

PROFESSIONAL TEACHER EDUCATION PROGRAM POLICIES



GRADUATE LEVEL PROGRAMS



**APPROVED BY:
THE COUNCIL ON PREPARATION OF TEACHERS
AND SCHOOL PERSONNEL (COPTSP)**

**FORT HAYS STATE UNIVERSITY
COLLEGE OF EDUCATION
600 PARK STREET, RARICK HALL
HAYS, KS 67601**

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The policies within this document have all been approved by the Council on Preparation of Teachers and School Personnel (COPTSP) and by the Dean of the College of Education and Provost. These policies pertain to graduate level initial licensure and endorsement programs, which includes these programs at the initial licensure level:

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GR-A.1 ADMISSION TO TEACHER EDUCATION POLICY

Initial Licensure Programs for:

- Elementary Education – Traditional
 - Elementary Education Transition to Teaching
 - Secondary Graduate
1. Candidates must be accepted by the Graduate School into the MSE program. This includes two letters of recommendation, a personal statement that briefly describes their motivation to pursue licensure and future goals as an educator, and a minimum undergraduate GPA of 3.00.
 2. A grade of B or better in English Composition II and either Speech/Oral Communication or Interpersonal Communication.
 3. A grade of C or better in College Algebra.
 4. Candidates must provide verification of:
 - completing a successful national background check after admission into the MSE program
 - Professional liability insurance
 - Negative TB skin test completed after admission into the MSE program

Elementary Education and Secondary Graduate Initial Licensure Programs

5. Candidates must have completed the Field Experience course with a grade of “C” or better. Requirements for this include:

- Placement preference form
- Liability and Release Form
- Verification of negative TB skin test
- Verification of proof of professional liability insurance effective throughout the field experience semester. Must be presented prior to placement.
- Receipt for submission of full national criminal background check
- Signed Student Waiver, Release and Indemnification Agreement for Domestic Educational Travel.
- Signed form from candidate indicating Code of Conduct/Ethics Sheet was received and read

Elementary Education Transition to Teaching Program

6. Must complete items #1-4 above.
7. Candidates must be selected by a school district to be hired as the teacher of record in an elementary education (K-6) classroom in Kansas. Candidates must submit a signed **Intent to Hire** form by their hiring/sponsoring district.
8. Candidates must complete a preliminary semester of coursework in elementary education Literacy, Mathematics, Social Studies and Classroom Management along with completing a 120 hour internship in an elementary education classroom.
9. After successful completion of the preliminary semester, candidates can be offered a contract to teach in an elementary education classroom. They will need to apply for a LERP License (Limited Elementary Residency Program) to serve in this role.

High Incidence Special Education - Limited Residency License (LRL) Program

1. Candidates must be selected by a school district to be hired as the teacher of record in a high incidence special education classroom in Kansas. The placement must be in a setting that allows electronic recording in order for the candidate to successfully complete the PPAT requirement or alternative arrangements made.
2. Candidates must have a bachelor's degree from a KSDE recognized accredited university with a minimum GPA of 2.50 in the most recent 60 hours of coursework.
3. Candidates must have at least one year of work experience as a paraprofessional.
4. Candidates must be accepted by the Graduate School into the MS-High Incidence Special Education program.
5. Completion of program orientation session.

Transition to Teaching

Refer to Policy D.1

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Approved by Dr. Jill Arensdorf, Provost, 4/5/2021.
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Approved by Dr. Jill Arensdorf, Provost, 10/2/2023.**

GR-B.1 PROCEDURES FOR INTERNSHIPS - ELEMENTARY AND SECONDARY EDUCATION

Application Procedures

1. The academic department originates the field experience request, which will then notify the Coordinator of Internships.

Internship Policies

2. The Office of Field Experience and Licensure shall attempt to place candidates in classroom environments that are diverse in learning experiences.
3. The completed forms need to be submitted prior to participating in a field experience:
 - Teacher Education Internship Placement Application
 - Negative Tuberculosis Skin Test (valid for 4 years from the time the check is completed)
 - Verification of proof of professional liability insurance effective throughout the field experience semester
 - Receipt for submission of full national criminal background check
 - Signed Domestic Travel Waiver
 - Taken the Blood borne Pathogens/Confidentiality Quiz available in the Internship Placement Blackboard Course
 - Signed form from candidate indicating Code of Conduct/Ethics Sheet was received and read
 - Signed FERPA form
4. Internship candidates will be placed with a mentor who has at least 2 years of classroom experience.
5. All placements are with an accredited public and/or private school.
6. Internship experiences occur over a period of 9 weeks during the semester. Special circumstances require review by the Teacher Education Department Chair or Director of Field Experiences.

Outcomes/Expectations

7. Internships consist of at least 80 clock hours in the appointed Elementary Education or Secondary classroom.
8. It is the responsibility of each candidate to ensure that all reports and materials are transmitted to the academic instructor.
9. Candidates will file a formal lesson recording with the academic instructor.
10. The cooperating teacher or academic instructor will file a final evaluation of the candidate.
11. Course credit is the responsibility of the academic department.

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GR-B.2 COE DEFINITION OF DIVERSITY AND DIVERSIFIED FIELD PLACEMENTS

CoE Definition of Diversity: Diversity is a term that refers to an inclusive community with varied characteristics, ideas, perspectives, and worldviews, and whose interactions both benefit and challenge each other to grow in an ever changing global society. Addressing diversity involves understanding individual differences, raising awareness of bias, and guiding and engaging in practices that foster mutual respect and acceptance of all groups.

Characteristics of diversity include (but are not limited to) age, cognitive style, culture, disability (intellectual, emotional, behavioral, learning, physical), economic background, education, ethnicity, gender identity, migrant status, geographic background, language(s), marital/partnered status, physical appearance, political affiliation, race, religious belief, sexual orientation, or veteran status.

Diversity Outcomes:

- Understanding the qualities that are different from our own.
- Building a culture that embraces differences and fosters mutual respect and empathy.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Appreciating the interdependence of groups and engaging in practices that build collaborative communities within a global society.

Diversity Indicators:

The Fort Hays State University College of Education (CoE) is committed to valuing diversity and continuously monitoring, reflecting and improving all policy, programs, procedures and relationships that further such values. The commitment of the FHSU CoE to diversity specifically includes:

- Fostering a culture of respect, sensitivity and interdependence among all stakeholders (students/candidates, administrators, faculty, staff, partnerships, and communities) connected to the CoE.
- Recruiting and supporting students/candidates with a diverse set of characteristics.
- Recruiting and supporting faculty with a diverse set of backgrounds and experiences.
- Providing quality learning experiences in all our programs that result in deep understanding, sensitivity and professional practices that address diverse learners.
- Providing clinical and field experiences for our students/candidates in diverse settings that provide the opportunities to expand professional knowledge and skills that benefit all students/candidates and communities.
- Monitoring disaggregated evidence of academic quality and student progress, providing support for students/candidates who need it.
- Enabling a quality assurance system that continually reviews and improves policies and procedures to achieve our commitment to diverse learners.
- Applying principles of Universal Design for Learning by 1) presenting instruction in multiple formats; 2) continually developing new ways to engage the interests of our teacher candidates; and 3) providing a variety of forms of assessment for our students/candidates to express what they know and understand.

Diversified Field Placements

The Office of Field Experience and Licensure shall attempt to place candidates in classroom environments that are diverse in learning experiences.

Diversity Placement Definition

In order to meet Kansas licensure and national accreditation standards as it relates to diversity, the college's philosophy of diversity placement, is placement for "in-place" diversity. Recognizing that all schools have unique diverse characteristics, "in-place" diversity is defined as the diversity that is a natural part of the school system environment in which the candidate is placed. All candidates will be required to design, implement, & carry out practices for diverse students in their placement.

Approved by COPT and Dr. Hoy, Dean, November 5, 1992.

Approved by Dr. Arevalo, February 16, 1993.

Revised by COPT March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.

Revised by COPTSP April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008. Approved by Dr. Larry Gould, Provost, April 22, 2008.

Definition approved by COPTSP January 21, 2010.

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GR-B.3 TUBERCULIN TESTING POLICY – ELEMENTARY AND SECONDARY EDUCATION

As mandated by the state of Kansas, (K.S.A. 72-5213) all first year teachers must have certification including a statement that there is no evidence of physical condition that would conflict with the health, safety or welfare of pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test.

As districts write policy to enforce this mandate, the policy also calls for compliance by all student teachers doing their clinical experience to have on file in their district, certification showing proof of a negative TB test. As a result of these district procedures, Fort Hays State University teaching candidates will be required to have on file, certification of the negative TB test.

All candidates must submit certification of the negative TB test in the practicum course before placement.

**Approved by COPTSP September 11, 2012. Approved by Robert Scott, Dean, September 12, 2012; Dr. Larry Gould, Provost, September 18, 2012.
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GR-C.1 STUDENT TEACHING POLICY

Elementary Education and Secondary Graduate Initial Licensure Programs

Submission Deadlines: February 15 for fall semester student teaching and September 15 for spring semester student teaching. Applications received after the deadline must include an explanation regarding the lateness and will be reviewed by the COPTSP Follow-up and Placement Committee. Applications received after the deadline are not guaranteed a placement in the requested semester.

Requirements for admission to student teaching are:

1. Admission to teacher education by having completed an internship. As part of that course, they must have completed the requirements listed in Policy B.1.
2. Completed MSE ELED & Secondary Student Teaching Application to be admitted to student teaching.
3. No grade lower than "C" in professional education courses, including teaching methods courses.
4. Approval for student teaching by the Teacher Education Department.
5. Candidates must meet dispositional requirements of Policy G.1a – Disposition Assessment of Initial and Advanced Candidates.
6. Approval for admission to student teaching by the Council on Preparation of Teachers and School Personnel.
7. If a candidate enters student teaching and does not fulfill student teaching requirements, before being placed for a second student teaching experience, they must:
 - * Submit letter to Director of Field Experiences with new request and explanation of circumstances leading to the request for a new placement
 - * meet with the new potential district prior to placement confirmation

Candidates will only be allowed to repeat student teaching once. If not successful, they will not have the opportunity to complete it a third time without approval from the Dean of Education.

Approved by COPTSP 4/28/2021. Approved by Dr. Paul Adams, Dean, College of Education, 5/2/2021 and Dr. Jill Arensdorf, Provost, 5/4/2021

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GR-C.2 STUDENT TEACHING PLACEMENT AND SUPERVISION

Elementary Education and Secondary Graduate Initial Licensure Programs

The College of Education will arrange for appropriate placement of student teachers. Student teachers shall be placed in schools that provide opportunities for all candidates to work directly in diverse settings and assure a well-rounded experience.

All placements will be in a school accredited by the Kansas state board or a comparable agency in another state or country. (91-1-200 KSDE definition of terms). International placements will be reviewed on a case-by-case basis by Standard 2 Subcommittee.

Candidates shall be placed with cooperating teachers that are fully endorsed and hold a professional teaching license in the student teacher's area of licensure. They must have a minimum of three years of experience. Supervisors must be a current or former exemplary teacher (as defined by district administration and university faculty), current or retired administrator or Unit faculty.

Candidates may student teach in a maximum of two endorsement areas during one semester. Candidates seeking a PreK-12 license, must complete student teaching at two levels – middle school/high school (grades 6-12) and elementary school (grades PreK-6). If an elementary placement is not possible due to lack of availability or extenuating circumstances, placement at a high school and a middle school will be required. Candidates may appeal to the Director of Field Experiences.

The student teaching experience is a minimum of 16 weeks. Experimental/Innovative programs will require a minimum of 12 weeks of student teaching. If there is any deviation from the policy, it will require approval from the Dean.

Approved by COPT and Dr. Mary Hoy, Dean, March 4, 1993. Approved by Dr. Arevalo, Provost, April 9, 1993.

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GR-C.3 SUBSTITUTION OF PRACTICUM FOR STUDENT TEACHING EXPERIENCE

Elementary Education and Secondary Graduate Initial Licensure Programs

All requests for substitution of a practicum for the approved student teaching experience must be approved by the Department Chair or designee.

Each applicant must complete an "Application to the Teacher Education Program for Previously Licensed Teachers" for entry into the program. The applicant must also complete an Application for Substitution of Practicum for Student Teaching. Priority deadlines for applications are February 15 (for fall practicum) or September 15 (for spring practicum).

Successful completion of all content coursework (grade of "C" or higher) and submission of documentation of other program requirements are required to be eligible for the practicum, including the requirements listed in Policy B.1

Required coursework and the practicum may be taken concurrently with the approval of the chair of the Department of Teacher Education.

Approved by COPT, April 23, 1991.

Approved by Dr. Hoy, April 23, 1991.

Approved by Dr. Arevelo, August, 1993.

Revised March 7, 2002 by COPT. Approved by Dr. Gould, Provost, March 27, 2002.

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GR-C.4 SPONSORED STUDENT TEACHING POLICY

Sponsored Student Teaching is a placement where the cooperating teacher is not directly supervising the student in the same classroom and instead is located in a nearby classroom within the same building. The Sponsored Student Teacher may provide the lead instruction for the class but is NOT the teacher of record for the school district.

Requirements for Sponsored Student Teaching placement include the following in addition to the regular student teaching requirements:

1. A cumulative or last 60 hours grade point average of at least 3.00.
2. A major grade point average of at least 3.00.
3. All professional content and pedagogical coursework must be successfully completed prior to the student teaching semester.
4. No dispositional concerns or educator's referral framework incidents recorded.
5. Complete the Sponsored Student Teaching application.
6. Approval for Sponsored Student Teaching by the department in the student's area(s) of teaching.

Student teacher candidates must be approved for Sponsored Student Teaching prior to making arrangements with a school district. If candidates are not approved for a Sponsored Student Teaching placement, the candidate may appeal to the Chair of Teacher Education. **Candidates who engage in a practice similar to Sponsored Student Teaching without approval of the Field Experience Office and the department in the candidate's area of teaching may receive an Incomplete or failing grade for the student teaching course hours.**

Approved by COPTSP 10/24/2023. Approved by Dean, Dr. Paul Adams, 10/30/2023; approved by Dr. Jill Arensdorf, Provost, 11/2/2023.

GR-D.1 RESTRICTED TEACHING LICENSE (PRE-K-12 AND SECONDARY TRANSITION TO TEACHING)

1. A candidate will not be issued a restricted teaching license by KSDE until the subject area assessment test has been passed. If hired as a teacher of record in a state accredited public or private school in Kansas and meets all KSDE restricted license requirements, a candidate may enroll in the Induction class, and Introduction to Teaching class, but may not take further courses until the restricted license is issued. The assignment must be in a setting that allows digital recording in order for the candidate to successfully complete the PPAT licensure requirement or alternative arrangements made.
2. Candidates planning to take the first semester Fall classes must have all requirements met (qualifying coursework, 2.75 GPA, score report for passing Praxis test) and on file with FHSU Licensure Office by two weeks prior to start of Fall semester classes.
3. Candidates hired after the start of FHSU fall classes and planning to enter the program in January must have all requirements met (qualifying coursework, 2.75 GPA, score report for passing Praxis test) and on file with FHSU Licensure Office by two weeks prior to start of Spring semester classes.
4. If a candidate has been hired, but not passed the content test, he/she will need to apply for an Emergency Substitute License to teach on until eligible for a restricted teaching license.
5. In order to continue with coursework the second year, the candidate's contract must be renewed or he/she is hired with a different state accredited public or private school in Kansas. Further, the candidate must have made appropriate progress toward completion of the Plan of Study as defined by the following.
 - a. Attain at least a 3.00 GPA in those courses on the Plan of Study including a grade of "C" or higher in all courses. Incompletes in courses must be removed and an acceptable grade posted by the following dates:
 - Summer classes – by first day of Fall classes
 - Fall classes – by first day of Spring classes
 - Spring classes – by July 1.
 - b. Candidates must take the coursework during the semester indicated on the Plan of Study. Any exceptions require approval from the Program Coordinator.
 - c. Candidates must continue to work closely with assigned on-site mentors.
 - d. Candidates must continue to collaborate with FHSU University Supervisors regarding academic and non-academic professional practices.

If appropriate progress is not made, a restricted license will not be reissued and he/she cannot take additional T2T courses. Appeals can be made with extenuating circumstances.

6. Information regarding a candidate's program information (such as grades, testing results, GPA, etc.) is confidential and will not be shared with individuals outside of the university unless written consent is given by the candidate. This includes parents, spouses and potential or current employers in compliance with federal FERPA [Family Educational Rights and Privacy Act](#) regulations. Candidates will be asked to sign a Consent to Release of Information Form at Induction.
7. Candidates that received a restricted license for a PreK-12 subject area (Art, Music, Physical Education or Foreign Language), must complete observations of class lessons of another teacher within their discipline. If hired to teach only in any grade(s) within 6-12, an observation experience will be required at the elementary level (K-6); if hired to teach only at the elementary level, an observation experience will be required at the 6-12 level; if hired to teach only at the middle level, an observation experience will be required at either the elementary level or high school level.

This observation experience will be a minimum of four clock hours per year. The experience will be documented by a log and signed reflection and will be arranged by the candidate and principals of both schools. The log and reflection will be submitted to the Licensure Office.

8. Candidates must enroll in a Supervised Practicum each Fall and Spring semester that they are enrolled in ALTC courses in the program. If a candidate will not complete the program within a two year timeframe, it may necessitate additional Practicums beyond what is listed on the Plan of Study.

Exceptions to policies 1-5 above are at the discretion of the Program Coordinator and all final decisions are at the discretion of the College of Education Dean.

Approved by COPTSP 3/17/05; Approved by Dean of COET, Dr. Mills, 3/18/05; Approved by Provost, Dr. Larry Gould, 3/23/05.

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GR-D.2 TRANSITION TO TEACHING - POLICY REGARDING FHSU'S ALTERNATIVE LICENSURE CANDIDATES EMPLOYED OUTSIDE OF KANSAS

1. Candidates will take Fort Hays State University alternative licensure coursework that will enable them to be considered a program completer of a state-approved teacher education program. Upon completion, they can apply for licensure in other states.
2. Candidates must be eligible for and receive an alternative license from the out of state licensing agency for the state they will be employed in. A copy of this license must be submitted to FHSU. Candidates will need to meet any additional requirements that the out of state licensing agency may have to qualify for the alternative license.
3. Candidates must provide verification to FHSU of successful completion of a fingerprint or background check. This requirement may be met by verification of issuance of a teaching license.
4. Candidates will not be issued an alternative license until the subject area assessment test has been passed. If hired as a teacher of record, candidate may enroll in the Induction class and Introduction to Teaching class the summer prior to the start of the program, and the fall class and practicum, but may not take further courses until the test is passed. If the test is passed during the school year and an alternative license is issued, the courses will need to be taken the following year along with the regularly scheduled courses.
5. Candidates must meet these qualifying requirements:
 - (A) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;
 - (B) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned or meet State GPA requirement, if higher;
 - (C) verification that the applicant has attained a passing score on the content assessment required by the state licensing agency of the state where they are employed while in the alternative licensure program;
 - (D) verification that the local education agency will employ the applicant if the license is issued;
 - (E) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
6. Candidates must take the coursework during the semester indicated on the Plan of Study, unless permission is received from the Licensure Officer to take it in a future semester.
7. Information regarding a candidate's program information (such as grades, testing results, GPA, etc.) is confidential and will not be shared with individuals outside of the university unless written consent is given by the candidate. This includes parents, spouses and potential or current employers in compliance with federal FERPA [Family Educational Rights and Privacy Act](#) regulations. Candidates will be asked to sign a Consent to Release of Information Form at Induction.
8. Payment of out of state supervisors will be at the FHSU current rate.
9. Formal Observations by FHSU supervisors may be conducted virtually. (The webcam will be focused on the intern and NOT on any of the students in the class and it will NOT be recorded.)
10. The applicant has on file a written plan that will qualify the applicant for verification of program completion in the content area for which the restricted license is sought;
 - (i) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;
 - (ii) the program provided to the applicant will meet the institution's approved professional education standards;and

(iii) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and
(iv) the local education agency and the teacher education institution will collaborate regarding the approved program that the applicant will pursue and the support that the applicant will receive.

11. The teacher education institution shall coordinate submission of a progress report before July 1 of each school year. This progress report shall verify the following:
 - (A) The applicant's contract will be renewed;
 - (B) the local education agency will continue to assign an experienced mentor teacher to the applicant;
 - (C) the applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure;
 - (D) the institution will continue to support the applicant, on-site, as necessary; and
 - (E) the applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.
 - (F) a Progress Report will be generated by FHSU with input from the district to verify appropriate progress and will be provided to the out of state licensing agency, upon request.

12. In order to continue with coursework the second year, the candidate's contract must be renewed or he/she is hired with a different district. The candidate must have made appropriate progress toward completion of the Plan of Study and attained at least a 2.75 GPA in those courses on the Plan of Study including a grade of "C" or higher in all courses. If appropriate progress is not made, an alternative license will not be reissued and he/she cannot take additional graduate T2T courses

GR-E.1 UNIVERSITY VERIFICATION FOR ADDITIONAL ENDORSEMENTS

All applicants for additional endorsements based on coursework in an approved program must complete a minimum of six semester hours in the program area at Fort Hays State University or provide verification of a passing content test score. A minimum GPA of 2.75 in the endorsement coursework (minimum 3.25 GPA in graduate coursework for initial school leadership and school specialist licenses) with grades of C or better is required before a verification for endorsement will be made.

If Candidates completing coursework whether on a degree seeking or non-degree basis for Library Media Specialist and Reading Specialist must complete 50% of the required Library Media Specialist or Reading Specialist endorsement courses in order to qualify for a provisional endorsement.

If the time lapse between the initial provisional endorsement or creation of Deficiency Plan and the application for renewal of the provisional endorsement is greater than 6 years, the applicant will be required to meet current program requirements.

Exceptions can be handled by petition to the Council on Preparation of Teachers and School Personnel.

Approved by COPT, January 14, 1993; approved by Dr. Hoy, January 14, 1993; approved by Dr. Arevalo, Provost, February 16, 1993.

Revision approved by COPT 4/16/1998; approved by Dr. Leftwich 4/16/1998; approved by Dr. Arevalo, Provost, 4/28/98.

Revision approved by COPT 4/15/99; approved by Dr. Leftwich 4/15/99; approved by Dr. Gould, Provost, 4/17/99.

Revision approved by COPTSP April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008, Dr. Gould, Provost, April 22, 2008.

Revision approved by COPTSP January 26, 2017. Revision approved by COPTSP 9/27/2017; Dr. Paul Adams, Dean, 9/27/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

Revised by COPTSP 2/26/2020. Approved by Dr. Paul Adams, Dean, 2/27/2020; Dr. Jill Arensdorf, 2/28/2020.

GR-F.1 PROFESSIONAL CURRENCY POLICY

Added Endorsement: Elementary Education and Secondary Education licensure

Methods coursework over 10 years old will not be accepted for students returning to Fort Hays State University to add an endorsement to their teaching license.

Initial Licensure: All areas

Methods courses related to the endorsement area will not be accepted if over 10 years old for any major for initial licensure.

Exceptions to this policy may be reviewed by the COPTSP and/or Dean of the College of Education.

Approved COPT, October 20, 1994

Approved by Dr. Charles Leftwich, October 22, 1994

Approved by Dr. Arevalo, October 28, 1994

Revised by COPT March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.

Revised March 8, 2012 – Approved by COPTP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

Revised April 27, 2017 by COPTPSP. Approved by Dr. Paul Adams, Dean, May 1, 2017; Dr. Jeff Briggs, Interim Provost, May 4, 2017.

Revised September 27, 2017 by COPTSP; approved by Dr. Paul Adams, Dean, 9/27/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

GR-G.1 PROCEDURES FOR REMOVING A CANDIDATE FROM COLLEGE OF EDUCATION GRADUATE PROGRAMS

Any faculty or staff member who has direct and ongoing contact with any COE Candidate may address inappropriate behavior on the part of that Candidate. If the process of correcting behavior through counseling by faculty members is ineffective in changing the Candidate's behavior, the Candidate may be removed from the appropriate Department or Program. In addition to maintaining appropriate professional behavior as described below, to be retained in the program, candidates must also demonstrate appropriate professional dispositions.

A. Candidates in the College of Education may be removed from a Department or Program for behavior including, but not limited to, the following reasons:

1. Plagiarism
2. Persistent and/or egregious non-professional behavior
3. Repeated absences and/or tardiness
4. Frequent use of offensive language
5. Argumentative behavior
6. Criminal behavior
7. Inadequate personal hygiene
9. Inability to adequately communicate
10. Inability or unwillingness to work positively with others
11. Failure to meet academic standards in terms of GPA or program completion
12. Personality traits or behaviors that lead to ineffective teaching/leading/collaboration skills and abilities
13. Inability to follow directives and implement feedback
14. Behavior deemed to be a safety issue will be immediately referred to the COPTSP Admission and Retention Committee and Department Chair. If any conduct, behavior, or other circumstances of, or relating to, the Candidate represents a serious threat to the health or safety of the university, college or departmental community, or otherwise represents a substantial interference with the university, college or department, the Candidate may be removed immediately. The candidate may appeal this decision as identified above.
15. Clinical/Field Experience: Demonstration of clinical/field experience impairment, inability to develop and implement clinical/field experience judgment, inability to develop and implement clinical/field experience skills and/or has personality traits that conflict with the profession

B. Procedures for Removing Candidates from a College of Education Department or Program

1. If an advisor or any other faculty or staff member becomes aware of any circumstances and/or any other non-professional behavior/inadequacy in a COE Candidate, that if not changed, would seriously affect the Candidate's ability to satisfactorily perform in the capacity expected for graduates of the Candidate's program, the faculty member should counsel with the Candidate regarding the following steps. Staff should contact the advisor with their concerns.
 - a. Make the Candidate aware of the problem;
 - b. Offer the Candidate assistance in the development of a strategy to correct the problem or refer the Candidate for further assistance;
 - c. Establish a specific and reasonable amount of time for the candidate to correct the problem.
2. Compose a report indicating the nature of the problem and recommended steps for correction within a specified time and place it in the Candidate's advisor's file and provide a copy to the Department Chair
3. Remove the written report, if the problem is corrected within the specified timeframe, from the advisor's file at the time of graduation or program completion and the Department Chair should be notified.
4. If the problem persists, or another problem occurs, another counseling procedure including addressing the items in (1) above should be conducted.

5. If three written reports have been placed in a Candidate's advisor's file, without ample correction by the Candidate, a recommendation for removal from the Department can be made by the faculty member or advisor to the committee referenced below:
 - i. Will receive a letter and/or contact from the chair of the department that describes the unsatisfactory disposition status.
 - ii. Will be asked to meet with the FHSU chair of the department within two (2) weeks of receiving the letter. (For virtual candidates, they will be asked to participate in a telephone/ video conference with the chair.) The candidate will have an opportunity to explain his/her position and provide additional relevant information.
 - iii. May be removed from the program.
 - iv. The candidate has the right to appeal the decision and within ten (10) days, must submit the appeal in writing to the Dean of the College of Education. In accordance with the appeal process designated by FHSU, the Dean will review the request and all related documents in the candidate's file, will meet with the candidate, instructor, and department chair as need to review the appeal and will render a decision in writing.

6. The Candidate may make a final appeal to the Dean of the College of Education.

The Candidate should follow the dispositions of the College of Education and the Department and Program of the Candidate's major.

The Counseling Program and Counseling faculty are responsible for "gatekeeping" the profession of counseling (American Counseling Association Code of Ethics).

Approved by COPT April 11, 2002.

Approved by Dr. Buttery, Dean, April 15, 2002; Dr. Larry Gould, Provost, April 18, 2002.

Revision approved by COPTSP 11/11/04, Dr. Ed Mills, Dean, 11/18/04; Dr. Larry Gould, Provost, 11/23/04.

Revision approved by COPTSP 2/10/11, Dr. Robert Scott, Interim Dean, 2/12/11; Dr. Larry Gould, Provost, 2/14/11.

Revision approved by COPTSP 10/17/13, Dr. Robert Scott, Dean, 10/18/13; Dr. Chris Crawford, Interim Provost, 10/23/13.

Revision approved by COPTSP 12/2/2013, Dr. Robert Scott, Dean, 12/9/13; Dr. Chris Crawford, Interim Provost, 12/9/13.

Revision approved by COPTSP 9/23/2015; Dr. Paul Adams, Dean, 10/21/2015; Dr. Graham Glynn, Provost, 10/25/2015.

Revised by COPTSP 2/26/2019 & 2/28/2019. Dr. Paul Adams, Dean, 3/4/2019; Dr. Jeff Briggs, Interim Provost, 3/5/19.

GR-G.2. DISPOSITION ASSESSMENT OF INITIAL CANDIDATES

To be recommended for licensure, candidates will be expected to demonstrate professional conduct based on a set of dispositions adopted by the Fort Hays State University College of Education. These dispositions are closely aligned with the Fort Hays State University Shared Values and Beliefs for Professional Educators.

Elementary Education and Secondary Graduate Initial Licensure Programs and Elementary Education Transition to Teaching

All program initial candidates will be assessed in Field Experiences and Student Teaching courses.

High Incidence Special Education (Limited Residency License Program)

Limited Residency License candidates' dispositions are assessed by instructors and candidates self-rate during SPED 806 Methods and Materials for Exceptional Students and SPED 839 Practicum in Special Education II.

PreK and Secondary Transition to Teaching

- Self-rating and Instructor's ratings completed during the Induction course (representing the beginning of program).
- Self-rating and Instructor's ratings completed during the Fall ALTC 809 Supervised Practicum course (representing the middle of the program).
- Self-rating and Instructor's ratings completed during ALTC 807 Becoming a Reflective Teacher (representing the end of the program).

Approved by COPTSP 10/13/2021. Approved by Paul Adams, Dean of College of Education, 10/14/2021. Approved by Jill Arensdorf, Provost, 10/26/2021.

Revised by COPTSP 8/31/2023. Approved by Paul Adams, Dean of College of Education, 9/4/2023. Approved by Jill Arensdorf, Provost, 9/5/2023.

GR-G.3 POLICY ON REQUIREMENT OF BACKGROUND CHECKS

The College of Education requires a full national criminal background check report for USA residents to be completed prior to participation in the first field-based experience for candidates seeking to fulfill a licensure program. If a candidate held an Emergency Substitute Teaching License through the Kansas State Department of Education within the last four years, then an additional background check is not required. Candidates are responsible for obtaining the background check and for the cost. International candidates will need to pay the additional cost to have an international criminal verification run and cannot use the substitute teaching license option.

Elementary Education (traditional) and Secondary Education - a background check is required in the Field Experience course. It is valid for four years from the time the check is completed. If the candidate does not complete the program within four years of having the check, they will need to have it redone. Additional background checks prior to student teaching placement and licensure may be conducted by FHSU or third parties.

Factors relevant to determination of approval for program entry or continuance if a positive background check is found are:

- a) the nature and seriousness of the conduct
- b) the extent to which field experience, student teaching or a practicum may offer an opportunity to engage in conduct of a similar type that resulted in the charge
- c) the present fitness of the candidate,
- d) the actions of the person after the conduct resulting in the charge
- e) the time elapsed since the charge
- f) the age and maturity of the person at the time of the conduct resulting in the charge
- g) the number of incidents of improper conduct,
- h) discharge from probation, pardon or expungement.

Results of Check

Results of the checks will be sent to the Licensure Officer. If a background check reveals prior charges of concern, the COE Background Check Committee consisting of the Chair of the Teacher Education Department and the Field Experiences Director, will meet to recommend to the Licensure Officer entry or continuance in the program.

Review of Check

The FHSU COE Background Check Committee will review the background check to determine whether any prior conduct or charges revealed therein raises serious questions as to the fitness of the candidate to teach or work in a school setting. This is the COE's decision alone, and a decision clearing the candidate for admission to the program does not guarantee future licensure or employability, and future licensing agencies and/or employers may reach different conclusions based on the same background information.

In the event that a candidate is excluded from participating in a clinical experience or entry into a program as a result of the background check, the COE Background Check Committee will provide in writing to the Licensure Officer an initial determination which will include the basis upon which the decision was made. This will be communicated to the candidate by the Licensure Officer allowing the candidate the opportunity to review and provide comment on any information contained in the background check. An appeal of the decision may be made by following the University's Policy Regarding Student Background Checks (<http://www.fhsu.edu/policies/> - p.56).

High Incidence Special Education (Limited Apprentice License) and Transition to Teaching

Both of these programs require issuance of a teaching license through the Kansas State Department of Education and candidates are required to complete fingerprinting for KSDE. If a license is not issued due to a background check issue, the candidate cannot enter the program.

Approved by COPTSP February 20, 2011; Approved by Dr. Robert Scott, Interim Dean, COET, February 11, 2011, Approved by Dr. Larry Gould, Provost, February 14, 2011.
Revised by COPTSP April 3, 2013, Approved by Dr. Larry Gould, Provost, April 12, 2013 and Dr. Robert Scott, Dean, April 15, 2013.
Revised by COPTSP, August 27, 2015. Approved by Dr. Paul Adams, Dean, Dr. Graham Glynn, Provost, 9/21/2015.
Revised by COPTSP, October 22, 2015. Approved by Dr. Paul Adams, Dean, November 18, 2015, Dr. Graham Glynn, Provost, November 24, 2015.
Revised by COPTSP September 18, 2019. Approved by Dr. Paul Adams, Dean, September 20, 2019, Dr. Jill Arensdorf, Provost, September 23, 2019.
Revised by COPTSP October 23, 2019. Approved by Dr. Paul Adams, Dean, 10/24/19, Dr. Jill Arensdorf, Provost, 10/28/19.

GR-G.3b POLICY ON REQUIREMENT OF BACKGROUND CHECKS FOR GRADUATE SCHOOL/CLINICAL-MENTAL HEALTH COUNSELING AND SCHOOL PSYCHOLOGY LICENSURE PROGRAMS

The College of Education requires a background check to be completed prior to acceptance into a School Counseling or Clinical-Mental Health Counseling program within the Advanced Education Programs or School Psychology program.

Verification of background checks must be submitted as part of the Graduate School application for School Counseling and Clinical-Mental Health Counseling and at time of admittance to the program for School Psychology. Candidates are responsible for obtaining the background check and for the cost. International applicants will need to pay the additional cost, if necessary, to have an international criminal verification run.

A background check is valid for four years from the time the check is completed.

If concerns are found that are evident from the background check, the following will be taken into consideration prior to admittance to the program:

- a) the nature and seriousness of the conduct
- b) the extent to which field experience or a practicum may offer an opportunity to engage in conduct of a similar type that resulted in the charge
- c) the time elapsed since the charge
- d) the age of the person at the time of the conduct resulting in the charge
- e) the number of incidents of improper conduct,
- f) discharge from probation, pardon or expungement.

Results of Check

Results of the checks will be sent to the AEP or Psychology Department. If a background check reveals prior charges, the AEP or Psychology Department Background Check Committee consisting of two faculty members within the department and the Chair from the department, in which the academic program at issue is offered, will meet to determine entry into the program.

Review of Check

The AEP or Psychology Department Background Check Committee will review the background check to determine whether any prior conduct or charges revealed therein raises serious questions as to the appropriateness of the applicant to teach or work in a school setting. This is the department's decision alone, and a decision clearing the applicant for admission to the program does not guarantee future licensure or employability, and future licensing agencies and/or employers may reach different conclusions based on the same background information.

In the event that an applicant is denied entry into a program as a result of the background check, the AEP or Psychology Department Background Check Committee will provide in writing to the applicant an initial determination, which will include the basis upon which the determination was made. An appeal of the decision may be made by following the University's Policy Regarding Criminal Background Checks for Students Engaging in Clinicals <https://www.fhsu.edu/policies/student-affairs/>

Approved by COPTSP 12/2/2013; Dr. Robert Scott, Dean, 12/9/2013; Dr. Chris Crawford, Interim Provost, 12/9/2013.

Revision approved by COPTSP 9/27/2017; Dr. Paul Adams, Dean, 9/25/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

GR-H.1 PROGRAM COMPLETION AND MAJOR REQUIREMENTS

To be considered an education *program completer*:

1. Initial teaching license candidates must successfully complete all course requirements, including the Praxis Performance Assessment for Teachers (PPAT)
2. Graduate level program completers must achieve an exit GPA of a minimum cumulative 3.00 GPA in graduate program coursework.
 - Building Leadership, District Leadership, School Counseling, Reading Specialist, Library Media Specialist, and School Psychologist programs require a minimum of 3.25 GPA in program coursework for Kansas licensure.

To be eligible for initial Kansas teaching *licensure*, candidates must:

1. Successfully complete all course requirements, including student teaching or practicum, licensure exams, and have a passing score Praxis Performance Assessment for Teachers (PPAT).

Approved by COPTSP May 9, 2002. Approved by Dr. Buttery, Dean, May 13, 2002; by Dr. Larry Gould, Provost, May 14, 2002. Revised by COPTSP September 9, 2004. Approved by Dr. Ed Mills, Dean, 9/10/04. Approved by Dr. Larry Gould, Provost, 9/11/04.

Revised April 13, 2006 – approved by COPTSP. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.

Revised by COPTSP February 18, 2010. Approved by Dr. Debbie Mercer, Dean, February 18, 2010; Dr. Larry Gould, Provost, February 22, 2010.

Revised by COPTSP September 11, 2012. Approved by Dr. Scott, Dean, September 12, 2012; Dr. Larry Gould, Provost, September 18, 2012.

Revised by COPTSP November 20, 2014. Approved by Dr. Paul Adams, Interim Dean, December 19, 2014; Dr. Chris Crawford, Interim Provost, January 12, 2015.

Revised by COPTSP August 29, 2018. Approved by Dr. Paul Adams, Dean, August 30, 2018; Dr. Jeff Briggs, Interim Provost, September 4, 2018.

Revised by COPTSP December 2, 2020. Approved by Dr. Paul Adams, Dean, December 3, 2020; Dr. Jill Arensdorf, Provost, December 7, 2020.

GR-H.2 PERFORMANCE TEACHING PORTFOLIO

All graduate level initial education candidates of Fort Hays State University must successfully complete the ETS Praxis Performance Assessment for Teachers (PPAT) in;

- ALTC 807 for PreK-12 and Secondary Transition to Teaching candidates;
- TEEL 876 for the Post-Baccalaureate in Elementary, Elementary Transition to Teaching (PreK-6), and Secondary candidates; and
- SPED 839 for the Master of Science in High-Incidence Special Education Limited Residency License candidates.
- SPED 849 for the Master of Science in Low-Incidence Special Education Limited Residency license candidates.

The registration fee for the PPAT will be assessed to the candidate as a course fee. Any resubmission fees or late fees will be the responsibility of the candidate. The passing score for the PPAT is 32 out of 60 points. Candidates are required to receive a passing score on the PPAT in order to be considered a program completer and receive licensure in the state of Kansas.

If the graduate candidate does not achieve a passing score;

- the PreK-12 and Secondary Transition to Teaching candidate will receive an “I” in the ALTC 807 course through the first and second resubmission windows. If a passing score is not achieved during the resubmission windows, the grade will be changed to a “U” and the candidate will be required to re-take the course and the PPAT until achieving a passing score;
- the Elementary Education, Secondary Education or Elementary Transition to Teaching candidates will receive an “I” in the TEEL 876 course through the first and second resubmission windows. If a passing scores is not achieved during the resubmission windows, the grade will be changed to a “U” and the candidate will be required to re-take the course and the PPAT until achieving a passing score;
- the Special Education candidate will not pass the comprehensive exam until a passing score is achieved.

Exceptions to this policy for out-of-state completers whose state requires a separate, nationally-based performance assessment in addition to the Kansas teaching license, may be reviewed and approved by the department chair of Teacher Education.

Approved by COPTSP February 26, 2009. Approved by Dr. Debbie Mercer, Dean, February 27, 2009; by Dr. Larry Gould, Provost, March 2, 2009.

Revised by COPTSP May 7, 2009. Approved by Dr. Debbie Mercer, Dean, May 7, 2009; by Dr. Larry Gould, Provost, May 14, 2009.

Revised by COPTSP January 21, 2010. Approved by Dr. Debbie Mercer, Dean, January 22, 2010; by Dr. Larry Gould, Provost, January 26, 2010.

Revised by COPTSP April 3, 2013. Approved by Dr. Robert Scott, Dean, April 15, 2013; by Dr. Larry Gould, Provost, April 12, 2013.

Revised by COPTSP February 27, 2014. Approved by Dr. Robert Scott, Dean, March 3, 2014 and Dr. Chris Crawford, Interim Provost, March 3, 2014.

Revised by COPTSP November 20, 2014. Approved by Dr. Paul Adams, Interim Dean, December 19, 2014; Dr. Chris Crawford, Interim Provost, January 12, 2015.

Revised by COPTSP August 30, 2016. Approved by Dr. Paul Adams, Dean, September 1, 2016; Dr. Graham Glynn, Provost, September 9, 2016.

Revised by COPTSP August 26, 2020. Approved by Dr. Paul Adams, Dean, September 28, 2020; Dr. Jill Arensdorf, Provost, September 30, 2020

Revised by COPSP August 31, 2022. Approved by Dr. Paul Adams, Dean, September 2, 2022; Dr. Jill Arensdorf, Provost, September 6, 2022

Revised by COPTSP May 3, 2023. Approved by Dr. Paul Adams, Dean, May 12, 2023; Dr. Jill Arensdorf, Provost, May 14, 2023.

Revised by COPTSP 10/24/2023. Approved by Dr. Paul Adams, Dean, 10/30/2023; Dr. Jill Arensdorf, Provost, 11/2/2023.

GR-H.3 ESTABLISHING DATA VALIDITY AND RELIABILITY

Establishing Data Validity of Assessment Instruments

The data validity policy is to assure that assessments used for accreditation meet accepted standards for validity and reliability. All EPP created assessments (e.g., observation, instruments, and program rubrics) used to assess/evaluate candidate's performance will establish data validity (before EPP-wide adoption and implementation of the assessment instrument). Data validity can be supported through evidence of the following: agreement among reviewers of narrative evidence; expert validation of performance or artifacts; expert validation of the items in an assessment or rating form, and a measure's ability to predict performance in a future setting predictive validity. The EPP created assessment will include a plan that detailed steps the EPP has taken or is taking to ensure the validity of the assessment and its use. The plan will show the types of validity which are under investigation or have been established (e.g., construct, content, concurrent, predictive) and how they were established.

Establishing Data Reliability of Assessment Instruments

The EPP will provide details regarding the type of reliability being investigated or has been established (e.g., test-re-test, parallel forms, inter-rater, internal consistency). Reliability can be supported through evidence of an agreement among multiple raters of the same event or artifact (or the same candidate at different points in time); stability or consistency of ratings over time; or evidence of internal consistency of measures. A description or plan will be included that details the types of reliability that are being investigated or have been established (e.g., test-retest, parallel forms, inter-rater, internal consistency) and steps taken to ensure the reliability of the data from the assessment. The EPP will provide evidence of documented training of scorer and monitoring the inter-rater agreement and reliability and a description of steps taken based on accepted research standards for establishing reliability.