successful completion of the Teacher Education Program at CCC involves academic, emotional, spiritual, and physical maturity. Candidates must demonstrate their teaching proficiency through successfully completing a comprehensive, professional classroom experience. The Clinical Teaching Experience will consist of a minimum of 14 weeks supervised classroom participation.
The CTE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other CTE participants and education faculty.

Overview of CTE Semester
1. Successful completion of CTE
2. Successful completion of CTE Seminar
3. Complete Professional Practices in Education, ED-CC 410, with grade of “C” or better
4. Submit “Reflections on CTE” paper
5. Submit “Philosophy of Education” paper
6. Pass Portfolio Evaluation III with “Proficiency” or higher
7. Completion of CTE exit interview with department chair
8. Successful completion of Kansas Professional Teaching Portfolio (KPTP)

Placement Procedures for CTE
1. The candidate’s completed Level II Application for Clinical Teaching Experience will be reviewed by the Teacher Education Committee.
2. The candidate will be interviewed by a subcommittee (two or three members) of the Teacher Education Committee, including the education department chair.
   a. The portfolio will be left for the committee’s perusal.
   b. Any special requests (distance placement, placement preference, etc.) must be made at this meeting.
3. If approved for the CTE, the Education Office will contact the school district, asking that the candidate be considered for placement.
   a. Upon receiving the request, the building administrator will make arrangements with a cooperating teacher.
   b. When an assignment is made, the building administrator will notify the college.
   c. The teacher education coordinator will notify the candidate in writing about his/her placement.

Policy for Distance Placement
Requests for placement outside of an approximate 50-mile radius of McPherson will be considered on a per-case basis. Candidates must follow these procedures:
1. Submit a request in writing at the interview with the Teacher Education Committee. Reasons for the candidate’s need for the distance placement should be delineated.
2. Distance placements will only be awarded to students who have proven their character, responsibility, and proficiency in earlier phases of the program.
3. The candidate will pay all expenses for the distance placement. Estimated fees are:
   a. Fee to cooperating teacher - $100 for 14 weeks
   b. Travel expenses to the site for a minimum of four visits per each placement (Mileage indexed to IRS allotment)
   c. Fee to the College Supervisor - $125 for 14 weeks

**PLEASE NOTE: These are approximate amounts, as some cooperating teachers and supervisors charge more. The candidate is responsible for fees in excess of suggested amounts.**
4. The candidate will be assessed all fees related to the distance CTE as a part of registration costs for the CTE semester.
5. The remaining steps will be the same as those listed in steps one through three of Placement Procedure for CTE above.

Credit Hours for CTE/Seminar
Fourteen semester hours of credit will be awarded for the CTE and accompanying CTE Seminar. All required course work in the content area must be completed prior to the clinical experience for credit to be awarded. Candidates are assigned to their clinical experience for a minimum of 14 weeks.

Professional Responsibilities for CTE
1. Candidates will be assessed a $150 CTE fee as a part of registration costs for the semester the CTE takes place. The fee will cover cooperating teacher fees, mileage and any other related expenses. Distance placement fees will be assessed individually.
2. Evidence of TB testing must be submitted to the education office prior to August 1 of the school year in which the CTE is to take place.
3. Proof of Liability Insurance must be on file with the education office before the CTE begins. Insurance may be purchased from KNEA (Kansas National Education Association) or CEAI (Christian Educators Association International). A copy of the insurance card must be provided by the end of the year prior to the CTE.
4. Professional dress should be worn during the Clinical Teaching Experience. Professional dress is defined by this department as: for men, casual (Dockers style) or dress slacks with an appropriate shirt and/or shirt and tie combination; for ladies, dress slacks, skirt and blouse, or dress. Jeans are not appropriate for either gender unless called for by the supervising teacher due to the activities of any particular day.
5. Applicants for initial Kansas licensure are required by the Kansas State Board of Education to pass the professional testing requirements on the following tests:
   a. Principles of Learning and Teaching Test (PLT) with a score of 161 on either level:
      < PLT Level K-6 (Test Code 30522)
      < PLT Level 7-12 (Test Code 30524)
   b. Meet state cut-off scores for their area on the Praxis Subject Assessment(s).

   PLEASE NOTE: Students seeking licensure in PreK-12 may choose which PLT level they want to take. The PLT and Praxis tests may be taken at any time during the Clinical Teaching Experience.

Extracurricular Activities and CTE
The CTE should be planned so that it does not coincide with extra-curricular activities, such as sports. If the activity takes place in the fall, the CTE should take place in the spring. For spring sports, the CTE should be scheduled for fall. This should be planned with the student’s advisor. CTE requirements will take precedence over all extra-curricular activities.

Jobs and CTE
The Clinical Teaching Experience is a full-time job. Candidates will be expected to spend time outside of school on lesson plans and activities. A candidate may not hold a job during the CTE. Candidates may not receive pay for their CTE or pay for substitute teaching during their CTE.
Termination of CTE

A candidate will be terminated from the CTE placement for immoral conduct, behavior unbecoming of a teacher candidate, insubordination, incompetence, unfitness, or failure to obey regulations of the college, the department of teacher education, and/or the participating school district. The following policies for termination have been formulated for the Clinical Teaching Experience, but also apply to classroom observation and any other field experience a teacher education candidate may be involved in.

1. **The candidate may request a change** if a problem which cannot be resolved should occur with the teacher candidate’s adjustment to the placement and/or the cooperating teacher.
   a. The college supervisor should be notified of any problems as soon as possible.
   b. The candidate should discuss the situation with the cooperating teacher.
   c. The college supervisor may call a joint meeting with the candidate, the cooperating teacher, and the building principal if deemed necessary.
   d. The candidate may request a change within the first four weeks of placement. The candidate should be able to document that he/she has taken steps to bring a resolution to the situation.

2. **Teacher education personnel may request a change** if they believe there is a problem with the placement which cannot be resolved.
   a. CCC personnel or the cooperating teacher should be able to show evidence of concerns. Sufficient documentation may result in the termination of the placement by teacher education department personnel.
   b. If termination takes place, the college supervisor, cooperating teacher and building principal will work together to facilitate a smooth transition of the candidate out of the classroom.
   c. Upon termination of a placement, a meeting will be held between the candidate, the college supervisor and the department chair to work out a new placement if it is deemed appropriate by the college officials. The candidate will be notified if a new situation is arranged by the college supervisor and department chair, who will then meet with the candidate prior to final placement.

3. **The host school may request a change** if they believe there is a problem with the placement which cannot be resolved.
   a. The building principal and/or the cooperating teacher should be able to show evidence of concerns. Sufficient documentation may result in the termination of the placement by teacher education department personnel.
   b. If termination takes place, the college supervisor, cooperating teacher and building principal will work together to facilitate a smooth transition of the candidate out of the classroom.
   c. Upon termination of a placement, a meeting will be held between the candidate, the college supervisor, and the department chair to work out a new placement if it is deemed appropriate by the college officials. The candidate will be notified if a new situation is arranged by the college supervisor and department chair, who will then meet with the candidate prior to final placement.

4. **Appeal of a decision to terminate may be made by the candidate** by making a request, in writing, that a hearing with the Teacher Education Committee be called by the department chair.
a. The department chair will notify the candidate of a date, time, and place for a hearing within three business days of receiving the request.
b. The department chair may ask that a representative of the school district where placement occurred be a part of the committee for this process.
c. The candidate has the right to present his/her own case or have counsel or another representative present.
d. The hearing will be presided over by the provost and vice president of academics.
e. The committee may either (1) uphold the termination, (2) overturn the termination, or (3) overturn with conditions the termination of the CTE. The Teacher Education Committee will make a final determination regarding the appeal.
f. The candidate will be notified of the results of the hearing within 24 hours.
g. A transcript of the hearing will be made available within seven business days following the hearing. It may be obtained from the academic office.
h. If the hearing results in a determination of “overturn with conditions,” the stipulated conditions must be met in a timely manner, as determined by the department chair, for reinstatement.

Professional Practices in Education
After completing the CTE, students will return to campus for the remainder of the semester where they will complete all requirements for Professional Practices in Education, ED-CC 410. This course will aid candidates in making final preparations for procuring a teaching position.

Portfolio Evaluation
At the completion of the CTE, students will add work samples from the CTE to their portfolio. The portfolio will be presented for Evaluation III at the completion of the CTE.

Level IV – Program Completion and Teacher Licensure
The final phase of the candidate’s program takes place on campus following the completion of the Clinical Teaching Experience. It will be a time for “wrapping up” the entire process and making final preparations for securing a teaching position. Requirements for program completion are:
1. Present completed Portfolio Project for Evaluation IV, the final evaluation by the Teacher Education Committee.
2. Fulfill all graduation requirements for both professional and content area.
3. Schedule and successfully complete program exit interview with TEC
4. Degree awarded
5. Take PLT/Praxis exams, meeting minimum state requirements
6. Application for teacher licensure

Application for Teacher Licensure
Candidates are encouraged to take the PLT and Praxis exams during their final semester at CCC. Passing scores will be required in order to make application for teacher licensure. To apply for licensure, go to www.ksde.org and complete the on-line application. The college’s endorsement is a part of the application process. Upon successful completion of graduation and the endorsement of the TEC, the college will make recommendation to KSDE for licensure of the
candidate. Candidates seeking licensure from states other than Kansas should seek information from the state department of education in that state.

**IMPORTANT NOTE: Graduates who apply for Kansas Teacher Licensure will be required to answer yes or no to the following questions:**

- Have you ever been convicted of a felony?
- Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
- Have you entered into a criminal diversion agreement after being charged with any offense described in question one or two?
- Are criminal charges pending against you in any state involving any of the offenses described in questions one or two?

### General Program Information

#### Non-Discrimination Policy

In accordance with the non-discrimination policy of the college, the Department of Teacher Education does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment, or employment in, its programs and activities, and discriminates upon the basis of religion only to the extent permitted by law.

#### Teacher Education Probation

In the event of on-going problems in any area of the program, a pre-candidate or candidate may be placed on probation. Should this occur, there is a risk of being dismissed from the program if the pre-candidate or candidate does not comply with procedures for improvement.

In the event that a teacher education pre-candidate or candidate should experience on-going problems in any area, he/she may be placed on probation, which could result in not being accepted into or being dismissed from the program. The following process will be implemented:

1. The pre-candidate or candidate will meet with, or have written notification from the faculty member regarding the situation in question.
   a. The pre-candidate or candidate will sign documentation that this has taken place.
   b. If the concern is successfully resolved, there will not be any further action.
   c. If the concern is unresolved, the second step of the process will be initiated.
2. The situation will be reviewed by the faculty member and the department chair, with a plan for improvement being developed.
   a. If the pre-candidate or candidate is not willing to meet with the department chair, probation will be initiated.
   b. If the pre-candidate or candidate shows significant improvement within two weeks, probation will not be necessary at that time.
3. If there is not significant improvement, probation will be implemented. It will remain in effect until the requirements for improvement are fulfilled. A letter will be placed in the pre-candidate or candidate’s file (to be removed upon graduation). The actions necessary for release from probation are as follows:
a. Develop an improvement plan with assistance from an advisor.
b. Meet with the advisor weekly to evaluate and document improvement until the plan has been successfully completed.
c. Meet with the department chair to indicate improvements made and plans for future success in the program.

PLEASE NOTE: The pre-candidate or candidate who does not successfully complete the plan for improvement or is placed on probation a second time may be dismissed from the program. Appeal for readmission into the program may be made to the Teacher Education Committee.

Appeal of Probation

Any action for appeal of probation should be submitted in writing to the following:
1. Submission to the department chair.
2. Submission to the Teacher Education Committee.
3. Submission to the academic dean.

Transfer Students

Students who transfer from another institution and wish to be recommended by CCC for initial Kansas licensure must follow the program as outlined below.

Requirements for transfer students
1. All general education course requirements must be met.
2. All professional education course requirements must be met.
3. All content area course requirements must be met.
4. Requirements for entrance into the CCC Teacher Education Program must be met.
5. Requirements for entrance into the Clinical Teaching Experience must be met.

Procedures for transfer students
1. The candidate will meet with the department chair to determine if transfer courses are equivalent in credit hours, content, and course requirements.
2. Transfer students will complete the entire TEP application process.

Support Services

Academic Support Services

In order to aid the teacher education candidate in his/her academic endeavor, students will have access to the Archer Learning Center, which provides space for study clusters, tutoring, and other assistance as needed. A study cluster program has been developed to assist with student-led study groups. Individual student tutoring is available at a reasonable hourly fee. Academic counseling is provided through the Student Development Office and a computer lab with Internet access is available in the Reimer Business Center. Support course work offered to aid students includes Study Techniques (2 credits), and English Essentials (2 credits). A teacher education work room and curriculum library is also at the disposal of candidates for use in the preparation of materials for class projects, field experiences, and CTE.
Career Counseling Services

Career counseling services are available through the Student Development Office. Each pre-candidate is required to take the Strengths Quest Inventory career assessment system during ID-SM Freshman Seminar. He/she receives advisement based on the results of the inventory before making application to the program. In addition, Career Exploration is offered to aid students in their career decisions.

The Student Development Office also provides a career page, available on the college web site, which includes career links, job postings, and graduate school information. Also available are workshops on resume writing, interviewing, networking, etc. Students are provided information about area career fairs and career forums are held on campus. The education department provides job postings specific to the field of education as they are received from school districts.

Disability Support Services

Any student with a physical or learning disability may be eligible for accommodations or services to support his/her efforts in the teacher education program. Students will be accommodated on an individual basis, with a program created to fit each student’s specific needs. A request should be made to the Guidance Center Director, whose office is located in the Student Development Office on the first floor of the Science Hall. This usually takes place during the admissions process, with the admissions counselor working together with student development personnel. The Guidance Office Director will aid the student in making arrangements with instructors.
Phone List of Faculty and Support Personnel

Dr. Lenny Favara  
Academic Dean  
E-mail: lenny.favara@centralchristian.edu  
Phone: (620) 342-0723, Ext. 345

Charles Kaufmann  
History and Government  
E-mail: charles.kaufmann@centralchristian.edu  
Phone: (620) 241-0723, Ext. 383

Staci Horton  
Chair, Department of Teacher Education  
E-mail: staci.horton@centralchristian.edu  
Phone: (620) 241-0723, Ext. 324

Philip Hinman  
Teacher Education Coordinator  
E-mail: philip.hinman@centralchristian.edu  
Phone: (620) 241-0723, Ext. 301

Michelle August  
Registrar  
E-mail: michelle.august@centralchristian.edu  
Phone: (620) 241-0723, Ext. 325

Pat Muntz  
Director of Student Success  
E-mail: pat.muntz@centralchristian.edu  
Phone: (620) 241-0723, Ext. 312

Candi Alexander  
English  
E-mail: candi.alexander@centralchristian.edu  
Phone: (620) 241-0723, Ext. 363

Carol Nelson  
Adjunct Elementary Education Instructor  
E-mail: carol.nelson@centralchristian.edu  
Phone: (620) 241-0723, Ext. 508

Dr. Ron Allen  
Instructor of Social Science and Education  
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Phone: (620) 241-0723, Ext. 351

Emily Lockhart  
Physical Education  
E-mail: emily.lockhart@centralchristian.edu  
Phone: (620) 241-0723, Ext. 370

Michael Craig  
Natural Sciences, Math  
Email: mike.craig@centralchristian.edu  
Phone: (620) 241-0723, Ext. 361

Carol Fithian  
Business Office  
E-mail: carol.fithian@centralchristian.edu  
Phone: (620) 241-0723, Ext. 310

Bev Nye  
Adjunct Education Instructor  
E-mail: bev.nye@mcpherson.com
Appendices

Appendix A

Level I

Statement of Intent for Teacher Education

Date ______________

Name ____________________________________________________________

(Last) (First) (Middle)

Age _____ Date of Birth _________ Student ID # __________ Social Security # ________________

Ethnicity ___________________ Race _______________________ Hispanic (Yes or No) ______

Home Address _____________________________________________________________

(Street) (City) (State) (Zip)

Home Phone________________________________ Home E-mail____________________________

College Address ____________________________________________________________

(Room #) (Dorm)

College/Cell Phone________________________ College E-mail________________________

Grade Classification (Fresh, etc.) ___________ Year of Student Teaching (Senior Yr.) ________

Check the statements which apply:

_____ I have been accepted as a student at Central Christian College

_____ I plan to pursue education coursework which will qualify me to apply for teacher
licensure in Elementary Education.

_____ I plan to pursue education coursework which will qualify me to apply for teacher
licensure in (History, P.E., English or Math) __________________ Secondary
Education.

_________________________________________________________ ____________

Signature of Pre-Candidate Date

_________________________________________ ______________________

Chair, Department of Teacher Education Date
Candidate Status Checkpoints

**Level I – Pre-Candidacy** – (Freshman Year)
- Complete *Level I Statement of Intent for Teacher Education*
- Strengths Quest Inventory – Normally taken in Freshman Seminar
- Documentation of TB testing – “Negative” result
- ED-CC 100, Introduction to Education – **Minimum grade “C”**
- ED-CC 110 and 120, Field Experiences (30 contact hours each) – **Minimum grade “C”**
- Portfolio Project Evaluation I – **“Proficient” or higher** (ED-CC 100, Introduction to Ed)
- Essays – “Why I Want to Teach” and “My World View” (ED-CC 100, Intro to Education)
- Level I Professional Related Service Requirement – 75 contact hours, K-12th grade students
- Complete Level I Application for Admission to Teacher Education Program
- Level I Reference for Admission to Teacher Education Program
- Prerequisites (Gen Psychology, English Comp I & II, Speech, Algebra) – **Minimum “C”**
- General education coursework (minimum 30 hours) – **Cumulative GPA of 2.5 or higher**
- Take PPST Exam first semester of sophomore year - Reading, Writing, Math **Average 172**
- Compliance with the college’s Community Expectations Covenant
- Admission to Teacher Education Program

**Level II – Professional Core Curriculum** – (Sophomore & Junior Years)
- Minimum **cumulative GPA of 2.5**
- Professional Education Core Curriculum – **Minimum GPA 2.75; Min. course grade “C”**
- Demonstrate “Proficiency” or higher in Junior Teaching Practicum
- Level II Application for Clinical Teaching Experience
- Level II Reference for Admission to CTE – 4 completed forms
- Documentation of TB testing – “Negative” result
- Liability insurance card on file
- Portfolio Project Evaluation II (Junior Practicum) – **Score of “Proficient” or higher**
- Compliance with college’s Community Expectations Covenant
- Interview with Teacher Education Committee
- Admission to Clinical Teaching Experience

**Level III – Clinical Teaching Experience (CTE)** – (Senior Year)
- Professional Education Core Curriculum – **Minimum GPA 2.75; Min. course grade “C”**
- ED-CC 450, Clinical Teaching Experience and Seminar – **Score of “Proficient” or higher**
- “My Philosophy of Education” paper – Completed in ED-CC 400, Philosophy of Education
- Portfolio Evaluation III (Professional Practices in Ed) – **Score of “Proficient” or higher**
- ED-CC 410, Professional Practices in Education – **Minimum grade of “C”**
- Successful completion of Kansas Professional Teaching Portfolio (KPTP)
- Elementary or secondary content courses – **Minimum GPA 2.75; Min. course grade “C”**
___ Compliance with college’s Community Expectations Covenant

**Level IV – Program Completion and Teacher Licensure** – (Senior Year – Post CTE)
___ Fulfillment of all graduation requirements in both professional and content areas
___ Program exit interview with advisor and/or department chair
___ Degree awarded
___ Meet **minimum state requirements** for PLT and Praxis exams
___ Application for teacher licensure

I have read the above information and understand that I **must be in compliance with all conditions, including minimum grade requirements, in order to continue taking education courses.**

______________________________________________

Signature of Candidate

______________________________________________

_______________

Date
Appendix C

Level I
Professional Related Service Requirement
(75 Contact Hours)

Date ______________

Name ___________________________________________ Age_________
(Last) (First) (Middle)

Home Address ________________________________________ Home Phone_________

College Address ________________________________________ College Phone_________

Teaching Major ____________________ Grade Classification _______________ Year of CTE ______

This is to certify that the above named student has been involved in working with children and/or young adults, under my supervision.

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Appendix D

Level I
Application to Teacher Education Program

Date ________
Name __________________________________________________ (Last) (First) (Middle) Age _________

Home Address _____________________________________________ Home Phone____________________

Ethnicity __________________________ Race ____________________ Hispanic (Yes or No) _______

College Address ______________________ College Phone ____________ E-mail ____________________

Teaching Area________________________ Grade Classification ____________ Year of CTE ______

Please list your grade beside the completed classes. Place a check by those you are presently enrolled in:

__ EN-CO 103 English Composition I (3) __ SS-GE 113 World Geography (3)
__ EN-CO 104 English Composition II (3) __ SS-SO 381 Marriage/Family (3)
__ SS-HI 105 US History I or __ PR-PH 364 Cont Cult/Wrld View (3)
__ SS-HI 106 US History II (3) __ HU-AR 101 Art Appreciation (2)
__ CO-CO 211 Principles of Speech (3) __ HU-MU 105 Music Appreciation (2)
__ NS-MA 104 College Algebra (3) __ SP-SH 100 Fitness & Wellness (2)
__ NS-BI 101 General Biology (4) __ SP-AC Activity or Varsity Sport (1)
__ NS-PS 104 Earth Science (4) __ PR One Bible course per year (8-12)
__ SS-PY 110 General Psychology (3)

__ I have plan to take the PPST (Praxis I) competency exams: __ Semester __ Year

__ Please provide COMPLETE, names and addresses of your references, including zip:

CCC faculty member (Half-time or more) __________________________________________________________

Pastor______________________________________________________________

Professional (Employer, Volunteer service supervisor) ________________________________

__ I have attached my essays “Why I Want to Teach” and “My World View.”
__ I understand I must have a 2.5 cumulative GPA. My current GPA for my first 30 hrs. is ________.
__ I understand I must have a minimum grade of “C” in the prerequisite classes, General Psychology, English Composition I & II, Speech and Algebra.
__ I am not currently on probation for academic or behavioral issues.

__ Please circle you answers to the following questions:

Yes No Have you ever been convicted of a felony?
Yes No Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child.
Yes No Have you entered into a criminal diversion agreement after being charged with any offenses described in question two?
Yes No Are criminal charges pending against you in any state involving any of the offenses described in questions one or two?

___________________________________________
Level I Reference for Admission to Teacher Education Program

Name of Evaluator ____________________________________________________________

Address ____________________________________________________________

__________________________________________________________________________ Phone __________

Central Christian College student, __________________________________________, is applying for admission to the Teacher Education Program. It is vital for the host school, the college, and the standards set by the Kansas State Department of Education that all teaching candidates possess and exhibit professionalism.

This student has listed you as a reference. We would appreciate your candid comments concerning his/her suitability to perform clinical teaching in a PreK-12 school setting.

6. How long have you known the applicant?

7. In what capacity? (e.g., pastor, teacher, supervisor)

8. Has this applicant demonstrated a real commitment to Christian living both on and off campus (Is he/she a good role model for students?)

9. Have you noted depth of convictions as demonstrated by honesty, fairness, respect for authority, diligence, compassion, tact, and other Christian virtues?

10. List principal character and personality strengths.
11. Are there character or personality weaknesses that diminish this applicant’s effectiveness as a role model?

12. Do you consider the applicant to be a self-starter, willing to do extra tasks if needed?

13. Can you visualize this person pursuing a teaching degree? Which level?
   (Circle One) K-6, 6-12, PreK-12

   Please comment:

14. Have you seen this person interact with PreK-12 students? Would you say they “connected?”

   __________________________________________
   _____________________________
   Signature of Evaluator          Date
Appendix F

Level II
Application for Clinical Teaching Experience

Name _______________________________________
   (Last)  (First)  (Middle) Age____________________
Home Address ________________________________________ Home Phone __________
College Address ________________________________________ College Phone __________
E-mail Address __________________________________________ Semester/Year of CTE ________
Teaching Field ________________________ School District Requested for CTE ________________

Please check the following statements to verify that you are in compliance with Clinical Teaching Experience (CTE) requirements.

○ I have completed my major content area coursework (Elementary, P.E., English, History/Government) with a minimum GPA of 2.75.
○ My overall cumulative GPA (minimum 2.5) is: __________
○ I have completed all prerequisite professional education core classes with a minimum cumulative GPA of 2.75.
○ I have passed my Junior Teaching Practicum with a score of “Proficiency” or higher.
○ List of references with complete names and addresses - submitted below (print clearly):
  CCC Faculty - Content Area ________________________________
  CCC Faculty - Outside of Content Area ________________________________
  Employer or Field Experience Supervisor ________________________________
  Pastor _____________________________________________________________
○ I have read the Clinical Teaching Experience Handbook.
○ I have submitted my Portfolio for Evaluation II by the Teacher Education Committee.
○ I have verified that the education office has my valid TB test indicating a “Negative” result on file.
○ I have provided the education office with verification of current liability insurance coverage.
○ I have scheduled an appointment for my interview with the Teacher Education Committee.
○ I understand my CTE will last a minimum of 14 weeks, beginning early August for 1st semester and the first week of January for 2nd semester. Both include August beginning of school year meetings.
○ I understand I will be required to attend Senior Seminar meetings on campus during my CTE.
○ I understand I will return to campus for Professional Practices in Ed following my CTE.
○ I have evaluated my motives, desires and professional training, and look forward to participating in my Clinical Teaching Experience.
Teacher Education Handbook

Please answer the following questions:

- **Have you been convicted of a felony?**
  - No
  - Yes If yes, please attach a copy of the court documents regarding conviction.

- **Have you been convicted of ANY crimes involving theft, drugs, or a child?**
  - No
  - Yes If yes, please attach a copy of the court documents regarding conviction.

- **Have you entered into a criminal diversion agreement after being charged with any offense described in the previous two questions?**
  - No
  - Yes If yes, please attach a copy of the diversion agreement.

- **Are criminal charges pending against you in any state involving any of the offenses described in the first or second question?**
  - No
  - Yes If yes, please attach a copy of the court documents regarding your case.

- **Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?**
  - No
  - Yes If yes, please circle action taken: denied suspended revoked
    
    Which state(s)? ____________________________________________
    
    Please attach a copy of the documents regarding the official action taken.

- **Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?**
  - No
  - Yes If yes, attach a copy of the official documents regarding the action taken

- **Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?**
  - No
  - Yes If yes, which district(s)? ____________________________ When? __________

- **Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?**
  - No
  - Yes If yes, which state(s)? ____________________________ When? __________

I understand that if I have answered yes to any of the above questions I will need to submit fingerprints for the KBI and FBI to perform a complete background check before I will be considered for participation in my Clinical Teaching Experience.

I certify that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial of my application for my Clinical Teaching Experience.

I, hereby, give Central Christian College permission to release any and all above information needed by the Kansas State Department of Education.

Date __________________ Signature ____________________________________________
Level II Reference for Admission to Clinical Teaching Experience

Name of Evaluator ____________________________________________________________

Address _____________________________________________________________

_____________________________________________________________________

Central Christian College student, __________________________________, is applying for admission to his/her Clinical Teaching Experience (student teaching), a requirement of the Teacher Education Program. It is vital for the host school, the college, and the standards set by the Kansas State Department of Education that all teaching candidates possess and exhibit professionalism.

This student has listed you as a reference. We would appreciate your candid comments concerning his/her suitability to perform clinical teaching in a PreK-12 school setting.

1. How long have you known the applicant?

2. In what capacity? (e.g., pastor, teacher, supervisor)

3. Has this applicant demonstrated a real commitment to Christian living both on and off campus (Is he/she a good role model for students?)

4. Have you noted depth of convictions as demonstrated by honesty, fairness, respect for authority, diligence, compassion, tact, and other Christian virtues?

5. List principal character and personality strengths.

6. Are there character or personality weaknesses that diminish this applicant’s effectiveness
as a role model?

7. Do you consider the applicant to be a self-starter, willing to do extra tasks if needed?

8. Do you see the applicant as a viable candidate to enter the final phase of professional training to be a teacher? Please comment.

9. From what you know of the candidate at this time, would you be open to hiring him/her if you were the hiring agent? Please elaborate.

__________________________________________________

Signature of Evaluator

__________________________________________________

Date
Appendix H

Portfolio Project Requirements

Teacher education candidates are required to assemble a portfolio of experiences which demonstrate that the candidate has met the expectations of the goals and objectives for the program. The portfolio will be initiated in ED 100, Introduction to Education. It will consist of materials and artifacts which show evidence of the student’s progress through the program and, ultimately, their development into a professional, responsive practitioner.

The purpose of the portfolio is to document the meeting of professional standards of education and the desired outcomes of the college as reflected in the education conceptual framework. The portfolio will be used during the Professional Practices in Education course to compile a professional portfolio which will include information for the graduate’s credential file.

Include Required Documentation

Listed below are the artifacts due at each level of the Teacher Education Program:

Level I – Pre-Candidacy
Academically Competent – Knowledge
▪ Unofficial transcript
▪ Praxis exam score
Professionally Astute – Skills
▪ Level I Application for Admission to Teacher Education
▪ Level I Professional Related Service Requirement – Documentation of 75 hours contact
▪ Field experience evaluations
Service Minded – Dispositions
▪ Level I Statement of Intent for Teacher Education
▪ Documentation of Strengths Quest Inventory
▪ Autobiography
▪ Essays – “Why I Want to Teach” and “My World View”
▪ References – Faculty, pastoral, professional

Level II – Professional Core
Academically Competent – Knowledge
▪ Unofficial transcript
▪ Major field comprehensive exam score
Professionally Astute – Skills
▪ Level II Application for Admission to Clinical Teaching Experience
▪ Teaching Practicum evaluations
▪ Teaching Practicum lesson plan
Service Minded – Dispositions
- References – Pastoral, professional, education faculty, non-major faculty

**Level III – Clinical Teaching Experience**

Academically Competent – Knowledge
- Unofficial transcript
- PLT/Praxis scores

Professionally Astute – Skills
- CTE evaluations
- Resume

Service Minded – Dispositions
- Philosophy of education paper

**Level IV – Program Completion and Teacher Licensure**

Academically Competent – Knowledge
- Unofficial transcript
- Kansas Professional Teaching Portfolio (KPTP) score

**Be Systematic**

*It is important to assemble the portfolio systematically* throughout the education classes, as it will be nearly impossible to reconstruct the required evidences at a later date for each evaluation level. The portfolio will be evaluated and monitored at each level in the event the student needs to make adjustments.

**Reflect Your Individuality**

In addition to providing the required artifacts listed above, portfolios should reflect the personality and accomplishments of each individual student. Therefore, some flexibility is allowed in the manner in which each candidate designs the portfolio. The candidate will be expected to choose additional materials to reflect his/her individuality. These should inform the reader of specific instances which were instrumental in meeting the goals at each level of the program. Candidates are encouraged to use a wide variety of materials to document the satisfaction of these outcomes.

**Be Organized**

The required organizational format for the portfolio is listed below. The cover design and section division may be personalized.

1. Use a notebook at least 3” deep with a clear plastic cover which allows an individualized cover page to be inserted.
2. Dividers should be included. Main divisions should be labeled Levels I, II, III, and IV. Under each level will be the divisions: Academically Competent, Professionally Astute, and Service Minded.
3. Create a cover page which reflects the candidate’s individual personality and tastes.
4. Inner pages should be submitted in plastic sleeves.
5. A title page should be the first page inside the cover. The following information should be included, in the order below:
CANDIDATE PORTFOLIO
Candidate’s Name
Submitted in Partial Fulfillment of the Requirements
For the Teacher Education Program
Central Christian College
Semester, Year

Portfolio Evaluation

Evaluation of the portfolio will take place at Levels I, II, III, and IV. Assessment will be based on professionalism, timely submission, creativity, completeness, and evidence of passion. The Portfolio Assessment Rubric which will be provided in Introduction to Education, ED-CC 100.