

PROFESSIONAL TEACHER EDUCATION PROGRAM POLICIES



UNDERGRADUATE 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 undergraduate level programs.

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A.1 ADMISSION TO TEACHER EDUCATION POLICY

Cohort definition: All candidates admitted in a semester. Fall semester is August 1-December 31. Spring semester if January 1-May 31. Candidates meeting requirements in the summer will be approved the next semester.

Priority Deadlines: February 15 and September 15

GPA:

1. Candidates must have a cumulative GPA of 2.75 **OR** achieved a 2.75 GPA on the last 60 hours of college credit.

GENERAL EDUCATION COURSES:

2. Candidates must have completed the following courses with a grade of **“B” or higher:**
 - a. English Composition II
 - b. Either Fundamentals of Oral Communication or Interpersonal Communication

Additionally, candidates must have completed the following courses with a grade of **“C” or higher:**

- c. Contemporary Math, College Algebra or a more advanced level math credit
- d. English Composition I
- e. Elements of Statistics

Courses transferred to FHSU with grades of CR for Credit will be accepted as meeting the “B” or “C” requirement.

PROFESSIONAL EDUCATION COURSES:

3. Candidates must have completed the following pre-professional education courses with a grade of **“C” or higher:**
 - a. Foundations of Education
 - b. Human Growth and Development
 - c. Introduction to Instructional Technology
 - d. Early Field Experience (secondary)
 - e. Children’s Literature (elementary)

Courses transferred to FHSU with grades of CR for Credit will be accepted as meeting the “C” requirement.

VERIFICATIONS:

4. Complete the Application for Admission to Teacher Education.
5. Approval for admission to teacher education by the Council on Preparation of Teachers and School Personnel including having approval from the candidate’s department and having met all departmental requirements.
6. Candidates who, after submitting an Application to Teacher Education, have not taken coursework in a two year timespan, must reapply to the program by completing a new Application to Teacher Education and must meet current program requirements.
7. Candidates must meet requirements of Policy G.2 – Disposition Assessment of Initial and Advanced Candidates.
8. Admission to teacher education is not based solely on the above criteria. Other factors such as a history of repeating course(s), dispositions, etc. will also be considered.

Approved by COPT/Dr. Hoy, Dean, February 20, 1992; Dr. Hulett, Interim Provost, August 12, 1992
Revised September 1993; November 1993; March 1994, April 1994, February 17, 2000
April 2000 Revision approved by Dr. Murphy, Interim Dean, April 13, 2000; approved by Dr. Gould, Provost, July 16, 2000
Revised October 11, 2001. Approved by Dr. Buttery, Dean, October 11, 2001.
Revised November 8, 2001. Approved by Dr. Buttery, Dean, November 12, 2001; Dr. Larry Gould, Provost, Nov. 19, 2001.
Revised March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.
Revised October 17, 2002. Approved by Dr. Buttery, Dean, October 23, 2002; Dr. Larry Gould, Provost, October 23, 2002.
Revised April 8, 2004 – to be effective July 1, 2004. Approved by Dr. Edward Hammond, Interim Dean, April 12, 2004; Dr. Larry Gould, Provost, April 12, 2004.
Revised by COPTSP April 13, 2006. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.
Revised by COPTSP January 31, 2008. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.
Revised by COPTSP January 21, 2010. Approved by Dr. Debbie Mercer, Dean, January 22, 2010; Dr. Larry Gould, Provost, January 25, 2010.
Revised by COPTSP September 3, 2010. Approved by Dr. Rob Scott, Interim Dean, September 3, 2010; Dr. Larry Gould, Provost, September 15, 2010.
Revised by COPTSP March 8, 2012. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.
Revised by COPTSP May 3, 2012. Approved by Dr. Robert Scott, Dean, May 9, 2012; Dr. Larry Gould, Provost, May 15, 2012.
Revised by COPTSP January 31, 2013. Approved by Dr. Robert Scott, Dean, February 1, 2013; Dr. Larry Gould, Provost, February 4, 2013.
Revised by COPTSP January 30, 2014. Approved by Dr. Robert Scott, Dean, February 4, 2014; Dr. Chris Crawford, Interim Provost, February 4, 2014.
Revised by COPTSP August 28, 2014. Approved by Dr. Paul Adams, Interim Dean, September 3, 2014, Dr. Chris Crawford, Interim Provost, September 3, 2014.
Revised by COPTSP September 18, 2014. Approved by Dr. Paul Adams, Interim Dean, September 22, 2014, Dr. Chris Crawford, Interim Provost, September 24, 2014.
Revised by COPTSP March 25, 2015. Approved by Dr. Paul Adams, Interim Dean, March 26, 2015, Dr. Chris Crawford, Interim Provost, March 26, 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 January 26, 2017 and February 23, 2017. Approved by Dr. Paul Adams, Dean, February 27, 2017, Dr. Graham Glynn, Provost, March 2, 2017.
Revised by COPTSP September 27, 2018. Approved by Dr. Paul Adams, Dean, Dr. Jeff Briggs, Interim Provost, 10/17/2018
Revised by COPTSP April 4, 2019. Approved by Dr. Paul Adams, Dean, 4/5/2019, Dr. Jeff Briggs, Interim Provost, 4/9/2019.
Revised by COPTSP 9/18/2019. Approved by Dr. Paul Adams, Dean, 9/20/2019, Dr. Jill Arensdorf, Provost, 9/23/2019.
Revised by COPTSP 10/23/2019. Approved by Dr. Paul Adams, Dean, 10/24/2019, Dr. Jill Arensdorf, Provost, 10/24/2019.
Revised by COPTSP 1/28/2020. Approved by Dr. Paul Adams, Dean, 1/29/2020; Dr. Jill Arensdorf, Provost, 1/29/2020.
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Revised by COPTSP 2/24/2021. Approved by Dr. Paul Adams, Dean, 2/25/2021; Dr. Jill Arensdorf, Provost, 2/26/2021.
Revised by COPTSP 3/24/2022. Approved by Dr. Paul Adams, Dean, 3/24/2022; Dr. Jill Arensdorf, Provost, 3/28/2022.
Revised by COPTSP 8/31/2022. Approved by Dr. Paul Adams, Dean, 9/2/2022; Dr. Jill Arensdorf, Provost, 9/6/2022.
Revised by COPTSP 8/31/2023. Approved by Dr. Paul Adams, Dean, 9/4/2023; Dr. Jill Arensdorf, Provost, 9/5/2023.
Revised by COPTSP 1/24/2024. Approved by Dr. Paul Adams, Dean, 2/29/2024; Dr. Jill Arensdorf, Provost, 3/4/2024.
Revised by COPTSP 3/27/2024. Approved by Dr. Paul Adams, Dean, 3/27/2024; Dr. Jill Arensdorf, Provost, 3/28/2024.

A.2 PROFESSIONAL EDUCATION COURSE SEQUENCE

The Council on Preparation of Teachers and School Personnel recognizes the necessity and value of a professional sequence of courses leading to teacher licensure. The following courses are considered prerequisites for admission to teacher education. Enrollment in courses during the semester of application is acceptable with final admission contingent upon completion with a grade of "C" or better.

TEEL 202	Foundations of Education	3 credit hours
TEEL 231	Human Growth and Development	3 credit hours
TECS 290	Introduction to Instructional Technology	3 credit hours
_____ 277	Early Field Experience (secondary or P-12)	1-2 credit hours
<u>Elementary Education only:</u>		
TEEL 260	Children's Literature	3 credit hours

The following professional courses must be completed with a grade of "C" or better prior to admission to student teaching:

TESP 302	Educating Exceptional Students	3 credit hours
TEEL 431	Educational Psychology (must be taken through FHSU)	3 credit hours
TESS 494	Secondary School Experience (secondary only)	4 credit hours

Senior Year Courses

The following professional courses must be completed with a grade of "C" or better in order to be recommended for licensure to the Kansas State Department of Education:

Secondary Education

Student Teaching	11 credit hours
Seminar in Education	1 credit hour

PreK-12 Areas

Student Teaching (Elementary level)	5 credit hours
Student Teaching (Secondary level)	6 credit hours
Seminar in Education	1 credit hour

Elementary Education

Student Teaching	11 credit hours
Seminar in Education	1 credit hour

Early Childhood Unified

Student Teaching (Birth-Age 5)	5 credit hours
Student Teaching (K-Grade 3)	6 credit hours
Seminar in Education	1 credit hour

If minor in Special Education:

Student Teaching: Special Education	3 credit hours
Student Teaching	8 credit hours
Seminar in Education	1 credit hour

Approved by Dr. Hoy, September 24, 1992. Approved by Dr. Arevalo, April 9, 1993; September 1995.

Revised by COPTSP March 16, 2006. Approved by Interim Dean Dr. Mercer, March 17, 2006; Approved by Dr. Gould, Provost , March 22, 2006.

Revised by COPTSP November 15, 2007. Approved by Dean Dr. Mercer, November 20, 2007; Approved by Dr. Gould, Provost, November 21, 2007. Revised by COPTSP January 21, 2010. Approved by Dean Dr. Mercer, January 22, 2010; Approved by Dr. Gould, Provost, January 25, 2010. Revised March 8, 2012 – Approved by COPTP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

Revised by COPTSP February 16, 2022. Approved by Dr. Paul Adams, Dean, February 17, 2022; Dr. Jill Arensdorf, Provost, February 18, 2022.

A.3 PROCEDURES FOR DEFICIENCY APPEAL TO TEACHER EDUCATION

The student makes application to be admitted to the Teacher Education Program and completes a Standard Teacher Education Deficiency Appeal form. If the student has not met all admission requirements (see Policy A.1), he/she may be granted a temporary appeal to take restricted courses for one semester on recommendation of the Appeal Review Committee.

Policies Regarding Deficiency Appeals to Teacher Education:

1. Deficiency Appeals are only granted one time for one semester of restricted classes (Spring, Summer or Fall).
2. Deficiency Appeals will not be approved if there is more than one deficiency. For example, missing one part of PPST or CORE and low GPA, or two parts of PPST or CORE, or missing one class and one part of PPST or CORE.
3. In order for a Deficiency Appeal to be approved because of a low GPA, it must be mathematically possible to get to the 2.75 level during the Appeal semester.
4. In order for a Deficiency Appeal to be approved because of the PPST, CORE, SAT or ACT test, the test must have been taken at least once within one year of applying for the Deficiency Appeal and results on file in the Office of Field Experience and Licensure.
5. The Application to Teacher Education must be submitted in order to have a Deficiency Appeal considered.
6. Positive results of the Background Check must be received before a Deficiency Appeal will be approved.
7. Deficiency Appeals must have approval of faculty from the student's department advisor and department chair, or designee. If department advisor, chair or designee denies the Deficiency Appeal, it will not be forwarded to the Deficiency Appeal Committee for consideration.
8. Deficiency Appeals submitted after the deadline may be considered at the end of the semester of submission.

Procedures for Consideration of Deficiency Appeals to Teacher Education

1. Deficiency Appeals must be received by the deadline each semester for immediate consideration.
2. Deficiency Appeals are to be submitted to the Applications Academic Program Specialist.
3. For Deficiency Appeal requests falling outside of the policies #1-8, the Applications Academic Program Specialist will convene the Deficiency Appeals Committee of the COPTSP within 10 days after the deadline.
4. The Deficiency Appeals Committee will seek input from the contact for the program area prior to making a decision. Notification of the decision of the Deficiency Appeals Committee will be conveyed to the student within a week of the Committee's decision.
5. A postponement of a decision until the end of the semester when grades are posted may be required for GPA issues and for PPST or CORE deficiencies.
6. The student may make a final appeal to the Dean of Education.

Deficiency Appeals for student teaching will be evaluated on an individual basis by the Deficiency Appeals Committee.

Approved by COPT March 10, 1994. Revised April, 1994; December 1994; September 7, 1995.

Approved by Dr. Mary Hoy, March 16, 1994.

Approved by Dr. Rodolfo Arevalo, March 22, 1994; September 1995.

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

Revised by COPTSP August 27, 2015. Approved by Dr. Paul Adams, Dean, Dr. Graham Glynn, Provost, 9/21/2015.

Revised by COPTSP September 27, 2018. Approved by Dr. Paul Adams, Dean, Dr. Jeff Briggs, Interim Provost, 10/13/2018.

Revised by COPTSP April 28, 2020. Approved by Dr. Paul Adams, Dean and Dr. Jill Arensdorf, Provost, 4/29/2020.

B.1 STUDENT TEACHING POLICY

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.
2. Completed application to be admitted to student teaching.
3. Attainment of a cumulative grade point average of 2.75 or 2.75 based on the last 60 hours of coursework.
4. Attainment of a grade point average of 2.75 in coursework completed in content field(s) or meet departmental grade point average requirements.
5. Approval for student teaching by the department in the student's area(s) of teaching.
6. Successful completion (no grade lower than a "C") of all professional education courses, including teaching methods courses. If planning to student teach in the fall semester, these requirements must be met by the summer grade posting date (Tuesday following the final grade entry deadline in July). If planning to student teach in the spring semester, these requirements must be met by the fall grade posting date (Tuesday following the final grade entry deadline in December).
7. Candidates must meet dispositional requirements of Policy G.1a – Disposition Assessment of Initial and Advanced Candidates.
8. Successful completion of a Code of Conduct/Ethics module.
9. Approval for admission to student teaching by the Council on Preparation of Teachers and School Personnel.
10. 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 COPT/Dr. Hoy, Dean, Feb. 20, 1992. Approved by Dr. Hulett, Interim Provost, August 12, 1992.
Revised October 11, 2001. Approved by Dr. Buttery, Dean, Oct 11, 2001; Dr. Gould Provost, October 23, 2002.
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 January 31, 2008 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.
Revised November 5, 2009 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, November 5, 2009; Dr. Larry Gould, Provost, November 12, 2009.
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Revised by COPTSP October 13, 2011. Approved by Dean Dr. Rob Scott on October 20, 2011; Dr. Larry Gould, Provost, on October 25, 2011.
Revised by COPTSP January 28, 2015. Approved by Interim Dean Dr. Paul Adams on January 29, 2015; Dr. Chris Crawford, Interim Provost, on February 2, 2015.
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Revised by COPTSP February 23, 2017. Approved by Dr. Paul Adams, Dean, 2/27/2017; Dr. Graham Glynn, Provost, 3/1/2017.
Revised by COPTSP April 27, 2017. Approved by Dr. Paul Adams, Dean, 5/1/2017; Dr. Jeff Briggs, Interim Provost, 5/4/2017.
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Revised by COPTSP 1/24/2024. Approved by Dr. Paul Adams, Dean, 2/29/2024; Dr. Jill Arensdorf, Provost, 3/4/2024.

B.2 STUDENT TEACHING PLACEMENT AND SUPERVISION

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. 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.

Candidates requesting placement out of state or internationally must get approval from the Director of Field Experiences. If the request is approved, the candidate will be responsible for additional costs beyond our established FHSU rates associated with the placement such as payment of the supervisors and cooperating teachers.

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 (Elementary Education Teacher Residency) 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.

Revision approved by COPT, March 16, 2000. Approved by Dr. Jim Murphy, Interim Dean, March 20, 2000. Approved by Dr. Larry Gould, Provost, March 22, 2000.

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Revised January 31, 2008 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.

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Revision approved by COPTSP December 5, 2016. Approved by Dr. Paul Adams, Dean, December 7, 2016; Dr. Glynn, Provost, December 7, 2016.

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B.3 SUBSTITUTION OF PRACTICUM FOR STUDENT TEACHING EXPERIENCE

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:

- Verification of proof of liability insurance effective through the practicum semester
- Verification of a recent successful background check
- Verification of previous state-approved, accredited education program completion
- Major GPA of 2.75 or higher and cumulative GPA of 2.75 or higher based on the last 60 credit hours of coursework

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.

Revised January 31, 2008 by COPTSP. Approved by Dr. Mercer, Dean, January 31, 2008; Dr. Gould, Provost, February 3, 2008.

Revised by COPTSP February 18, 2010. Approved by Dr. Mercer, Dean, February 19, 2010; Dr. Gould, Provost, February 22, 2010.

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

Revised August 28, 2014 – Approved by COPTSP. Approved by Dr. Paul Adams, Interim Dean, August 29, 2014; Dr. Chris Crawford, Interim Provost, September 3, 2014.

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

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

B.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.**

C.1 PROCEDURES FOR EARLY FIELD EXPERIENCE (Secondary Majors Only)

Application Procedures

1. The academic department originates the request and forwards the completed application for early field experience to the Director of Field Experiences unless the academic department places candidates directly in Early Field Experiences. In this case, the academic department will report those placements to the Director of Field Experiences.

Early Field Experience Policies

1. Early field experiences should occur in a setting different from the candidate's own K-12 experiences.
2. The completed forms need to be submitted prior to participating in a field experience:
 - Placement preference form
 - Liability and Release Form
 - Verification of negative TB skin test completed no more than 6 months prior to the initial field Experience
 - Verification of proof of professional liability insurance effective throughout the field experience semester. Must be presented prior to placement.
 - Receipt for submission of recent full national criminal background check (completed no more than 6 months prior to the initial field experience)
 - 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
3. Early field experience for candidates will be placed in classrooms that won't have a student teacher conducting the class.
4. All placements are with an accredited public and/or private school.
5. Early field experiences occur early in the semester. Placement at other times may occur upon recommendation of the candidate's academic advisor.

Outcomes/Expectations

1. A minimum of 20 clock hours in the appointed classroom must be documented.
2. It is the responsibility of each candidate to insure that all reports and materials are transmitted to the academic instructor.
3. Candidates will file a final report with the academic instructor.
4. The cooperating teacher will file a final evaluation of the candidate with the academic instructor.
5. Course credit is the responsibility of the academic department.

Approved by COPT and Dr. Hoy, Dean, November 5, 1992. Approved by Dr. Arevalo, February 16, 1993.

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

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Approved by COPTSP 1/25/2022. Approved by Dr. Adams, Dean, 2/17/2022; Dr. Jill Arensdorf, Provost, 2/18/22.

C.1a PROCEDURES FOR INTERNSHIPS

Application Procedures

1. The academic department originates the field experience request, which will then notify the Coordinator of Internships. Field experiences include all Elementary Education Internships, Early Childhood Unified Internships, and Special Education Clinical Immersion.

Internship Policies

1. The Office of Field Experience and Licensure shall attempt to place candidates in classroom environments that are diverse in learning experiences.
2. 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
3. Internship candidates will be placed with a mentor who has at least 2 years of classroom experience.
4. All placements are with an accredited public and/or private school.
5. 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

1. For Elementary internships, between 30 and 40 clock hours in the appointed classroom must be documented. For Early Childhood/Special Education internships, a minimum of 40 clock hours in the appointed placement must be documented.
2. It is the responsibility of each candidate to ensure that all reports and materials are transmitted to the academic instructor.
3. Candidates will file a formal lesson recording with the academic instructor.
4. The cooperating teacher or academic instructor will file a final evaluation of the candidate.
5. Course credit is the responsibility of the academic department.

Approved by COPTSP February 23, 2017. Approved by Dr. Paul Adams, Dean, 2/27/2017; approved by Dr. Graham Glynn, Provost, 3/1/2017.

Revised by COPTSP 10/23/19. Approved by Dr. Paul Adams, Dean, 10/24/2019; approved by Dr. Jill Arensdorf, Provost, 10/24/2019.

C.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.

Revised by COPTSP January 26, 2017. Approved by Dr. Paul Adams, Dean, March 7, 2017. Approved by Dr. Jeff Briggs, Interim Provost, 3/16/2017.

Revised by COPTSP (via email) May 9, 2018. Approved by Dr. Paul Adams, Dean, 4/5/2019. Approved by Dr. Jeff Briggs, Interim Provost, 4/9/2019.

Revised by COPTSP February 1, 2023. Approved by Dr. Paul Adams, Dean, February 2, 2023;
Dr. Jill Arensdorf, Provost, February 6, 2023.

D.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.

Candidates seeking to apply for the High Incidence Special Education undergraduate endorsement, must fulfill all requirements of this program within two years of initial program completion. If not completed, candidate would need to complete the graduate High Incidence Special Education program to obtain the endorsement.

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.

D.2 POLICY ON MIDDLE LEVEL ENDORSEMENTS FOR “15 HOUR RULE”

A GPA of 2.75 is required in all endorsement. In addition, candidates must have:

- 15 credit hours in the subject area
- student teaching (or teaching experience) in grades 5-8 or
- completion of a middle level pedagogy course
- grades of “C” or better in all courses that apply to the endorsement

If secondary education, candidate does not need to have the experience requirement or pedagogy course (their methods course fulfills this requirement).

If student teaching is used to fulfill the accredited experience option, a candidate must have a minimum of 50% of a 16 week semester in grades 5-8. Special education experience does not count toward this.

Approved by COPT, November 10, 1994. Revised April 13, 1995.

Approved by Dr. Charles Leftwich, November 10, 1994. Approved by Dr. Arevalo, December 21, 1994; September 1995.

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

F.1 PROFESSIONAL CURRENCY POLICY

Added Endorsements: Elementary Education and Early Childhood Unified licensure

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

Initial Licensure: All areas

Methods courses related to the endorsement area and Educational Psychology 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.

G.1A - PROCEDURES FOR REMOVING INITIAL CANDIDATES FROM COLLEGE OF EDUCATION PROGRAMS

a. Classroom Dispositions Survey

Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to design, lead, model and teach collaboratively in diverse settings.

The teacher education faculty has the responsibility for the evaluation of its teacher candidates. Admission and retention decisions are based not only on prior satisfactory academic performance but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher. The procedures outlined in this policy are designed to ensure that the Fort Hays State University teacher candidate demonstrates those dispositions. The Candidate should follow the dispositions of the College of Education and the Department and Program of the Candidate's major.

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.

Candidates are made aware of the Teacher Candidate Disposition Rubric and procedures through a number of academic and/or advising modes. Further, the criteria of what are deemed to be "proficient" dispositions are also embedded in coursework through the program to ensure content validity.

Professional Dispositions for Teaching

A candidate:

1. is highly sensitive to and demonstrates respect for student differences.
2. engages in and reflects on professional learning opportunities.
3. assumes professional education
4. advocates, models, and teaches safe, legal, and ethical uses of digital information and technology.
5. exhibits the dispositions toward practice and implementation of education pedagogy.

Procedures for Assessing Dispositions

A candidate's professional dispositions will be assessed in three Fort Hays State University education courses.

1. Awareness of the Policy

All candidates in FHSU Teacher Education courses are made aware of the Teacher Candidate Disposition Rubric and procedures through a number of academic and/or advising modes. Candidates will also be made aware that violations of the dispositions may be grounds for removal from the program.

2. Evaluation of Dispositions

FHSU Education faculty will use the Teacher Education Disposition Rubric to assess a candidate's dispositions during Educating Exceptional Students, Educational Psychology and Student Teaching. In addition, candidates will complete a Self-Evaluation and reflect on each disposition as part of the Application to Teacher Education.

3. Conduct observed outside of a Course - 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, they will complete the FHSU Professional Educator Conduct Referral Framework.

Disposition evaluations will be stored in the college data management system at the end of each semester. The evaluation will be analytically scored indicating whether a candidate meets proficient expectations on each of the disposition indicators. Candidates who do not meet the proficient expectation will be subject to remedial action, up to and including possible removal from the education program.

Exemplary Practice Report

The Teacher Education Exemplary Practice Notification is used to recognize candidates who have demonstrated a disposition in exemplary fashion, going beyond what is expected in coursework and/or field experience.

3. Notification of Unsatisfactory Dispositions

There are three levels of procedures. The procedures are implemented each semester as follows:

- a. **Initial Notice:** This is for the *first* incident of a candidate's not meeting proficient expectations on a disposition indicator. If a candidate receives an "Unsatisfactory" on the Teacher Candidate Dispositions Rubric, he/she
- i. Will receive a letter and/or contact from the Teacher Education Department chair that states the unsatisfactory disposition.
- b. **Second Notice/Remediation Plan:** This is for the *second* incident of a candidate's unsatisfactory disposition. If a candidate receives an "Unsatisfactory" on the Teacher Candidate Dispositions Rubric a second time, he/she
- i. Will receive a letter and/or contact from the Teacher Education Department chair that describes the unsatisfactory disposition, and a warning that he/she may be removed from the program.
 - 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. A plan of remediation will be developed.
- c. **Third Notice:** This is for the *third* incident of a candidate's unsatisfactory disposition. If a candidate receives an "Unsatisfactory" on the Teacher Candidate Dispositions Rubric a third time, he/she
- i. Will receive a letter and/or contact from the chair of the department that describes the unsatisfactory disposition.
 - 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.

b. FHSU Professional Educator Conduct Referral Framework

Description:

The FHSU Professional Educator Conduct Referral Framework is a general and confidential system for addressing and tracking actions and behaviors among pre-service teacher candidates while representing FHSU that, individually or cumulatively may adversely affect their abilities to be an effective, ethical, morally responsible educator.

The process for submitting a student referral, which can be completed by any EPP stakeholder, is as follows:

1. The reporting individual will contact the Chair of the Department of Teacher Education and provide a detailed report of the incident.
2. The Chair of the Department of Teacher Education will examine and/or request additional documentation, if necessary, and determine if the referral warrants a student meeting and/or a point deduction.
3. If a meeting is deemed necessary, the Chair of the Department of Teacher Education will contact the student and request a meeting (in person, virtually or via phone) that will occur within seven calendar days of the meeting request.
4. The Chair of the Department of Teacher Education will present the student with the rationale and supporting evidence, inform the student of any point deduction, and provide the student with a Memorandum of Understanding (MOU), outlining the expectations and possible consequences of repeated future actions.
5. The Chair of the Department of Teacher Education will document the meeting, the MOU and any point deductions in a private file.

Probation:

- A student will be placed on probation upon receiving a minimum of six points.
- At this time, the student will be notified by the Chair of the Department of Teacher Education and required to attend a consultation meeting with the chair or designee.
- The Director of Field Experiences will also be notified as this might affect the student's future placements.

Due Process Protocol:

- When a student receives nine points, a College of Education due process hearing will be scheduled to determine if the student should be removed from the Teacher Education Program. The committee will consist of the Chair of Teacher Education, Director of Field Experience, and Credential Specialist. The student can appeal the committee's decision to the Dean of the College of Education.

FHSU Due Process Protocol:

- When a student receives 10 points (or at the recommendation of the Dean of the College of Education), FHSU General Council will be consulted to determine the most appropriate due process hearing and committee composition.

Approved by COPTSP January 30, 2014. Approved by Dr. Robert Scott, Dean, February 4, 2014; approved by Dr. Chris Crawford, Interim Provost, February 4, 2014.

Revised by COPTSP March 25, 2015; Approved by Dr. Paul Adams, Interim Dean, March 26, 2015; Dr. Chris Crawford, Interim Provost, March 26, 2015.

Revised by COPTSP September 23, 2015; Dr. Paul Adams, Dean, 10/21/2015; Dr. Graham Glynn, Provost, 10/26/2015.

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

Revised by COPTSP April 4, 2019; Dr. Paul Adams, Dean, 4/5/19; Dr. Jeff Briggs, Interim Provost, 4/9/19.

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 teacher education unit. These dispositions are closely aligned with the Fort Hays State University Shared Values and Beliefs for Professional Educators.

Initial Candidates:

All traditional program initial candidates will be assessed in Educating Exceptional Students, Educational Psychology and Student Teaching courses. In addition, candidates will complete a Self-Evaluation and reflect on each disposition as part of the admission Application to Teacher Education.

Approved by COPTSP December 7, 2012. Approved by Dr. Robert Scott, Dean, December 11, 2012, approved by Dr. Larry Gould, Provost, 2/15/2013.

Revised by COPTSP April 4, 2019. Approved by Dr. Paul Adams, Dean, 4/5/2019. Approved by Dr. Jeff Briggs, Interim Provost, 4/9/2019.

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.

A background check must have been completed no more than 6 months prior to XXX 277 early initial field experience (secondary education) or admission to teacher education. 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.

1. **Candidate Reporting Responsibility:** It is the duty of the candidate to promptly notify the Director of Field Experiences in the College of Education, no later than 72 hours following any incident that would necessitate an affirmative response after the completion of a previously submitted background check.
2. **Reporting Procedure for Legal Altercations:** Candidates who have been arrested or charged with a new misdemeanor or felony subsequent to the most recent background check are required to report the incident via the FHSU Maxient reporting link.
3. **Consequences of Non-Compliance:** Failure to report such an incident will be deemed as an act of dishonesty and may result in the candidate's expulsion from a clinical field experience or from the program entirely.

Examples of Crimes that must be reported include, but are not limited to:

- Crimes involving a minor
- Theft
- Illegal drug-related conduct
- Inappropriate or illegal use of alcohol
- Actions that harm a minor's health or welfare through physical or sexual abuse or exploitation
- Putting a child in danger
- Assault or battery
- Criminal threat

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 verified by the Academic Program Specialist-Applications. If a background check reveals prior charges of concern, the College of Education Background Check Committee consisting of the Director of Field Experiences, the Chair of the Teacher Education Department, and the Chair from the department in which the academic program at issue is offered will meet to recommend to the Academic Program Specialist-Applications 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 Director of Field Experiences will provide in writing to the candidate an initial determination, which will include the basis upon which the decision was made. The candidate will have 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).

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.

Revised by COPTSP 3/27/2024. Approved by Dr. Paul Adams, Dean, 3/27/24, Dr. Jill Arensdorf, Provost, 3/28/24.

G.4 CONTINUATION IN EDUCATION RESTRICTED COURSES AND/OR STUDENT TEACHING

Once admitted into the Teacher Education program, a candidate must:

1. maintain a grade index of 2.75 in the overall coursework or on the last 60 hours. If the candidate's GPA drops below 2.75, a one semester probationary period will be allowed, to bring the GPA back to 2.75. NOTE: A candidate who has an earned bachelor's degree may not repeat courses to improve the undergraduate degree grade point average once they have graduated. Although a course may be repeated to improve cumulative grade point average, the grade in the course being repeated will contain a notation RPD (Repeat of Course in Earned Degree Program).
<http://www.fhsu.edu/registrar/academic-policies-and-information/#repeatp>
2. attain a letter grade of "C" or better in education courses required for their major. If the candidate receives a grade lower than "C" in education courses required for their major, the candidate may repeat the non-restricted or restricted professional education course(s) required for his/her major only **one (1) time**.
3. meet Temporary Waiver of Selected Teacher Education Admission Requirements within the timeframe specified on the waiver form. Waivers granted for Spring semester, will have the Summer term also to complete requirements.
NOTE: Waivers are only granted one time for one semester of restricted classes.

Procedures for Discontinuation of Education courses:

Immediate dismissal from the Teacher Education program will occur if:

5. a grade index of 2.75 in coursework completed was not attained in overall coursework or on the last 60 hours during the one semester probationary period.
6. the candidate did not meet the Temporary Waiver of Selected Teacher Education Admission within the timeframe specified on the waiver form. Waivers granted for Spring semester, will have the Summer term also to complete requirements.
7. professional education course(s) was/were repeated and the letter grade obtained was lower than a "C".

Upon dismissal from the program, the candidate will receive notice of policy violation via their FHSU email address. If the dismissed candidate wishes to submit an appeal to the Dean of Education, they should do so within 10 days of receiving dismissal notification.

After a period of one (1) semester has passed from the time the candidate was dismissed, the candidate may submit an Application for Reinstatement to Teacher Education Courses. The deficiency(ies) that resulted in the candidate being dismissed from the program must be complete before reinstatement will be considered. If the candidate does not complete requirements for readmission within two (2) years from being dismissed, the candidate must reapply for admission into the Teacher Education program and meet current admission requirements

Approved by COPTSP, October 17, 2013. Approved by Dr. Robert Scott, Dean, October 23, 2013. Approved by Dr. Chris Crawford, Interim Provost, October 23, 2013.

Revisions approved by COPTSP February 27, 2014. Additional revisions approved by COPTSP September 18, 2014. Approved by Dr. Paul Adams, Interim Dean, September 22, 2014, Dr. Chris Crawford, Interim Provost, September 24, 2014.

Revised by COPTSP September 23, 2015; Dr. Paul Adams, Dean, October 21, 2015; Dr. Graham Glynn, Provost, October 25, 2015.

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

Revisions approved by COPTSP February 1, 2023. Dr. Paul Adams, Dean, February 2, 2023;

Dr. Jill Arensdorf, Provost, February 6, 2023.

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).

To be eligible for a secondary education major, a candidate must:

1. Complete the required education major coursework:

- Foundations of Education
- Human Growth and Development
- Early Field Experience
- Intro to Instructional Technology
- Educating Exceptional Students
- Educational Psychology
- Secondary School Experience
- Student Teaching

2. Complete all secondary education major coursework.

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.

H.2 PERFORMANCE TEACHING PORTFOLIO

All initial undergraduate education candidates of Fort Hays State University must successfully complete the ETS

Praxis Performance Assessment for Teachers (PPAT) in TEEL 675. The registration fee for the PPAT will be assessed to the candidate as a course fee. Any resubmission 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. The PPAT score will constitute the grade the candidate receives in the TEEL 675 course.

- If the candidate passes the PPAT, the score in the course will be an "A".
- If the candidate does not pass the PPAT or does not submit a PPAT, the grade for the course will be an "I" to allow the candidate an opportunity to improve their score through the PPAT resubmission option. If the candidate achieves a passing score through the resubmission, the grade of an "I" will be changed to an "A".
- If the candidate still does not achieve a passing score through resubmission or chooses not to resubmit, the candidate will receive a "U" in the course and will not have fulfilled the degree requirements. The candidate will have the opportunity to re-take the TEEL 675 course and the PPAT the following semester.

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 COPTSP October 13, 2021. Approved by Dr. Paul Adams, Dean, October 14, 2021; Dr. Jill Arensdorf, Provost, October 21, 2021.

Revised by COPTSP 8/31/2022. Approved by Dr. Paul Adams, Dean, September 2, 2022; Dr. Jill Arensdorf, Provost, September 6, 2022.

Revised by COPTSP 4/5/2023. Approved by Dr. Paul Adams, Dean, May 12, 2023; Dr. Jill Arensdorf, Provost, May 14, 2023.

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.

Approved by COPTSP April 4, 2019. Approved by Dr. Paul Adams, Dean, 4/5/19; Dr. Jeff Briggs, Interim Provost, 4/9/19.

H.5 TUBERCULIN TESTING POLICY

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 that is submitted prior to their first field experience.

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

Approved by COPTSP October 23, 2019. Approved by Paul Adams, Dean, October 24, 2019; Dr. Jill Arensdorf, Provost, October 25, 2019.

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