

EMPORIA STATE
UNIVERSITY

*The Teachers College
Policies and
Procedures Handbook*

Adopted 1990

Revised 1991, 1996, 1997, 2003, 2006, 2007, 2012, 2016, 2017, 2019

The Teachers College Policies and Procedures Handbook

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Chapter 1 Introduction

1A.00 Purpose of the Handbook

The purpose of this handbook is to assist faculty members, department chairs, and others in locating policies and procedures of The Teachers College in one convenient publication. Information in this handbook is updated periodically, and care is given that College policies and procedures are compatible with [The University Policy Manual](#) as well as guidelines used by departments, centers, PK-12 schools, and offices located within the College.

A continuing attempt is made to align all functions of The Teachers College with its stated mission. Noted discrepancies should be reported to the Dean of The Teachers College to correct possible omissions and errors.

1B.00 Overview of Contents

Included in this handbook are the bylaws that govern The Teachers College: organizational descriptions of the College and the university setting in which the College functions; descriptions of each office, center and department; and guidelines pertaining to student, faculty, and field partnerships.

Bylaws reflect the College mission statement and descriptions of the groups that assist in the routine governance of college functions, such as the Academic Leadership Council, Council on Teacher Education, Committee on Advanced Programs, and Dean's Advisory Council. The Academic Leadership Council participates in determining and executing curricular affairs for recommendation to the Dean of The Teachers College and is most notably concerned with issues pertaining to internal administrative matters. The Council on Teacher Education and Committee on Advanced Programs review undergraduate and graduate curricula and policies, respectively

that define educator preparation programs throughout the University. The Dean's Advisory Council is a faculty group that advises the Dean on organizational needs and concerns. As executive officer of The Teachers College, the Dean makes decisions that are pedagogically appropriate and, to the extent possible, compatible with the views of all councils and committees.

Chapter 2 clearly describes the administrative and decision-making structure of the College. Also depicted in Chapter 2 are university administrative structures supporting academic, administrative, and student affairs. Functions and components of primary offices and departments in the College are defined. The Dean is assisted by the Associate Dean. The Associate Dean provides administrative assistance and has supervisory responsibilities over the Office of Field Placement and Licensure, the Resource Center, University Copy Center, and fiscal affairs associated with the Professional Development Schools. At this time the College contains six academic departments, the Office of Field Placement and Licensure, Community Counseling Services, the Resource Center, and the Jones Institute for Educational Excellence.

In Chapter 3, student relations are discussed with regard to advisement, instruction, admission to various programs, supervision of field-experience students, recognition of student achievement, time limits on programs, due process, and honors programs. In Chapter 4, faculty relations and development are discussed in terms of professional staff development, professional affiliations, research, service, teaching load, grievance procedure, policies related to faculty recognition, and relations with the professional field. In Chapter 5, relations between the College and the professional field are addressed in terms of candidate clinical experiences, state agencies and associations, and the Master Teacher program.

Chapter 2 College Organization and Governance

2A.00 Bylaws

2A.01 Introduction

The Teachers College of Emporia State University is governed by the Kansas Board of Regents. The Teachers College is the academic unit responsible for the preparation of professional educators and personnel in related disciplines. “Unit” is the generic term used by the higher education community to refer to the governing body responsible for all teacher education and other school personnel programs in a college or university. Hereafter, the term “Unit” and The Teachers College will be used synonymously.

The Teachers College offers a Bachelor of Science in Education in both elementary and secondary education leading to licensure or endorsement through the Kansas State Department of Education, as well as Bachelor of Science and Bachelor of Arts degrees in several non-teaching fields. The Teachers College also offers a variety of graduate degrees, many leading to licensure or endorsement of other school and non-school based professionals. The Teachers College is administratively responsible for baccalaureate and graduate teaching related licensure and endorsement programs offered in departments in the College of Liberal Arts and Sciences and the School of Business and in the School of Library and Information Management.

Governance procedures described in this document provide for organized faculty participation in setting policy. The Council on Teacher Education (CTE) is the primary policy forum for the undergraduate teacher preparation program. The Committee on Advanced Programs (CAPS) is the primary policy forum for graduate educator preparation programs and other related fields. Decisions made by both bodies are subject to the review and approval of the Dean of The Teachers College, who seeks advice from the College's Academic Leadership Council (ALC) and

Dean's Advisory Council (DAC). The Dean has authority to establish curricula, academic standards, and degree requirements subject to university regulations.



The Mission of The Teachers College and personnel preparation unit of Emporia State University is to prepare professionals who provide service to society, apply interdisciplinary knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community.



2A.02 Mission and Vision of The Teachers College

The Mission of The Teachers College was initially prepared by a special committee of those who represented major departments, offices, and operations of the College. The statement was later modified and approved by individual faculty and administrators, as well as by the Council on Teacher Education, Committee on Advanced Programs, Academic Leadership Council, Dean's Advisory Council, and the Dean. It was also accepted by Emporia State University's Provost and President. The Teachers College Mission Statement guided the development of mission statements in all subordinate units, and is regularly consulted by all decision-making bodies and individuals. Amendment of The Teachers College Mission Statement can be initiated by the Council on Teacher Education, Committee on Advanced Programs, or the Dean. Adoption of amendments entails the same approval process as used for the original document.

The Mission of The Teachers College and personnel preparation unit of Emporia State University is to prepare professionals who provide service to society, apply interdisciplinary knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community. Our graduates are skilled practitioners who are prepared with essential knowledge, skills and dispositions in their fields of specialization. Candidate

learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their professions. Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.



The Vision of The Teachers College and personnel preparation unit is to continue The Teachers College legacy through educational excellence and enhanced presence permeated with leadership, diversity and technology.



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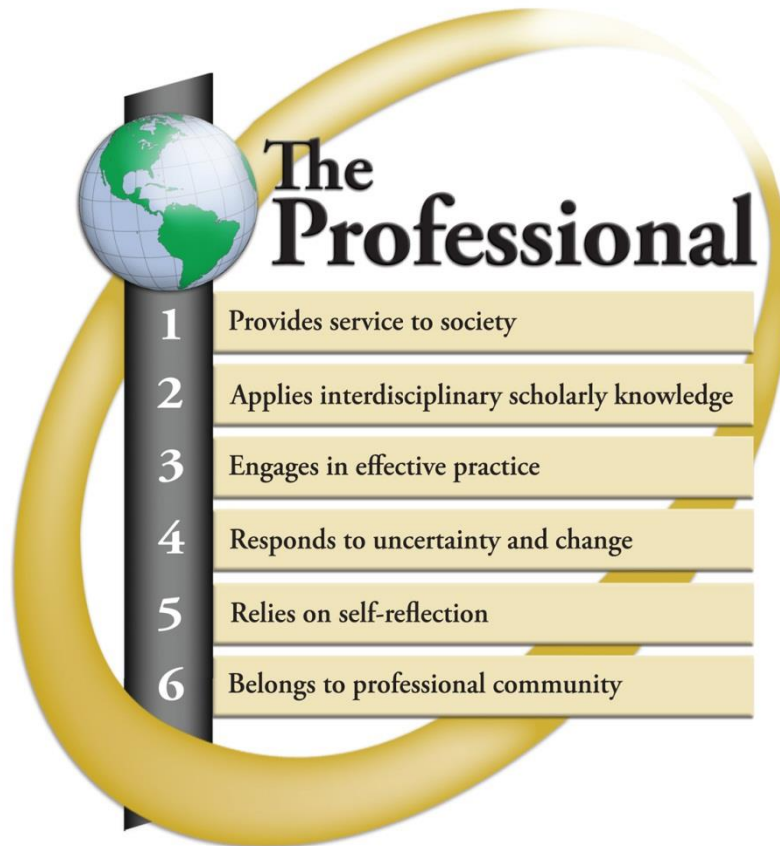
2A.03 The Teachers College Conceptual Framework

Conceptual Framework model. (A version for syllabi is included in Appendix B. An electronic copy is available through the Dean's Office.) Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: *providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective*

practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education, the allied health field or service-related professions is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

The Teacher's College Conceptual Framework



Candidate Learning Outcomes. Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes. The outcomes for teacher candidates and other school and non-school based professionals include knowledge, practical ability, and disposition expectations.

Candidates exhibit knowledge of:

1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.

2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.

17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify:

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

12. a willingness to learn from other professionals in the field.

Delivery of the curriculum. Faculty of The Teachers College expect undergraduate and graduate level candidates to meet or exceed established academic, professional, and licensure standards. In order to deliver curriculum, the faculty provide effective instruction, academic advisement, and personal guidance to candidates. To accomplish this, faculty participate in a vigorous self-development program that includes scholarly and creative activities, close contact with their professional fields, and the study of methods for continually upgrading the quality of their teaching and other professional interactions with candidates. The College and University provide faculty opportunities for self-development that include professional growth programs, leave policies, and the funding of professional travel and research projects.

Because curricular coherence is essential, faculty members who represent general education, specialty studies, supporting professional disciplines, and pedagogy create and maintain continuous dialogue regarding the content and quality of professional preparation programs sponsored by The Teachers College.

Students formally evaluate courses and instruction. Also, department chairs assist faculty with development of instructional goals and appraisals of goal accomplishment. Evaluation of each preparation program is conducted through departments' assessment of the performance of graduates and by determining graduates' perspective on curricular adequacy. Also, program evaluation is conducted by employer assessment of the performance of graduates. Curricular delivery and assessment for all programs include the use of technology.

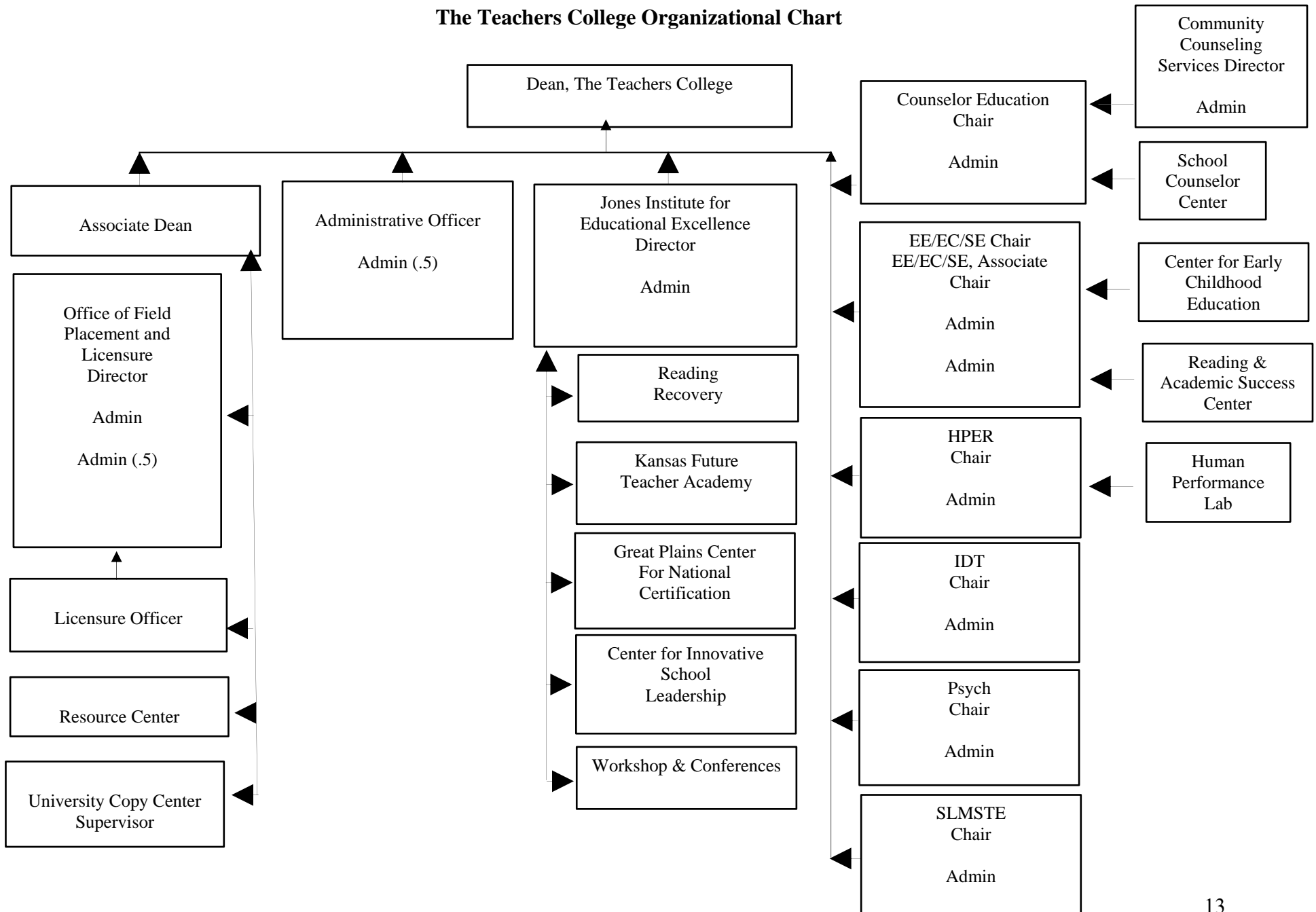
2B.00 Organization of the College

2B.01 The Teachers College Organization

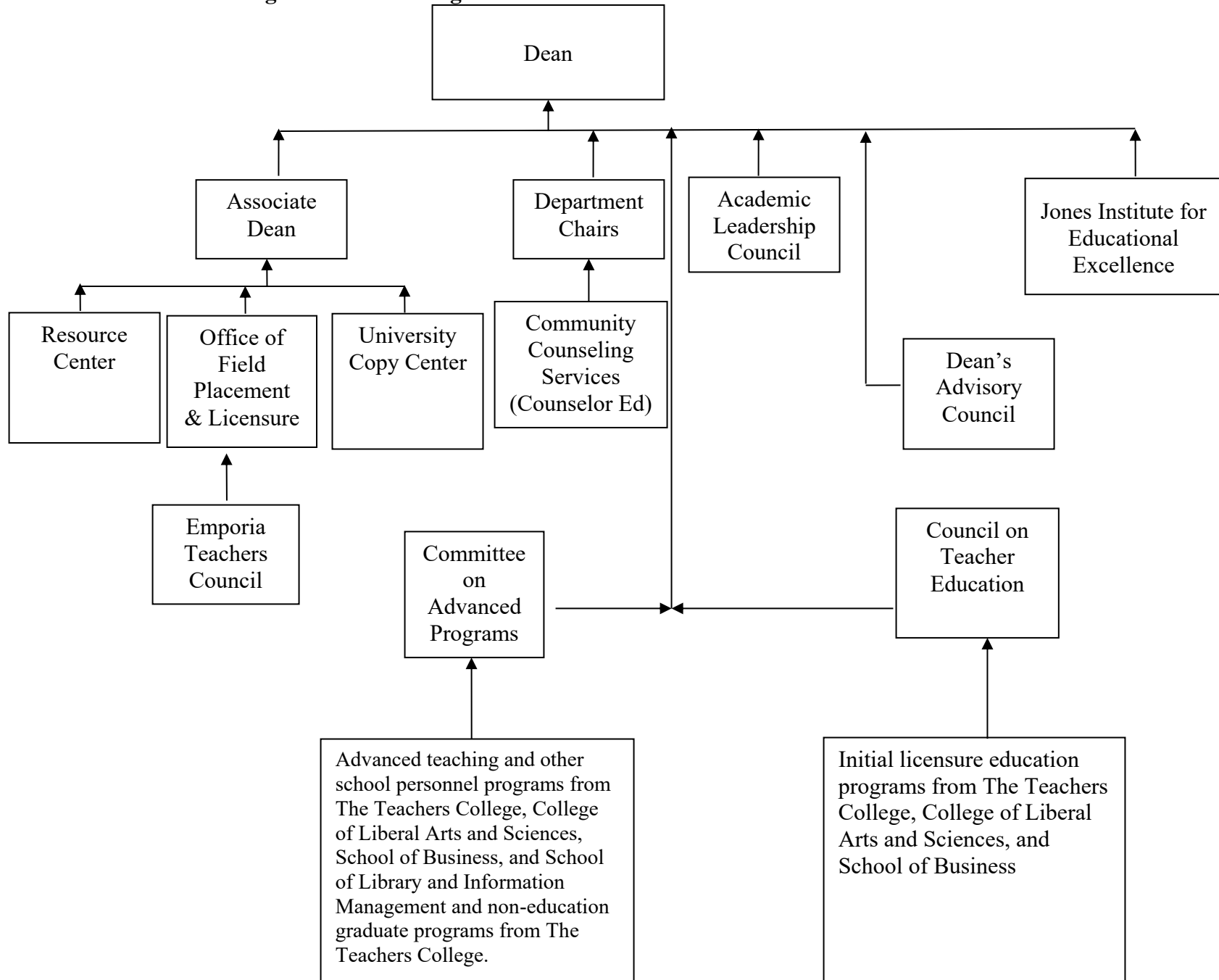
The organization of The Teachers College includes the Dean's Office, six departments, Office of Field Placement and Licensure, Jones Institute for Educational Excellence, University Copy Center, Community Counseling Services, and Resource Center.

The organization is depicted on the chart on the following page.

The Teachers College Organizational Chart



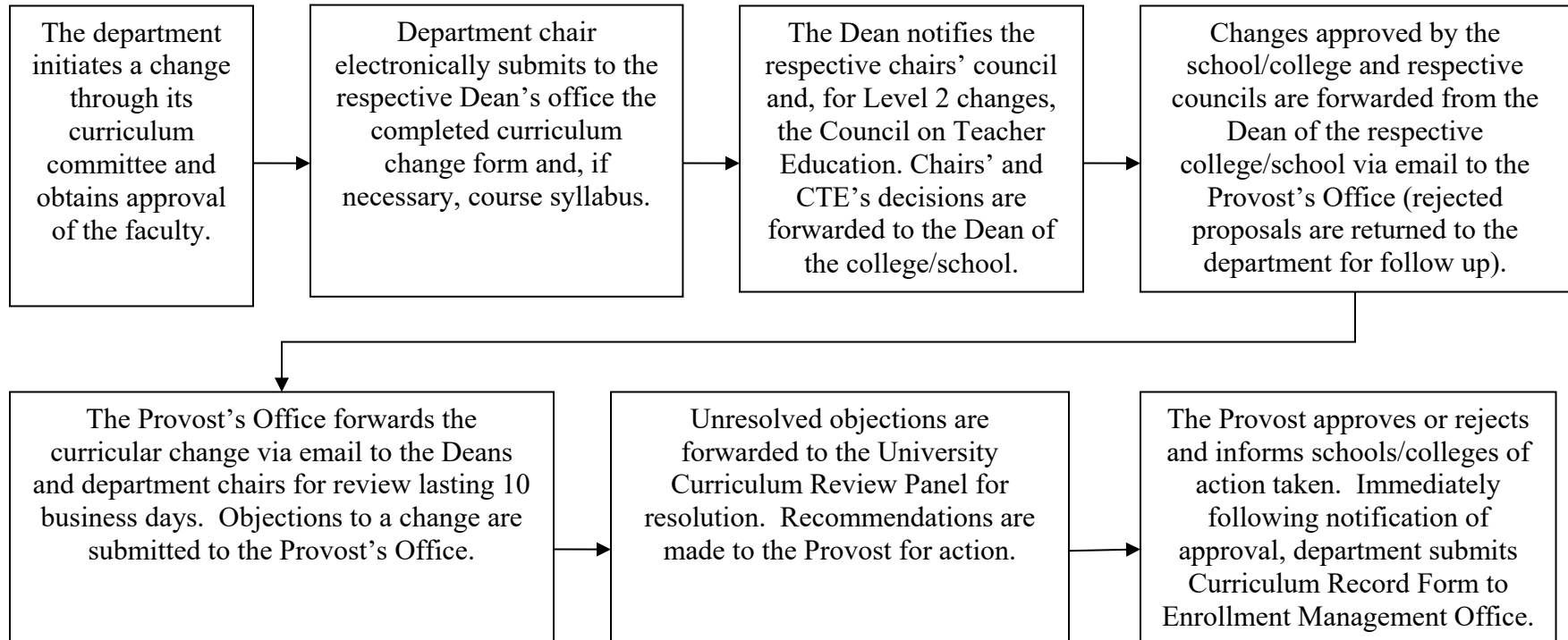
2B.02 The Teachers College Decision-Making Structure



2B.03 The Teachers College Initial Curricular Change Process

Procedures for Processing Curriculum Change for Initial Programs

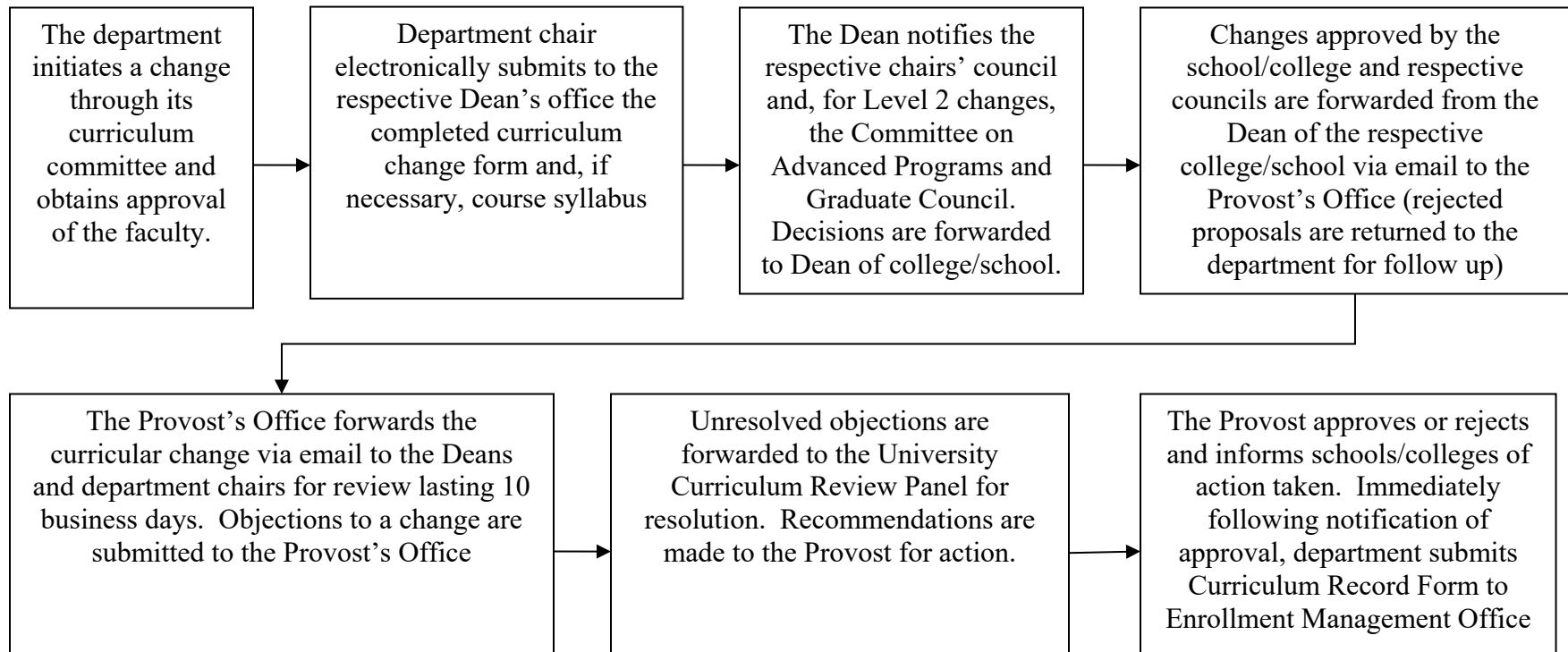
For Deans and Chairs of The Teachers College, College of Liberal Arts and Sciences, School of Business, and School of Library and Information Management



Curricular changes are effective at the beginning of the next academic year. Flow chart for curricular changes can be found in Appendix E.

2B.04 The Teachers College Advanced Curricular Change Process

Procedures for Processing Curriculum Changes for Advanced Programs For Deans and Chairs of The Teachers College, College of Liberal Arts and Sciences, School of Business, and School of Library and Information Management



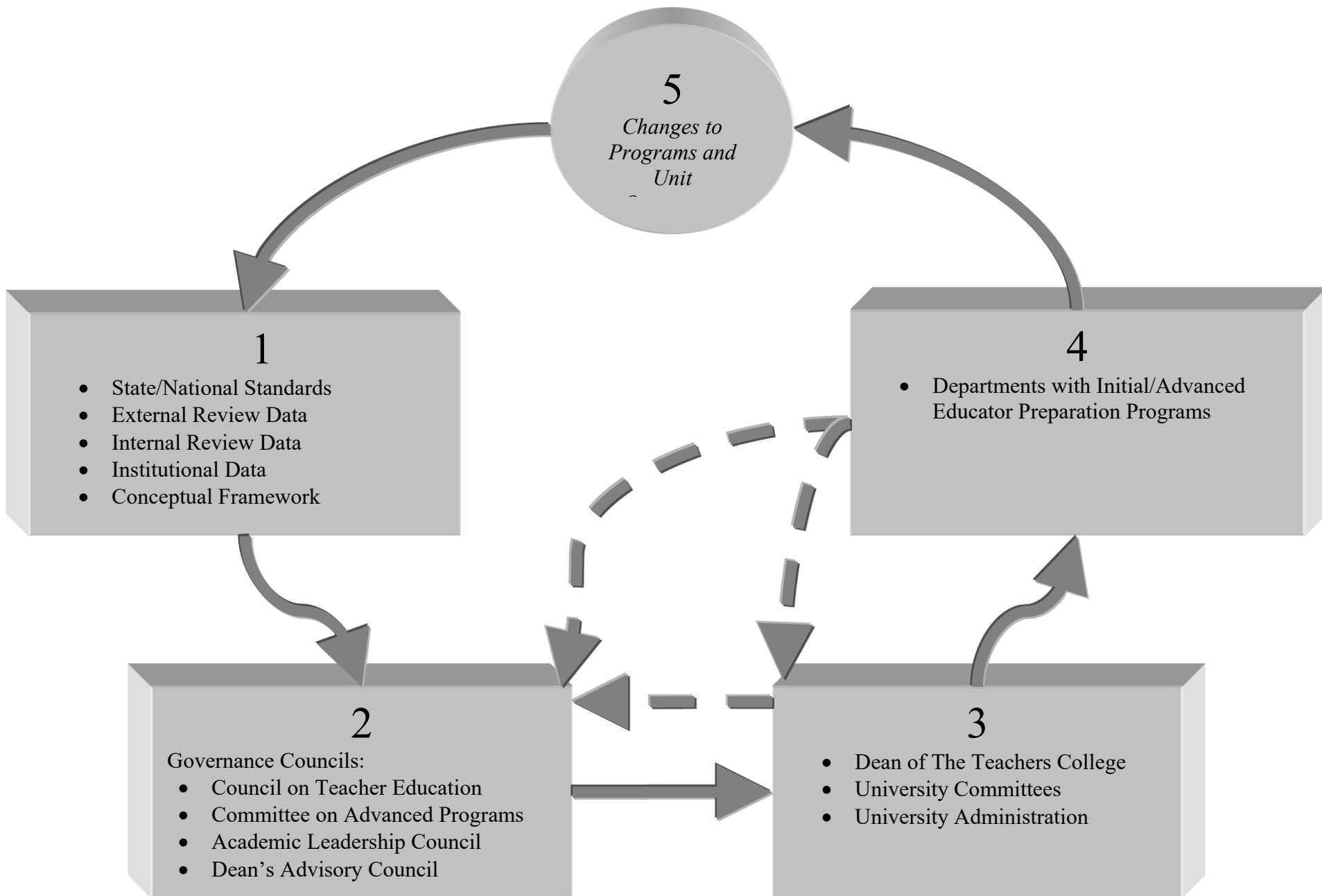
Curricular changes are effective at the beginning of the next academic year following approval. Flow chart for curricular approval can be found in Appendix E.

2B.05 Evaluation of Unit Operation

Direct assessment of candidates as well as data from program and student teaching applicants, recent graduates, faculty, and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit's mission and philosophy and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also, effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation. The following are reviewed to determine the satisfaction with the operation of the unit:

- Follow-up data from candidates
- Follow-up data from departments
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experiences including supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due process policies
- The Teachers College *Policies and Procedures* handbook
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (Board of Regents, Higher Learning Commission, CAEP, KSDE, professional organizations, etc.)
- Internal program reviews by departments, schools, colleges, and university
- *University Policy Manual*
- *ESU University Catalog*
- *Student Teacher Handbook* (including the Professional Relations of Teachers Guidebook)

The Unit Assessment System appears on the next page.



2B.06 Ensuring of Fairness, Accuracy, Consistency, and Non-bias

Initial Candidates

Programs and policies are reviewed by Departments, the Council on Teacher Education, and Dean's Office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- An appeals committee consisting of representatives from the College of Liberal Arts and Sciences, The Teachers College, and the School of Business review program applications that do not meet objective criteria.
- Opportunities are provided for candidates to correct gaps in skills and knowledge.
- ESU offers many resources to assist in student success. Such resources include ACES (Academic Center for Excellence and Success, Reading Lab, Math Lab, Writing Center, English Language Learning Center, Advising Centers, Office of Disability Services, Wellness Center, and TradPlus / Veterans Office. Additional, more discipline specific student assistant centers are also available.
- All candidates complete the 6-13 hours of credit within the multicultural perspectives general education requirement and each program includes a multicultural component, to promote non-bias.
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations prior to identified need.
- Mentor/cooperating teacher and university supervisors training is conducted to ensure fairness, consistency, etc. with regard to evaluating student teachers.
- Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.
- Candidates evaluate faculty teaching and supervision.
- Formal candidate complaints are reviewed by department chairs. If not resolved through the appeals process, the Dean reviews and initiates appropriate action.
- Statements regarding non-discrimination are included in student handbooks, to encourage fairness.

- Candidates are provided due process both at the Unit and University levels.
- Candidate dispositions are assessed and data is collected to check for fairness and non-bias.
- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

Advanced Candidates

Programs and policies are reviewed by departments, the Committee on Advanced Programs, and Dean's office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- Advanced level candidates may be admitted on probationary status.
- Opportunities are provided for candidates to correct gaps in skills and knowledge.
- ESU offers many resources to assist in student success. Such resources include ACES (Academic Center for Excellence and Success, Reading Lab, Math Lab, Writing Center, English Language Learning Center, Advising Centers, Office of Disability Services, Wellness Center, and TradPlus / Veterans Office. Additional, more discipline specific student assistant centers are also available.
- Programs includes a multicultural component in order to promote non-bias.
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations prior to identified need.
- Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.
- Formal candidate complaints are reviewed by department chairs. If not resolved through the appeals process, the Dean reviews and initiates appropriate action.
- Candidates evaluate faculty.
- Statements regarding non-discrimination are included in student handbooks, to encourage fairness.
- Candidates are provided due process both at the Unit and University levels.
- Candidate dispositions are assessed and data is collected to check for fairness and non-bias.

- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

2C.00 Offices and Departments of The Teachers College

The Teachers College is one of four major academic colleges/schools within the University. School/college Deans report directly to the Provost, who is responsible for the administration of all academic programs within the University. The Dean forwards to the Provost recommendations associated with academic programming to include faculty-related matters such as appointments, leaves (e.g., sabbatical), promotion, tenure, and salary. The Dean also forwards recommendations to the Vice President for Administration and Fiscal Affairs and the Vice President for Student Affairs.

In keeping with the primary mission of The Teachers College, which is to prepare skilled professionals with essential knowledge, applications and dispositions in their field of specialty, the administrative organization of the College is structured to facilitate the achievement of its mission and stated educational objectives. The administrative organization continues to evolve so as to enhance the achievement of the mission.

The Dean is the chief administrative officer of The Teachers College and has primary responsibility for the preparation of educational personnel and other professionals prepared in programs administered in The Teachers College. While programs in the College of Liberal Arts and Sciences, School of Business, and the School of Library and Information Management provide preparation in teaching fields and related professional experiences, authority for the preparation of educational personnel is vested in The Teachers College and its Dean as the chief academic officer.

The Dean of The Teachers College is assisted by the Associate Dean. The Associate Dean assists with the overall administration of The Teachers College and has primary responsibility for curriculum matters in initial and advanced programs.

The Teachers College consists of six departments and one service office as follows: Department of Counselor Education; Department of Elementary Education/Early Childhood/Special Education; Department of Health,

Physical Education and Recreation; Department of Instructional Design and Technology; Department of Psychology; Department of School Leadership/Middle and Secondary Teacher Education; and the Office of Field Placement and Licensure. The chairs, who serve as chief academic planners and administrators of the departments, are expected to provide leadership for the academic programs of their departments and to serve an essential coordinating function. The Director of the Office of Field Placement and Licensure provides for placement of student teachers, oversees all licensure, and informs students of disclosure requirements and disposition assessments.

The Teachers College has established one center and one institute to provide special services to augment the regular instructional program of the College. Each is administered by a director who reports to a department chair, Associate Dean, or the Dean. The Community Counseling Services director reports to the chair of the Department of Counselor Education. The executive director of the Jones Institute for Educational Excellence reports to the Dean. The directors are responsible for providing leadership for their respective center/institute; they are expected to take the initiative in developing programs and services which enhance the fulfillment of the College's mission. The executive director of the Jones Institute for Educational Excellence is also a member of the College administrative team. Community Counseling Services (CCS) provides affordable counseling for individuals, couples, families, and groups in a professional, quiet, and confidential setting for residents of Emporia and surrounding communities. Services are provided by advanced graduate students in training under the supervision of experienced faculty with counseling, research, and supervisory expertise. The Jones Institute for Educational Excellence sponsors the Jones Distinguished Lecturers, coordinates educational policy studies for the College and state of Kansas, provides leadership for special projects (e.g., Summer Academy for Future Teachers, Reading Recovery Training, etc.), and conducts training associated with the Great Plains Center for National Teacher Certification.

Important support elements contained within the facilities for The Teachers College are the Resource Center and the Center for Early Childhood Education. The Resource Center is jointly administered by The Teachers College and the Flint Hills Special Education Cooperative. The Center for Early Childhood Education (CECE) is housed in the Butcher Education Center and serves children ages 12 months to 6 years of age. A summer school age program is provided for children ages 6 through 10. The Center for Early Childhood Education is supervised through the

Department of Elementary Education/Early Childhood/Special Education for teacher education purposes, to include toddler and pre-school laboratories.

The Teachers College has also fostered the development of councils and committees to provide a means whereby faculty and administrators can engage in cooperative action in the formulation of policy affecting the primary functions of the College and educator personnel preparation unit. They include the Academic Leadership Council, Council on Teacher Education, Committee on Advanced Programs, Dean's Advisory Council, and Emporia Teachers Council. All committees and councils are advisory; yet, they are expected to take the initiative in advancing modifications in programs, fostering inter-departmental/college/school relationships, and involving faculty in a collegial decision-making process.

Although not recognized as a formal council, The Teachers College/USD253 Administrators Council involves the USD 253 Emporia administrative team and the Academic Leadership Council meeting jointly each month throughout the academic year to keep each other apprised of developments within the district and at the university that could impact PK-12 schools, faculty, and/or candidates in initial or advanced programs.

The college maintains membership through the Dean with the northeast, southeast, south-central, and central regions of Kansas through Greenbush, which is a consortium of 100-plus unified school districts, ESU, and Pittsburg State University. Membership and participation is also maintained with Educational Services and Staff Development Association of Central Kansas (ESSDACK), which is a consortium of 42 unified districts, three special education cooperatives, ESU and Wichita State University. ESSDACK provides a wide range of services for school districts and other educational entities and they in turn provide a means for those in the College to interact directly with representatives of the PK-12 schools concerning programmatic matter.

2C.01 Office of the Dean

Purpose. The primary purpose of the Office of the Dean is to exercise those functions vested by the Kansas Board of Regents and the President of the University. The Dean is the chief executive officer of the College who recommends to the Provost appointments, promotions, tenure, leaves of absences, and salaries of faculty within the College. The Dean is responsible for the establishment of the budget for each of the respective departments and

offices, provides leadership and final action on all instructional programming, and initiates and reviews systematically the goals and objectives of the College. The Dean serves as the Unit head for all teacher education and other school personnel programs offered throughout the University.

Functions. The Dean in fulfilling the purpose of office will:

- supervise the College's Associate Dean, the Executive Director of the Jones Institute for Educational Excellence, and the department chairpersons.
- meet with the Provost Council consisting of other Deans, Associate Vice-President for Information Technology and Chief Information Officer, the Provost, and others on academic matters.
- meet with the President's Council on University matters and policies.
- confer with individual faculty members to counsel, instruct, and resolve personnel problems.
- interview prospective faculty.
- address individual student concerns that may be deemed appropriate for the Dean's office.
- determine budget and equipment needs.
- recommend the selection, suspension, promotion, and tenure for the Associate Dean, directors, department chairs, faculty, and staff.
- provide leadership in the areas of instruction, research and other scholarly activities, and service.
- foster strong relationships with public schools and other agencies that may be appropriate to the programs within the College's jurisdiction.
- solicit funds from both the private and public sectors to augment resources provided by the State of Kansas.
- meet with college advisory councils as may be deemed appropriate.
- guide the Unit in systematic assessment based upon internal, external, and institutional evaluation data.

2C.02 Office of the Associate Dean

Purpose. The primary purpose of the Office of the Associate Dean is to assist the Dean in the overall administration and supervision of personnel, programs, and resources (fiscal and physical) within the internal organization of The Teachers College. The Associate Dean is the chief executive officer during the absence of the Dean. All services are conducted for the express purpose of facilitating the College's programs and serving its personnel in a way which will enable them to provide exemplary performance for the students.

Functions. The office has overall supervision of the Office of Field Placement and Licensure, the University Copy Center, and the Resource Center and serves as building manager for The Teachers College facilities. The Associate Dean, in conjunction with a faculty director, plans and coordinates staff development activities for the College including the new Faculty Mentoring Program.

As executive secretary of the Council on Teacher Education and Committee on Advanced Programs, an important function is the necessary coordination with other academic units in the university to discharge efficiently the teacher education mission of the College and University. Another important function is the preparation of reports for CAEP, Title II, AACTE (PEDS), and KSDE. Many of these reports are prepared annually, and the more extensive institutional reports are submitted every five to seven years.

Another function of the Associate Dean is to supervise the administration of the student evaluation of faculty performance three times per year. Also the survey of graduates and their employers from the initial programs is supervised by the Associate Dean.

This office also keeps records on all approved programs, schedules classrooms for all course offerings each semester, and keeps official record of actions by the Academic Leadership Council, the Council on Teacher Education, Committee on Advanced Programs, the KSDE/CAEP Steering Committee, the Emporia Teachers Council, and the General Education Council.

2C.03 The Jones Institute for Educational Excellence

Purpose. The primary purpose of the Jones Institute for Educational Excellence is to provide service to the public and private schools of Kansas through the sponsorship of on-site consultant activities, workshops,

publications, and field-oriented special projects. Special field-oriented projects are as follows: (a) The Great Plains Center for National Teacher Certification assists PK-12 teachers throughout the region with preparation for National Board Certification procedures; (b) The Reading Recovery Training Center in North America trains teacher leaders, provides ongoing professional development, and supports new existing Reading Recovery programs; (c) The Future Teacher Academy provides high school students with the opportunity to learn more about the challenges and rewards of teaching profession; (d) Center for Innovative School Leadership is a service which aids Kansas schools in the process of becoming more efficient in the areas of improved administrative efficiency, administrative evaluation and problem solving, improving academic efficiencies, and then reporting the success; and (e) The Jones Policy Center houses all of the policy study activities conducted by the Jones Institute. Other Institute purposes include giving assistance to school district consortia, conduction policy analysis studies for the College and state of Kansas, leading research and development projects, and hosting distinguished professors and distinguished lecture series.

Functions. The above purpose is accomplished under the leadership of the institute's executive director who is a member of The Teachers College Academic Leadership Council. That dual role allows the College an opportunity to receive information about changing conditions in the field. Such a linkage is beneficial to Kansas schools and helps the College remain sensitive to field needs by modifying its own preparation programs.

Special functions. Institute personnel are asked to help the College achieve recognition for exemplary programs and exemplary faculty and staff.

2C.04 Department of Counselor Education

Purpose. The purpose of the Department of Counselor Education is to prepare knowledgeable and highly skilled counseling practitioners and helping professionals for a variety of public and private institutions and agencies; as well as counseling practitioners for PK-12 schools in Kansas. Students' learning reflects knowledge about the philosophic bases of the helping process, counseling theories, appraisal, career development, and other helping techniques. Through supervised practice, students' counseling skills are developed so that they may assist consumers in meeting their academic, personal, career, and social needs.

Through careful planning and sequencing of courses, professional programs are designed to educate and train professionals who will provide quality, ethical services to their students/clients. This curricular coherence is enhanced through faculty research, involvement in professional associations and attendance at professional meetings and conferences.

Primary functions. The Department of Counselor Education offers graduate course work leading to the Master of Science Degree for students desiring to become art therapy and counseling professionals, mental health counselors, rehabilitation counselors, or PK-12 school counselors. Additionally, the department offers a dual curriculum program in Art Therapy and Clinical Counseling and a dual curriculum program in Art Therapy and Clinical Psychology. These graduate degree programs require 48-60 graduate credit hours. Students in the Clinical, Rehabilitation and School Counseling programs take a common core curriculum to develop a solid foundation and to gain knowledge of various disciplines. In addition to completing the core requirements, students continue to study in the specialization they have chosen. All graduate programs in the department are nationally accredited. The Art Therapy Counseling program is accredited by the American Art Therapy Association (AATA). The Clinical and School Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE).

The department also offers an undergraduate Rehabilitation Services Education (RSE) program. It prepares graduates to function in any of the evaluation, service coordination, job placement, treatment/training, and communication components of the rehabilitation process. Entry jobs exist as rehabilitation specialists, work evaluators, job placement specialists, job coaches, training supervisors, employment interviewers, case managers, residential workers, substance abuse counselors and community workers who work with consumers exhibiting specific rehabilitation needs. The Bachelor of Science degree with a major in Rehabilitation Services Education is a non-teaching degree.

Special functions. The Department of Counselor Education houses the School Counselor Center and the Community Counseling Services resources. The School Counselor center originated in 1986 through special funding

provided by the Kansas State Legislature. The primary function of the center is to assist practicing school counselors by providing them with consultation, materials, information, assistance with program evaluation, and timely in-service workshops and conferences. Students preparing to be school counselors also have access to the resources found in this center.

Community Counseling Services (CCS) provides affordable counseling for individuals, couples, families, and groups in a professional, quiet, and confidential setting for residents of Emporia and surrounding communities. Counseling services are provided by advanced graduate students in training under the supervision of credentialed and experienced faculty with counseling, research, and supervisory expertise.

2C.05 Department of Elementary Education/Early Childhood/Special Education

Purpose. The Department of Elementary Education/Early Childhood/Special Education provides preservice and inservice training in The Teachers College. The Elementary Education program provides training for teachers of children from kindergarten to sixth grade.

The Department also offers many master's degree and endorsement options. The Instructional Specialist – Reading Specialist graduate program provides training for teachers of PK to grade 12. The Special Education graduate programs (the High Incidence program and the Gifted program) provide training for teachers of children from kindergarten to twelfth grade. The Early Childhood Unified graduate program provides training for teachers of children from birth through age eight. Students completing programs in these areas can earn undergraduate and/or graduate degrees and qualify for licensure and/or endorsement by the state of Kansas.

Additionally, the Department offers the Instructional Specialist – STEM (science, technology, engineering, and mathematics) and Elementary Content master's degrees. The STEM and Elementary Content programs do not lead to licensure, but prepare licensed teachers to become instructional specialists or team leaders in elementary content areas, or to become STEM team leaders in schools or STEM education coordinators in schools or in private enterprises.

Primary functions. The primary function of the department is to provide undergraduate professional preservice preparation programs for teachers of children from birth to sixth grade. The Unit also provides graduate programs of study for classroom practitioners who wish to expand and enhance professional knowledge and skills. Programs for inservice teachers are offered at the master's degree level to enhance the knowledge, skills, and dispositions of teachers wishing to obtain a master's degree and/or additional certification in early childhood education as a reading specialist or as a teacher of children with adaptive special needs or gifted and talented special needs.

Special functions. Special functions of the department are service, collaboration, and assistance to public school teachers, administrators, and boards of education in the completion of their educational responsibilities. These services are provided through advising, counseling, consulting, conducting local action research, collaborating in Professional Development Schools, and teaching via continuing education classes, institutes, conferences, and workshops. The special functions of the department, like the primary functions, have as their goals the improvement of learning outcomes for all children.

The Leadership Minor is open to all interested undergraduate students. The Leadership program collaborates with local and area schools, businesses, and community service organizations to provide a starting point for students to develop the concept of serving others while developing critical, reflective, and creative problem solving skills. The culminating experience in the Leadership program offers students an opportunity to travel abroad, engage in service projects, and gain an appreciation of global leadership.

The Center for Early Childhood Education (CECE) strives to provide a high quality early childhood environment for children of ESU students, faculty, and the surrounding community. In addition, CECE serves as a practicum and observation site for ESU students training to be early childhood and early childhood special education teachers. CECE is licensed by the Kansas Department of Health and Environment to provide child care for children 12 months (and walking) to school age and is also licensed as an SRS provider. CECE is accredited by the National Association for the Education of Young Children (NAEYC).

2C.06 Department of Health, Physical Education, and Recreation

Purpose. The vision of the Department of Health, Physical Education, and Recreation at Emporia State University is to strive to be a nationally prominent department known for academic excellence, professional leadership, and public service.

It is the mission of the Department of Health, Physical Education, and Recreation to prepare quality professionals in the area of athletic training, health, physical education, recreation and coaching, facilitate practical and action-based research and scholarly inquiry, and provide cutting-edge and collaborative services in athletic training, health, physical education, recreation and coaching. The department embraces and promotes lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles.

Primary functions. The Department of Health, Physical Education and Recreation offers undergraduate majors in a traditional face-to-face format in health education, physical education, health promotion, recreation and athletic training. The department also offers a minor in coaching education. The department's graduate program is offered fully online.

Special functions. The Human Performance Lab is housed within the Department of Health, Physical Education, and Recreation and located in the HPER building. The mission of the lab is to advocate for and provide health promotion initiatives and service for students, faculty and staff, Lyon County residents and collaborating organizations in enhancing quality of life.

2C.07 Department of Instructional Design and Technology

Purpose. The Department of Instructional Design and Technology serves as the preservice and inservice training arm of The Teachers College in the preparation of PK-12 teachers to be knowledgeable about and proficient in the use of varied instructional technologies.

Primary functions. One of the primary functions of the department is to provide instruction in the two technology courses required in the elementary education curricula: IT 325 Instructional Technology for Educators and IT 371 Instructional Technology for Educators. IT 371, or another approved technology course, is required for

secondary education majors. A second primary function of the department is to provide graduate level study which enhances the knowledge and performance application of instructional design and technology to PK-12 classrooms, other school-based professional roles, and non-school occupations.

Special functions. Faculty in this department assist colleagues and staff with technology needs throughout the College, particularly in the area of professional development. Formal and informal instruction in instructional technologies and online course development have been provided to faculty and staff throughout the College and university.

2C.08 Department of Psychology

Purposes. The Department of Psychology offers undergraduate programs in psychology and graduate programs in clinical, industrial/organizational, and school psychology. Learning and skills development are accomplished through class and web-based instruction, discussion, demonstration, performance assessment, research, and field-based experiences.

Primary functions. One primary function is the preparation of psychology majors and psychology teachers who at the undergraduate level possess a thorough understanding of human development; learning; experimental, social, and abnormal psychology; assessment; and research.

At the graduate level, candidates develop specialized knowledge, skills and dispositions in clinical psychology and industrial/organizational psychology. The National Association of School Psychologists accredited graduate preparation programs in school psychology (M.S. and Ed.S.) are built upon the combined foundation of psychology and exceptionality studies and equip future school psychologists with the knowledge and skills needed to function in the varied roles school psychologists occupy in school and clinic settings. Service is provided by the psychology faculty through attending professional meetings, holding memberships and offices in professional organizations, conducting research, writing books, chapters, and articles and presenting at the local, state, regional, national, and international levels.

2C.09 Department of School Leadership/Middle and Secondary Teacher Education

Purpose. The graduate programs in the Department of School Leadership/Middle and Secondary Teacher

Education are designed to prepare personnel to assume leadership roles as teacher leaders, building-leadership team members, coordinators, supervisors, principals, superintendents, and other central office personnel.

The Master of Science and non-degree programs in Educational Administration qualify candidates for Building-Level Leadership license/licensure endorsement in the levels at which they are certified. District Leadership-level license/licensure is also available.

The concentrations of the Master of Science degree in Curriculum and Instruction prepare teachers to become staff development coordinators, curriculum specialists, and practitioners or helps prepare teachers for National Board License/Licensure. It is also for those who wish to become leaders and resource persons in faculty development projects and activities.

The Master of Instructional Leadership degree leads to the Teacher Leader license. This program is intended for individuals who teach or lead programs in grades Pre-K-12 and includes electives specific to the candidate's area of concentration.

The Master of Education in Teaching degree complements the Restricted Licensure program allowing an opportunity for candidates to pursue a master's degree while completing the initial teacher license. Candidates without teaching degrees can also pursue this degree as a non-licensure program.

The purpose of the secondary education program is to develop beginning teachers for the secondary and PK-12 levels. The Phase I program in secondary education gives candidates a pre-student teaching, broad experience in teaching and the education profession which allows them to see the big picture of the profession. Phase II consists of sixteen weeks of fulltime immersion in a school; its purpose is to provide on the job training to preservice teachers.

Primary functions. The primary function of the department is to provide professional preparation programs for those interested in becoming school administrators or secondary school teachers. Additionally, graduate programs advance the development of experienced administrators and classroom teachers. Inservice programs offered for graduate credit enhance the knowledge, attitudes, and skills of veteran administrators and teachers at all levels within the profession.

Special functions. Functions of the department are service and assistance to public school

district boards of education, administrators, and teachers in the completion of their educational responsibilities. These services and professional assistance are provided through advising, counseling, consulting, conducting local action research and teaching via continuing education classes, institutes, seminars, conferences, and workshops. Department special functions, like the primary functions, have as their goals the improvement of learning outcomes for all school age youth.

2C.10 Interim Department Chairs

Interim chairs are regular 9 or 10 month employees, not regular 12 month employees. They are paid an extra stipend for their interim chair duties. Interim chairs do not accrue annual leave and should schedule with the Dean when they are allowed to be gone during the year.

2C.11 Restricted Licensure Program

Purpose. The Restricted Licensure program is included in the Department of School Leadership/Middle and Secondary Teacher Education and prepares non-traditional candidates for teaching or school specialist (school counseling or library media) positions. The Restricted Licensure program is designed to assist career changers to meet the Professional Education Standards and qualify for licensure by the state of Kansas. Candidates in the program possess bachelor's degrees awarded for a minimum of 2 years prior but have not completed a teacher education program qualifying them for licensure in the state of Kansas. The content areas in which Restricted Licensure candidates can seek licensure include only those teacher education programs area offered through ESU— Art, Biology, Business, Chemistry, Earth Science, English/Language Arts, Health, Library Media Specialist, Mathematics, Middle Level Math, Middle Level Science, Music-Instrumental, Music-Vocal, Physical Education, Physics, Psychology, School Guidance and Counseling, Social Studies/History, Spanish, and Speech/Theatre.

Primary Functions. The primary function is to educate candidates to be highly effective professional educators by meeting the six proficiencies of the Conceptual Framework. To accomplish this, the program provides four decision points that candidates follow, starting with verification of an appropriate teaching contract with a state accredited Kansas school, application to the Graduate School and followed by a transcript review to determine if additional coursework is needed in their subject area. If a candidate is found to have deficiencies in the content area,

candidates may either take necessary coursework through ESU or find equivalent courses. Candidates cannot be admitted to the Restricted Licensure program if they have more than 9 credit hours (12 for lab sciences, school counseling and library media) in content deficiency. Professional education courses are mostly online for Restricted Licensure candidates (a 1 credit course is presented online but includes group work among students); these courses are taken before the summer prior to or during the school year they begin teaching or serving as a school counselor or library media specialist. These candidates apply for a restricted license with the help of ESU's Licensure Officer as soon as all verifications of meeting program requirements have been met. A one year internship is required and support is provided through academic and education supervisors who visit and evaluate the interns.

Special Functions. On-campus seminars are held for Restricted Licensure interns on topics specific to first year teachers, school counselors, and library media specialists. Topics of these seminars include, but are not limited to, instructional strategies and methods, classroom management, school law, Teacher Work Sample training, and technology for the classroom. Sessions are conducted by ESU faculty. An on-campus orientation provides students with information about licensing, internship, job interviews, legal issues, and other school-related information. Links from the seminars are provided online for students to review.

A Master of Education in Teaching is an option for those in the Restricted Licensure program. Upon completion of the Restricted Licensure program, participants have 21 credit hours toward a 36 credit hour master's degree. This degree helps educators take their career to the next level, providing practical experiences that they can apply in school settings.

2C.12 Office of Field Placement and Licensure

Purpose. The Office of Field Placement and Licensure (OFPL) is an administrative and student services component of The Teachers College. The key role of OFPL is establishing and supervising clinical experiences at the undergraduate and graduate levels affiliated with teacher education including early clinical experiences through student teaching. These responsibilities include monitoring student performance in clinical experiences, determining if the student meets appropriate standards, and arranging remediation or extensions of student teaching when necessary. OFPL also manages the process of removal from the field experience when that becomes necessary.

Another significant responsibility for OFPL is the coordination of placements for the field experiences in Counselor Education, Adaptive Special Education, Psychology, School of Library and Information Management (SLIM) and Modern Languages, as well as other departments across campus as needed. OFPL oversees the Restricted Licensure Restricted Licensure program, while the course work for this program is housed in the Department of School Leadership and Middle and Secondary Education. The Director of OFPL serves as the advisor for Restricted License students/interns, planning all orientations and seminars.

Primary Functions.

- Early Field Experiences: Organize and supervise early tutoring programs that are required elements of all pre-service teacher education programs, as well as early experiences for adaptive special education and school counseling.
- Phase II and Blocks 2 and 3: OFPL organizes assignments and arranges supervision for all candidates who participate in the student teaching (Phase II) experience and for Block 3 interns with second teaching fields at the middle, high school, or P-12 levels. OFPL counsels students experiencing problems and arranges remediation or extensions of the student teaching experience when necessary. OFPL also manages the process for removing a candidate from the field experience if that becomes necessary.
- OFPL, in consultation with the Department of Elementary Education/Early Childhood/Special Education, counsels students experiencing problems in Blocks 2 and 3 and arranges remediation or extensions of the student teaching experience when necessary. OFPL also manages the process for removing candidates from the field experience if that becomes necessary.
- Other field experiences: OFPL arranges field experiences in coordination with school districts for candidates in Adaptive Special Education, Psychology, Counselor Education, Restricted Licensure Post-Baccalaureate, SLIM and Modern Languages.

Special functions. OFPL organizes and maintains administrative programs related to the teacher education program. OFPL provides overall supervision for the Family Literacy Program which provides students experience as tutors working with young people in a school setting and providing quality instruction and mentoring to the classroom students. OFPL also houses the Teacher Licensure Office, which assists teacher candidates and others in the application process through the Kansas State Department of Education. The Licensure Officer works in

conjunction with academic departments to assist students pursuing teacher education related programs through the Post-Baccalaureate route. All Post-Baccalaureate students are advised by the academic department.

2C.13 Community Counseling Services

Purpose. Community Counseling Services provides accessible counseling services to Emporia and the surrounding communities. It is for clients who might not otherwise have available services, while providing graduate students in counseling disciplines with a supervised counselor training experience.

Functions. A variety of counseling services are offered including: individual counseling, couples and group counseling, family counseling, rehabilitation counseling, and career counseling. Assistance with a wide variety of issues and problems is given including relationship difficulties, mental health issues, and problem behaviors. Charge for services is based on the income level of the client.

2C.14 The Teachers College Resource Center/Instructional Materials Center

Purpose. The Teachers College Resource Center/Instructional Materials Center supports the educational needs of the faculty/staff and students of Emporia State University's teacher education programs and the Flint Hills Special Education Cooperative through demonstration services, consultation, and the lending of instruction-related materials.

Primary function. The primary function of the Center is to make education materials accessible to patrons. The guiding objectives follow: being a showcase for new materials; housing and lending materials and literature, including manipulative, audio-visual, and paper/pencil items that supplement classroom instruction and assessment to address the continuum of learners; serving as a repository for reserve collections and special collections used by faculty and students of Emporia State University, and area educators.

Special functions. Special functions of the Teachers College Resource Center/Instructional Materials Center include the following: providing a bank of computers and study areas for students; housing and circulating a wide variety of education-related journals and periodicals; providing and maintaining a website that has avenues for an array of educational resources; housing several unique collections including the Bleeker Literature Collection, the

Kansas Bar Association Law Related Collection, a multicultural collection, the Resource Center on Autism Collection, and a Counselor Education Collection; serving patrons with FAX, lamination, and CriCut die cutting opportunities; all of which contribute to our goal of “Working Together for Education.”

2D.00 Councils and Committees of The Teachers College

2D.01 Council on Teacher Education

The Council on Teacher Education (CTE) is the authorized council of the university that has governance responsibility for undergraduate (initial) teacher education programs. Initial programs are those that lead to the first teaching license. The Council on Teacher Education has the following purpose and authority, composition, and responsibility:

Purpose and Authority. The Council shall advise and assist the Dean of The Teachers College with the governance of undergraduate, or initial, teacher education programs that lead to the candidates’ first teaching license. It shall function within the broad framework of university policy as formulated by the Faculty Senate, the administration, and the Kansas Board of Regents. All actions pertaining to the governance of programs, standards, and policies for teacher education shall be subject to the approval of the Provost and/or the President of the University.

Composition. The Council shall be composed of faculty representatives selected by the chairs of the various academic units in the university that offer programs leading to initial teacher licensure. Those programs are:

- Art
- Biology
- Business Education
- Chemistry/Physics/Earth Science
- Secondary Education
- English/Language Arts/Journalism
- Foreign Languages
- Mathematics
- Instrumental/Vocal Music

Physical Education/Health
Psychology
Elementary Education
Social Science
Speech/Theatre

In addition two student representatives, one elementary education and one secondary education, are appointed by the President upon recommendation of Associated Student Government as voting members. Finally, two USD 253 teachers, one elementary and one secondary, are selected by the Associate Dean as voting members. The length of term for all voting members is one year. Members may be reappointed by mutual consent of the Dean/chair and member.

The Council shall also be composed of ex-officio non-voting representatives as provided below:

Dean, The Teachers College
Associate Dean, The Teachers College, serving as Executive Secretary of the Council on Teacher Education
Associate Dean, College of Liberal Arts and Sciences
Chair, Department of Elementary Education/Early Childhood/Special Education
Chair, Department of School Leadership/Middle and Secondary Teacher Education
Director, Office of Field Placement and Licensure
Director, Career Services
Director, Science and Math Education Center
Faculty Representative, School of Library and Information Management
Faculty Representative, Department of Counselor Education
Licensure Officer
Director, Elementary Advising Office
Director, Secondary Admissions

The Council shall annually elect from among its voting members a chair who shall preside at all meetings and cooperate with the Executive Secretary in the preparation of meeting agendas.

Responsibility. The Council shall be responsible for providing leadership in the conduct of undergraduate teacher education at Emporia State University by advising and assisting the Dean of The Teachers College with the following specific functions:

1. Designing and maintaining undergraduate programs of teacher education in elementary and secondary education within guidelines and standards established by recognized accrediting agencies and learned societies.
2. Formulating and executing appropriate goals, standards, requirements, policies, and procedures for conducting undergraduate teacher education programs.
3. Administering and coordinating the programs systematically.
4. Designing and conducting systematic and reliable procedures for evaluating the programs and the Unit.
5. Utilizing evaluation information for program and Unit improvement.
6. Planning and executing appropriate strategies for staff development.

Meetings. The Council shall meet once each month during the academic year and shall be subject to call for special meetings at the discretion of the Dean of The Teachers College and the chair of the Council. All meetings shall be conducted under standard rules of order.

Council Actions. All formal actions of the Council shall be considered recommendations to the Dean of The Teachers College.

2D.02 Committee on Advanced Programs

The Committee on Advanced Programs is the duly authorized committee of The Teachers College that has governance responsibility for graduate (advanced) programs. Advanced programs may require a candidate to already hold an initial teaching license. Advanced programs include:

Adaptive, Special Education
Building Leadership
Business Education (Advanced)
Curriculum and Instruction
District Leadership
Early Childhood Birth-Kindergarten
Early Childhood Birth-Grade 3
English for Speakers of Other Languages
Gifted, Special Education

Instructional Design and Technology
Instructional Specialist, Elementary Content
Instructional Specialist, Reading Specialist PK-12
Instructional Specialist, STEM
Music, Advanced
Health, Physical Education and Recreation
School Counselor
School Library Media Specialist
School Psychologist
Teaching English to Speakers of Other Languages

The Committee on Advanced Programs has the following purpose and authority, composition, and responsibility:

Purpose and Authority. The committee shall advise and assist the Dean of The Teachers

College with the governance of all advanced professional programs for teachers and other school personnel at Emporia State University. In addition, all other graduate programs in The Teachers College shall come under review by the committee. It shall function within the broad framework of university policy as formulated by the Faculty Senate, the university administration, and the Kansas Board of Regents. All actions pertaining to the governance of advanced programs shall be subject to the approval of the Graduate Dean, the Graduate Council, the Provost, and/or the President of the University.

Composition. The Committee on Advanced Programs shall be comprised of the following:

1. eight voting representatives from The Teachers College
2. one voting representative from the School of Library and Information Management
3. two voting representatives from the College of Liberal Arts and Sciences
4. one voting representative from the School of Business
5. two PK-12 representatives from USD253 (1 elementary and 1 secondary)
6. two voting representatives who are graduate students appointed by the Dean of The Teachers College.

Representatives for program areas in The Teachers College shall be appointed by the chair of the departments in which the program areas are administered. The representatives from the School of Library and Information Management, the College of Liberal Arts and Sciences, and the School of Business shall be appointed by the Deans of these units. The PK-12 representatives (one elementary and one secondary education) are selected by the Associate Dean of The Teachers College. These representatives are voting members whose length of term is for two years. They may be reappointed by mutual consent of the Dean/chair and the member.

The Associate Dean of The Teachers College shall be a non-voting member serving as the Executive Secretary of the committee. The chair will be elected annually by the membership of the committee at the first meeting of the new academic year.

Responsibility. The committee shall be responsible for providing leadership in the conduct of advanced professional programs for school personnel at Emporia State University and for all the advanced programs in The Teachers College by advising and assisting the Dean of The Teachers College with the following specific functions:

1. Designing and maintaining such advanced programs within guidelines and standards established by recognized accrediting agencies and learned societies.
2. Formulating and executing appropriate goals, standards, requirements, policies, and procedures for the advanced programs.
3. Administering and coordinating the programs systematically.
4. Designing and conducting systematic and reliable procedures for evaluating the programs and the Unit.
5. Utilizing evaluation information for program and Unit improvement.
6. Planning and executing appropriate strategies for staff development.

Meetings. The committee shall meet once each month during the academic year and shall be subject to call for special meetings at the discretion of the Dean of The Teachers College. All meetings shall be conducted under standard rules of order.

Committee Actions. All formal actions of the committee shall be considered recommendations to the Dean of The Teachers College. It shall be the responsibility of the Dean to inform the committee of the disposition of its actions immediately after such disposition is officially confirmed.

2D.03 Academic Leadership Council

Purpose. The Academic Leadership Council reviews curriculum proposals; discusses routine administrative matters; conducts reviews of internal, external and institutional data resulting in Unit assessment; and focuses on issues of broad concern to the welfare of the College.

Composition. The membership of the Academic Leadership Council includes the Dean, Associate Dean, department chairs, the Director of the Office of Field Placement and Licensure, Executive Director of the Jones Institute for Educational Excellence, and a faculty representative.

Responsibility. The Academic Leadership Council assists the Dean with the overall administration and evaluation of The Teachers College and functions as the College's curriculum committee for all initial and advanced programs.

Meetings. The Academic Leadership Council conducts weekly meetings during the academic year and as necessary during the summer session.

2D.04 Dean's Advisory Council

Purpose. The purpose of the Dean's Advisory Council is to advise and report to the Dean and faculty, as appropriate, on matters of interest to the faculty of the College.

Meetings and Responsibility. The Council will meet once a month or as needed and be responsible for completing the following activities:

1. Advising the Dean concerning college policies and practices.
2. Reviewing college, department, and program policies and procedures which affect the faculty; identifying policy and procedural voids; and advising the Dean of policies and procedures which should be developed or revised.
3. Reviewing professional development activities, identifying professional development needs; and developing recommendations for improvement.
4. Submitting a summary of recommended action taken at each meeting.

Composition. The members of the Dean’s Advisory Council representing departments are elected by the faculty of each department as follows:

1. Department of Counselor Education - 1 member (tenured or tenure-track faculty member)
2. Department of Elementary Education/Early Childhood/Special Education - 2 members (1 tenured or tenure-track faculty member & 1 instructor)
3. Department of Health, Physical Education, and Recreation - 2 members (1 tenured or tenure-track faculty member & 1 instructor)
4. Department of Instructional Design and Technology - 1 member (tenured or tenure-track faculty member)
5. Department of Psychology - 1 member (tenured or tenure-track faculty member)
6. Department of School Leadership/Middle and Secondary Teacher Education - 1 member (tenured or tenure-track faculty member)
7. Jones Institute for Educational Excellence - 1 member

Other members of the Dean’s Advisory Council include:

- 1 faculty member appointed by the Dean
- Faculty representative of ALC
- The Dean of The Teachers College.

Council members will serve a two-year term. Members may be re-elected or reappointed to an additional term. Each Council member will serve as a representative of The Teachers College rather than as a representative of a particular program or department. A chairperson will be elected from council members. He or she will be responsible for consulting with appropriate persons regarding items to be placed on the agenda for discussion and for reporting to and consulting with department chairs and faculty members about matters being deliberated that affect department operations.

2D.05 Emporia Teachers Council

Purpose. The purpose of the Emporia Teacher Council is to promote increased dialogue within the Emporia educational community and to strengthen professional relations between the college, USD253 teachers and administrators, and the community. Other priorities are to promote pre-service and in-service training and to help in the development or modification of curriculum or policies for pre-service teachers.

Meetings. The Council serves a communicative and problem-solving function and meets a minimum of two times per semester (fall and spring) as determined by the chair of the council. The Director of Field Placement and Licensure serves as chair of this council and prepares the meeting agendas with input from other council members.

Composition. The Council is comprised of teacher and administrator representatives from USD 253 schools and representatives from Emporia State University including the Director of Office of Field Placement and Licensure, Phase I representatives, PDS representatives , and representatives from other academic disciplines on the ESU campus.

Chapter 3 Student Relations

3A.00 Advisement

The Teachers College undergraduate advisement program can be characterized in two ways: it is centralized by department and is conducted in an intrusive fashion. Most Emporia State University undergraduate students are initially advised by the University [Student Advising Center \(SAC\)](#). Students are generally transferred out of SAC to an advisor in the appropriate department once they have completed 30 hours (two semesters) and are successfully progressing towards their major. Department advisors further assist students with the development of their programs of study. Those advisors maintain close contact with advisees and monitor their progress with phone calls, letters, office visits, and, when necessary, admonitions to improve the quality of the student's academic effort.

Most graduate programs within The Teachers College have Graduate Coordinators who oversee the advisement of graduate students. Graduate students are also given considerable attention, with their academic progress being monitored on a regular basis.

Good advisement is considered to be an important component of Emporia State University's total academic and professional preparation programs. Chapter 4 Section 4A of the University's [Employee Policy Manual](#) provides additional guidance in effectively advising students.

3A.01 Undergraduate

Specific information about the College's undergraduate programs is given to students in the following centralized locations:

Secondary Education: Visser Hall 203

Elementary Education: Visser Hall 241

Psychology: Visser Hall 311

Health, Physical Education, Recreation: HPER 219

Rehabilitation Services Education: Earl Center 223

In addition, each secondary program advisor housed in departments within the College of Liberal Arts and Sciences or in the School of Business also has materials and information related to special secondary education disciplines.

3A.02 Graduate

Specific information about the College's graduate programs is given to students in the following locations:

Counselor Education: Earl Center 252

Early Childhood/Instructional Specialist/Special Education: Visser Hall 229

Educational Administration/Curriculum and Instruction: Visser Hall 209

Health, Physical Education, Recreation: HPER 219

Instructional Design & Technology/Teaching English to Speakers of Other Lang.: Visser Hall 328

Psychology: Visser Hall 311

3B.00 Admission to Professional Programs

3B.01 Initial Program Decision Points

Admission to initial professional programs is more than a single event. There are multiple criteria students must meet as they work toward graduation and licensure as educators. Prospective teachers, while allowed to enroll in Introduction to Teaching under no restrictive guidelines, must thereafter meet increasingly more challenging criteria. Essentially, after admission to the University, there are four distinct points at which student progress is carefully reviewed according to specific and rigorous standards: admission to teacher education for Phase I (secondary)/Block 1 (elementary); admission to student teaching Phase II (secondary)/Blocks 2 and 3 (elementary); completion of student teaching; and program completion. Specific requirements for each of these decision points follows.

NOTE: Requirements for non-teacher education programs vary depending on the program and degree. Candidates for such programs and degrees should contact their advisor or applicable department to obtain additional detailed information about their specific program or degree.

Initial Candidate Admission to Phase I/Block 1, Decision Point 1. At the time of admission to the Teacher Education program (Phase I/Block 1) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

Knowledge of:

- characteristics of diverse learners.
- legal issues and ethical standards that apply to sound educational practices.
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
- general education within an intellectual framework.
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
- philosophical, historical, social, and theoretical foundations of education.
- ever changing educational needs of students living in a global society.
- theories of human physical, cognitive, social, and emotional development.
- professional ethics and standards for practice.
- effective communication techniques in order to develop a positive learning environment.

Practical ability to:

- use and support effective communication techniques in order to develop a positive learning environment.
- respond respectfully to ideas and views of others.

Dispositions that exemplify:

- professionalism and ethical standards.
- respect for cultural and individual differences by providing equitable learning opportunities for all students.
- dispositions appropriate for teaching.

Candidates applying for admission to teacher education must submit a completed secondary education Phase I application or an elementary education Block 1 application by the date specified by the applicable department and demonstrate:

Knowledge of basic skills

1. Achieve a grade point average of at least 2.75 in general education core (see Table 1).
2. Earn a grade of "C" or higher in the following courses EG 101, EG 102, SP 101, MA 110, and MA 225 (for Secondary).
3. Meet Praxis CORE or CAAP requirements (CORE: Writing 162, Reading 156, Mathematics 150; or CAAP: Writing is sliding scale, Reading 57, Mathematics 55).

or

Meet the Praxis-CORE conditional acceptance requirement (See 3B.02 Admissions Window Criteria).

Oral presentation skills

4. Earn a grade of "C" or higher in general education course SP 101.

Written communication skills

5. Earn a grade of "C" or higher in general education courses EG 101 and EG 102

Academic ability

6. Successfully complete 60 semester hours of college work.
7. Achieve a cumulative grade point average of at least 2.50.

Content knowledge

8. Meet content area course GPA or grade requirement.
9. Meet requirements as specified by the candidate's department.

Professional knowledge

10. Earn a grade of "C" or higher in the beginning education course

Ability to work with PK-12 students

11. Validate 100 hours working with children. (see Tables 2, 3 & 4)
12. Successfully complete tutoring equivalent assignment (part of ED/EL 220)

Dispositions suitability for teaching

13. Receive an acceptable rating on the dispositions assessment
14. Supply a disclosure statement.

Once these requirements are met, students may apply for admission to the Phase I/Block 1 component of the Teacher Education program. Students will be notified as to their status. Students approved may be enrolled in Phase I/Block 1 of the teacher education program; those who are denied will be advised to correct the identified deficiencies and re-apply.

At this early decision point, performance is demonstrated in the ED/EL 220 field experience, and further documented by departmental recommendations. If all criteria are not met, an appeals committee acts on appeals for candidates seeking conditional acceptance. There are scenarios for which conditional acceptance is appropriate, and decisions are made on a case by case basis by an appeals committee. However, all conditions must be met for full acceptance.

Admission to Phase I/Block 1 normally occurs during the sophomore or junior year for traditional candidates, but for transfer candidates and for candidates whose program extends beyond four years, admission to Phase I/Block 1 may not occur until they are classified as a junior or senior. Some candidates complete the program as postgraduates. During Phase I/Block 1 candidates will be developing knowledge, skills, and dispositions that:

Provide Service to Society; Apply Interdisciplinary Scholarly Knowledge; Engage in Effective Practice; Respond to Uncertainty and Change; Rely on Self-Reflection; and Belong to Professional Community.

Candidates are encouraged to discuss the teacher education program and teacher licensure with their advisors on a regular basis. They are also invited to discuss these issues with the Dean of The Teachers College. Candidates will not be allowed to take Phase I/Block 1 education courses without being formally admitted to Phase I/Block 1.

Table 1
General Education Core Curriculum
for Establishing Minimum GPA for Admission to Teacher Education
(35 credit hours for secondary/37 for elementary)

Writing (6 credit hours)

- *EG 107 English Composition I
- *EG 108 English Composition II

Speech (3 credit hours)

- *SP 101 Public Speaking

Mathematics (3 credit hours)

- *MA 110 College Algebra or MA 161 Calculus I (5 hours).

Information Technology (2-3 hours)

- IS 113 Introduction to Microcomputer Applications (required for Business Education) (Elementary education majors must have a grade of C or higher)
- IT 325 Instructional Technology for Educators (required for Elementary Education) (Elementary education majors must have a grade of C or higher)
- IT 371 Advanced Instructional Technology for Educators (required for Elementary Education; IT 325, IT 371 or other approved course required for Secondary Education majors)

Creative Arts (2-5 credit hours) complete two courses, one from two different areas (Art, Music, Theatre) (for elementary education, one of these must be Art):

- AR 105 Art Appreciation
- AR 225 Art History I
- AR 235 Art History II
- MU 226 Music Appreciation
- TH 105 Theatre Appreciation or TH381 Survey of Dramatic Literature

Humanities (6 credit hours) complete two courses as follows:

One course from:

- HI 101 World Cultures to 1500
- HI 102 Modern World Civilizations
- HI 111 U.S. History to 1877
- HI 112 U.S. History since 1877
- HI 302 Introduction to History

One course from:

- EG 207 Literary Perspectives (GR365, SA 365, FR 419, EG 220, EG 221, EG 230,

EG231, EG 240, EG 241, EG 350, EG 355, and EG 360 may be substituted for EG 207.)

JO 200 Mass Communications

PI 225 Introduction to Philosophy

PI 301 Ethics

PI 325 Social and Political Philosophy

Life and Physical Science (9-11 credit hours)

Elementary Education majors complete:

One General Biology Section (GB 100-103)

GB 303 Field and Lab Biology (Elementary education majors must have a grade of C or higher)

PS 115 Our Physical World

Secondary Education majors complete one course and lab from:

GB 100 General Biology

GB 101 General Biology Laboratory (*required to accompany GB 100 or GB 103*)

GB 102 General Bio: Field Biology and Lab

GB 103 General Bio: History Emphasis

AND complete one course and lab from:

CH 110/111 Introduction to Chemistry/Lab

CH 123/124 Chemistry I/Lab

ES 110/111 Introduction to Earth Science/Lab

PH 110/111 Introduction to Space Science/Lab

PH 140/141 College Physics/Lab

PH 190/191/192 Physics I/Lab

Social and Behavioral Science (6 credit hours)

Elementary Education majors complete:

PY 100 Introduction to Psychology

AND one course from:

PO 100 Intro to Gov and Political Science

PO 121 American National Government

PO 322 State and Local Gov and Politics

Secondary Education majors complete:

PY 100 Introduction to Psychology

AND one course from:

AN 325 Native Peoples of North America

EC 101 Economics

BC 103 Principles of Economics I

GE 200 Introduction to Geography

PO 100 Introduction to Government and Political Science

PO 121 American National Government

PO 322 State and Local Government and Politics

SO 101 Introduction to Sociology

SO 202 Social Problems
SO 354 Info, Technology, and Society
SO 370 Race and Ethnic Relations
SO 400 Family in Social Context

Multicultural Perspectives (6-13 credit hours)

Secondary Education majors must complete two course from two different sections from the list below:

1. Anthropology
AN 210 Contemporary Cultures
2. Ethnic & Gender Studies
ID 301 Issues in Ethnic & Gender Studies
3. Geography
GE 101 World Regional Geography
GE 454 Cultural Geography
4. Political Science
PO 330 International Relations
5. Modern Languages
AB 110 Arabic Lang and Culture I
AB 210 Arabic Lang and Culture II
AS 110 Chinese Lang and Culture I
AS 210 Chinese and Lang and Culture II
FR 110 French Lang and Culture I
FR 210 French Lang and Culture II
GR 110 German Lang and Culture I
GR 210 German Lang and Culture II
SA 110 Spanish Lang and Culture I
SA 210 Spanish Lang and Culture II
One Advanced Level (200 or above) Modern Language Course

Elementary Education majors must complete:

AN210 Contemporary Cultures OR CW301 Issues in Ethnic and Gender Studies

AND one additional course from the multicultural perspectives list above

Personal and Social Well-Being (4-6 credit hours)

Complete:

HL 150 Critical Issues and Decisions in Health

AND one course from:

BU 241 Personal Finance
BU 293 Ethics, Social Responsibility & Sustainability
SC 170 Principles of Leadership
PE 100 Active Living
SO 261 Intimate Relationships

Table 2
ESU Supervised Work Experience

The State of Kansas requires students applying for acceptance into programs of teacher education, beginning Fall 1995, to provide evidence of their experience in working with, supervising, and/or caring for children and youth in a supervised setting. A minimum of 100 hours of supervised work experience with children or youth in advocacy roles is required for admission to Phase I/Block 1 of the Teacher Education Program at ESU. These experiences must meet the following guidelines:

1. Experiences must be with PK-12 children or youth in schools or agencies that work with youth in advocacy roles.
2. Experiences must show evidence of responsibility for the health, safety, physical and/or emotional well-being of children.
3. Only the applicant's experiences after his/her enrollment in high school can be counted.
4. The experiences can involve paid positions and/or unpaid volunteer work.
5. The experiences must be documented by supervisors on the Supervised Work Experience Form and included in the portfolio requirement for the Phase I application.

For further information, please contact the either the Elementary Education Advising Center or the Director of Secondary Education located in Visser Hall.

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Service Work Experience Form

A minimum of 100 hours of supervised work experience with children or youth in advocacy roles is required for admission to Phase I or PDS of the Teacher Education Program at Emporia State University. This form is to be completed and utilized by each on-site supervisor as documentation for the work experience. See "Guidelines for Tutoring Waiver for ED/EL 220" for details regarding experiences that qualify for a waiver.

I verify that _____ has completed _____
(student's name) (total hours)
as _____
(position)
during _____ at _____,
(dates) (name of facility/organization)

(street) (city/state/zip) (phone)

The student served in the following capacities while at our facility: (check all that apply)

- _____ supervised children _____
(ages and brief description of duties)
- _____ provided individual instruction _____
(ages and brief description of duties)
- _____ provided small group instruction _____
(ages and brief description of duties)
- _____ provided large group instruction _____
(ages and brief description of duties)
- _____ instructed children with disabilities _____
(ages and brief description of duties)
- _____ instructed children of diverse backgrounds _____
(ages and brief description of duties)
- _____ instructed children of low SES _____
(ages and brief description of duties)

This student's performance was:

_____ outstanding _____ satisfactory _____ unsatisfactory

Supervisor's signature

(date)

Initial Candidate Admission to Student Teaching, Secondary Phase II or Elementary Blocks 2 and 3, Decision Point

2. Phase II and Block 3 are 16-week student teaching experiences. Elementary education candidates are required to complete Block 2 requirements before being admitted to Block 3 student teaching. Together, the admission requirements for elementary Blocks 2 and 3 are the same as the admission requirements for secondary Phase II.

At the time of admission to student teaching/internship (Phase II/Blocks 2 & 3), candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

Knowledge of:

- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
- a repertoire of teaching and learning strategies, designed to help students increase power as learners.
- a variety of assessment strategies to diagnose and respond to individual learning needs.
- teamwork and practices for creating healthy environments for learning and teaching.

Practical ability to:

- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
- implement non-biased techniques for meeting needs of diverse learners.
- integrate knowledge across and within disciplines.
- determine and assess what students need to know and be able to do in order to succeed.
- create learning experiences commensurate with a student's level of readiness.
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
- use and support effective communication techniques in order to develop a positive learning environment.
- recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

Dispositions that exemplify:

- professionalism and ethical standards.
- a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
- belief that educating children and adults requires the integration of multiple kinds of knowledge.
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- a willingness to learn from other professionals in the field.

Decision Point 2 for Secondary Phase II: Candidates applying for admission to secondary education student teaching must submit a completed Phase II application by the date specified by the applicable department and provide evidence of meeting the following requirements:

Knowledge:

1. Maintain a cumulative GPA of 2.50 or higher
2. Attain grades of “C” or better in all education courses
3. Receive approval of the major department

Practical ability to

4. Demonstrate technology competency (IT 371 or equivalent)
5. Satisfactorily complete Phase I field experience
6. Secure five faculty evaluations.
7. Satisfactorily complete a simulated teacher work sample assignment
8. Receive approval of admissions committee

Dispositions:

9. Receive an acceptable rating on the dispositions assessment
10. Receive acceptable rating on departmental dispositions assessment, if applicable.

Decision Point 2a for Elementary Block 2: Candidates applying for admission to elementary education pre-student teaching internship must submit a completed Block 2 application by the date specified by the Department of Elementary Education/Early Childhood/Special Education and provide evidence of meeting the following requirements:

Knowledge:

1. Maintain a cumulative GPA of 2.50 or higher
2. Attain grades of “C” or better in all education courses
3. Receive approval of the major department

Practical ability to:

4. Demonstrate technology competency (IT 325 and IT 371 or approved equivalents)
5. Secure three satisfactory faculty evaluations.

Dispositions:

6. Demonstrate successful completion of the diversity assessment
7. Receive an acceptable rating on the dispositions assessment

Decision Point 2b for Block 3 for Elementary: Candidates for admission to elementary education student teaching must submit a completed Block 3 application by the date specified by the Department of Elementary Education/Early Childhood/Special Education and provide evidence of meeting the following requirements:

Knowledge, Practical Ability, and Dispositions:

1. Satisfactorily complete Block 2 field experience
2. Satisfactorily complete a teacher work sample assignment
3. Receive acceptable rating on departmental dispositions assessment, if applicable

Candidates who are not successful at Decision Point 2 will be advised out of the Teacher Education program, or, if an instructor feels that a candidate can successfully complete the program by spending additional time in a PK-12 classroom, the candidate will be allowed to repeat a field experience. An appeals process is explained in section 3B.03.

Completion of Student Teaching, Decision Point 3.

Performance skills are developed and evaluated in previous courses and field experiences and will be further refined and evaluated during Phase II/Block 3. University faculty and school supervisors provide feedback and assessment regarding candidate application of knowledge, skills and dispositions identified in the conceptual framework.

Completion of student teaching requires that candidates demonstrate acceptable knowledge, practical ability, and dispositions. The major assessments used are:

1. Cooperating/mentor Teacher Assessments
2. University Supervisor Assessments
3. Midterm Student Teacher Evaluation
4. Diversity Preparedness Survey
5. Final Student Teacher Evaluation

At the conclusion of student teaching Phase II/Block 3 candidates are required to demonstrate:

Knowledge of:

- teaching and learning as a dynamic, constructive, and metacognitive process.

Practical ability to:

- integrate and use concepts from their general, content, and professional studies in educational environment.
- implement non-biased techniques for meeting needs of diverse learners.
- integrate knowledge across and within disciplines.
- use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
- utilize creative planning and curriculum integration to promote learning of all students.
- assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills

- use and support effective communication techniques in order to develop a positive learning environment.
- make use of appropriate technology to support student learning.
- integrate effective behavior management into all interactions with students.
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
- employ appropriate assessment techniques in order to measure student performance and growth.
- develop a storehouse of learning strategies that help students understand and integrate knowledge.
- utilize student learning standards to promote student learning and achievement.

Dispositions that exemplify:

- professionalism and ethical standards.
- a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
- a commitment to challenge all students to learn and to help every child to succeed.
- an awareness of the larger social contexts within which learning occurs.
- a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development
- a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- a willingness to learn from other professionals in the field.

Although many of these knowledge and skills are the same as Phase II/Block 3, the level of candidates' performance by the end of their student teaching is expected to be at the level of a beginning (first year) teacher.

Student teachers are assisted and formally assessed by a student teaching team consisting of the cooperating/mentor teachers, university supervisors from The Teachers College, and university faculty from the content disciplines. If a candidate is having difficulty in student teaching, he/she is provided with individual assistance from the student teaching team. The student teaching team may include the Director of Field Placement and Licensure and/or the PDS site coordinator. If a candidate is unsuccessful in student teaching, he/she may be permitted to repeat student teaching after completing additional preparation and experience in a school setting. The appeals process is explained in section 3B.03.

Program Completion, Decision Point 4.

At this time all performance and outcome data have been collected and recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully:

Knowledge:

1. Earned a baccalaureate degree
2. Achieved a 2.50 or higher cumulative grade point average
3. Achieved a grade of “C” or better in professional education courses, including student teaching/internship.
4. Received passing scores on the applicable Praxis II content exam and the Praxis II Principles of Learning and Teaching exam

Practical ability to:

5. Successfully completed 16-weeks of student teaching through Emporia State University with a grade of “C” or higher
6. Received a grade of “C” or higher in the ED/EE 431 Professional Relations of Teachers course
7. Received passing ratings on the Teacher Work Sample assessment

Dispositions:

8. Received approval from the Teachers College or Licensure Officer after review of all disposition data

All aspects of the conceptual framework have been assessed at the conclusion of Decision Point 3. Comprehensive assessment of the conceptual framework is further validated at program completion with the eight Decision Point 4 assessments. Passing scores on Praxis II assessments will be required prior to recommendation for licensure for secondary education majors. Passing scores on the Praxis II assessments will be required prior to the awarding of a bachelor’s degree and recommendation for licensure for elementary education majors.

Follow-up of Graduates, Decision Point 5.

Candidate and program follow-up data are collected and reviewed by the Council on Teacher Education. Follow-up studies are conducted annually.

3B.02 Admission Window

Teacher candidates seeking a degree in elementary, secondary, middle level, or PK-12 teaching field fulfill this requirement by passing the Core Academic Skills for Educators (CORE) or the Collegiate Assessment of Academic Proficiency (CAAP) before admission to the Teacher Education program. A candidate who passes two test areas but scores below the cut-off score in one test area-mathematics, reading, or writing-may be considered for the **CORE or CAAP Window**. Window criteria are as follows:

- Candidates must have taken the CORE once or the CAAP once.
- Candidates must be within two points of the standardized CORE or CAAP cut-off score.

- If the above two criteria apply, then candidates may use alternative ways (see non-teaching degree options 2-6 to the competency examination requirement listed below) to meet the Phase I requirement for the Teacher Education Program at Emporia State University.

Teacher candidates should take the competency examinations during their sophomore or junior year. Standards for passing the examinations have been established by the Council on Teacher Education and are not necessarily the same as those for non-education majors. There is no limit to the number of times a candidate may take the examinations.

Non-teaching degree students have several options for fulfilling the competency examination requirement as listed below.

1) Students may pass the reading, writing, and mathematics sub tests of the Core Academic Skills for Educators (CORE), the Collegiate Assessment of Academic Proficiency (CAAP), or any other nationally standardized examination for which there is a published concordance with the CORE or CAAP. If the standardized examination does not have a reading component, the student's ACT scores will substitute for the CAAP.

2) The Writing portion of the requirement may also be fulfilled in any of the following ways:

(a) Earning a grade of “A minus” or higher in EG 102 Composition II in a resident, on-campus class.

(b) Earning a grade of “A minus” or higher in a course equivalent to EG 102 from another accredited university or community college.

(c) Earning a grade of “B” or higher in EG 104 (Honors Composition II) or in EG 301 (Advanced Composition).

(d) Receiving credit by examination for EG 102.

3) The Mathematics portion of the requirement may also be fulfilled in any of the following ways:

(a) Earning a grade of “A minus” or higher in MA 110 (College Algebra) in a resident, on-campus class.

- (b) Earning a grade of “A minus” or higher in a course equivalent to MA 110 from another accredited university or community college.
 - (c) Earning a grade of “C” or higher in any approved general education mathematics course beyond MA 110.
 - (d) Receiving credit by examination for either MA 110 or MA 161.
- 4) The Reading portion of the requirement may also be fulfilled by achieving a Reading score of at least 18 on the ACT Assessment, an equivalent score on any test for which there is a published concordance with the ACT, or completion of the ESU General Education requirements with a grade of "B minus" or better in each course.
- 5) International students may take the Test of English as a Foreign Language (TOEFL) as an alternative to the reading and writing exams. The passing score is the cutoff value (now 550) that the Institution uses to allow International students to enter graduate school without further testing of their language skills. To fulfill the mathematics requirement, international students must earn a grade of "A minus" in MA 110 (College Algebra) or a grade of "C minus" or higher in [any approved mathematics course](#) beyond MA 110, College Algebra.
- 6) Those students who are unable to fulfill the requirement in any of the above ways and who have taken either the CORE or the PPST and are not an education major may attend the reading, writing, and/or mathematics labs. In the lab, students will be given an opportunity to practice necessary skills and pass a lab test as a substitute for the CAAP/CORE. Passing scores in lab tests fulfill the competency exam requirement for that given area.

Questions regarding the University’s assessment policy may be directed to the Office of Institutional Research and Assessment, 205 Plumb Hall, 620-341-5103. Secondary candidate questions regarding the CORE admission window should be directed to Dr. Paul Bland, pbland@emporia.edu, 620-341-5753. Elementary candidate questions regarding the CORE admission window should be directed to Sharon Brown, sbrown@emporia.edu, 620-341-5770.

3B.03 Appeals

When there is cause to deny a student admission to the Phase I/Block 1, Block 2, or Phase II/Block 3 programs, the student will be notified in writing regarding the reason for the denial. If the student feels that there are extenuating circumstances that warrant further and special consideration, the student may appeal the decision by following the procedures provided by the applicable department. Other appeals, such as grades, should follow the procedures described in section 3F.00 Due Process.

3B.04 Enrollment

In the event the number of elementary and secondary Phase I/Block 1 applications meeting minimal requirements for admission exceeds program limits, the number of students admitted into Phase I/Block 1 may be limited. Should enrollments be limited, applications will be evaluated using the selected criteria summarized in 3B.01, undergraduate grade-point average, Core Academic Skills for Educators (CORE) or Collegiate Assessment of Academic Proficiency (CAAP) results, work-related experiences, faculty references, and personal interview.

3B.05 Teacher Education Disclosure Statement

The Teachers College of Emporia State University reserves the right to refuse admission to the teacher education program to any person who has been convicted as a felon or has otherwise committed offenses inappropriate for a teacher.

Disclosure Committee. The Disclosure Committee shall be composed of the Emporia State University Licensure Officer, the Director of the Office of Field Placement and Licensure, the Directors of Elementary and Secondary Teacher Education Admissions, and the Associate Dean of The Teachers College. The committee will meet to discuss any disclosure statements that are returned with the “yes” category marked and the accompanying documentation for the offense, if requested. The committee can recommend to: 1) accept the candidate for the Teacher Education program including student teaching, 2) request a personal meeting with the candidate if further clarification is necessary, and/or 3) deny the candidate’s acceptance to the Teacher Education program. A candidate who is denied admission to the Teacher Education program as a result of the Disclosure Committee recommendation has the right to appeal the decision to the appropriate appeals committee. All information obtained relevant to the

disclosures will be held in strict confidence. The Statement of Disclosure Form shown below must be completed by all candidates as they progress through each decision point of the Teacher Education program.

In addition, the KSDE Licensure and Teacher Education Regulations (adopted July 1, 2003) addresses restriction on issuance and renewal of licenses, hearings upon denial; reports required of county and district attorneys. (See Statute # 72: Schools, Article 13: Teachers' Licenses, Title: Restrictions on issuance and renewal of licenses, hearings upon denial, etc.)

This statute empowers the Kansas State Board of Education to deny a teaching license or to cancel or revoke a license for several reasons:

- (1) Conviction of, or a plea of guilty for violation of any law punishable as a felony including a felony under the uniform controlled substances act.
- (2) Criminal charges pending in Kansas or other states.
- (3) Evidence that a license holder or prospective license holder has injured the health or welfare of a child through physical or sexual abuse or exploitation.
- (4) Evidence that a license holder or prospective license holder has committed domestic violence.
- (5) Any applicant for teacher or school administrator licensing whose certificate/license has been suspended, cancelled or revoked in another state shall not be eligible for licensing in Kansas until the applicant's license is reinstated by the state in which the suspension, cancellation or revocation occurred.
- (6) If disciplinary action is pending in any state regarding a teacher's or school administrator's certificate or license.
- (7) Any applicant has been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores.
- (8) If an applicant has ever falsified or altered assessment data, documents or test score reports required for licensure.

The Kansas State Board of Education will consider individuals for licensure who have entered into a criminal diversion agreement(s) provided the individual has satisfied the terms and conditions of the agreement. The state board of education may consider other factors, including but not limited to:

1. nature and seriousness of the offense or act
2. conduct of the person subsequent to commission of the offense or act
3. time elapsed since the commission of the offense or act
4. age of the person at the time of the offense or act

5. whether that offense or act was an isolated or recurring incidence; and
6. discharge from probation, pardon or expungement.

Individuals who are denied licensure or who have licenses revoked are entitled to a hearing and shall be given notice and an opportunity for a hearing with the Professional Practices Commission of KSDE in accordance with the provisions of the Kansas Administrative Procedures Act. Information regarding the applicant's offense or act will be forwarded to the State Board of Education by the county or district attorney, who shall file a report of any person who has been determined to have committed any offense or act as described above or who has entered into a criminal diversion agreement after having been charged with such act or offenses.

Instructor _____ CRN# _____ Course _____ Section _____ Semester _____
Check current enrollment: EL/ED 220 ___ Block 1 ___ Phase I ___ Block 2 ___ Phase II ___ Block 3 ___ Alt.Rte. ___ PP Sch.Co. ___ ECU ___

Enrolled in an off campus program? Yes _____ No _____ If yes, which Program? _____

Directions: Please read and keep the standards/policies on the first page of this statement. Then **initial** "yes" or "no" for each statement below as appropriate and provide the information requested including a signature at the bottom of the page.

Statement of Disclosure

(Please do not use check marks or X's where you are to initial)

1. Have you ever been convicted of a felony?
Initial ___ No ___ Yes ___ If yes, indicate conviction(s) & date(s) it/they occurred.

2. Have you ever been convicted of any crime(s) involving theft, drugs, alcohol, a child, or domestic battery toward a child?
Initial ___ No ___ Yes ___ If yes, indicate conviction(s) & date(s) it/ they occurred.

3. Have you ever entered into a criminal diversion agreement(s) after being charged with any offense involving theft, drugs, alcohol, a child or domestic battery toward a child?
Initial ___ No ___ Yes ___ If yes, list reason for each diversion and specify date each incident (not diversion) occurred.

Has each diversion agreement listed been completed?
Initial ___ N/A ___ No ___ Yes ___ If yes, list (each) diversion and the date(s) completed.

4. Are criminal charges pending against you in Kansas?
Initial ___ No ___ Yes ___ What charge(s) is pending? _____ Date(s) occurred? _____
5. Are criminal charges pending against you in any state other than Kansas?
Initial ___ No ___ Yes ___
If yes, which state(s)? _____ What charge(s) is pending? _____ Date(s) occurred? _____
6. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?
Initial ___ No ___ Yes ___ If yes, which state(s)? _____ When? _____
If yes, please indicate the action(s) taken: ___ Denied ___ Suspended ___ Revoked
7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, or revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
Initial ___ No ___ Yes ___ If yes, which state(s)? _____ When? _____
If yes, please indicate the action(s) taken: ___ Denied ___ Suspended ___ Revoked
8. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
Initial ___ No ___ Yes ___ If yes, which state(s)? _____ When? _____
9. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
Initial ___ No ___ Yes ___ If yes, which state(s) & district(s)? _____
When? _____
10. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
Initial ___ No ___ Yes ___ If yes, what state(s)? _____ When? _____

I understand that I am obligated to disclose the above information for the following purposes:

- a) admission to teacher education,
- b) transition to each block/phase,
- c) admission to student teaching, and
- d) application for Kansas teacher license.

In addition, I certify that the information on this disclosure form is true and complete to the best of my knowledge. Further, I understand that any misrepresentation of facts may result in the denial or revocation of my license or certificate.

I understand that The Teachers College may request verification, and I give my consent to this verification of the above information if necessary. Further, I understand that if I am denied placement for laboratory experiences or admission to the Emporia State University Teacher Education Program, I am entitled to a hearing regarding this decision.

I have read and retained a copy of the disclosure regulations/policy and understand that although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license.

_____ _____ Signature Number	_____ _____ Maiden Name	_____ _____ Phone
_____ _____ Print Name Date	_____ _____ Student ID Number (E# please)	_____ _____ Today's
_____ _____ Local Address Address	_____ _____ City, State, Zip	_____ _____ E-mail

Statement of Disclosure June 2015

Teacher Education Disclosure Statement (Revised December, 2013)

The Teachers College of Emporia State University reserves the right to refuse admission to the teacher education program to any person who has a felony conviction or has otherwise committed offenses inappropriate for a teacher (The Teachers College Policies and Procedures Manual).

In addition, the KSDE Regulations and Standards for Kansas Educators (Adopted July 1, 2003) addresses restrictions regarding issuance and renewal of licenses, hearings upon denial, and reports required of county and district attorneys. (See Statute # 72: Schools, Article 13: Teachers' Certificates, Title: Restrictions on issuance and renewal of licenses, hearings upon denial, etc.) For a copy of these regulations, contact Shannon Hall, Chair of the Disclosure Committee in Visser Hall 208, phone: 620-341-5447, email: shall6@emporia.edu.

This statute empowers the Kansas State Board of Education to deny a teaching license or certificate or to cancel or revoke a license or certificate for several reasons, including but not limited to:

- (1) Conviction of, or a plea of guilty for violation of any law punishable as a felony including a felony under the Uniform Controlled Substances Act.
- (2) Criminal charges pending in Kansas or in any other state.
- (3) Evidence that a license holder or prospective license holder has injured the health or welfare of a child through physical or sexual abuse or exploitation.
- (4) Evidence that a license holder or prospective license holder has committed domestic battery toward a minor.
- (5) Suspension, cancellation or the revocation of a license or certificate from another state when an applicant for a teacher license or school administrator license applies for a Kansas license.
- (6) Disciplinary action pending against you in any state regarding a teacher's or administrator's license or certificate.
- (7) Termination, suspension or any other disciplinary action(s) against you by a local Board of Education for falsifying or altering student tests or student test scores.
- (8) Falsification or alteration of assessment data, documents, or test score reports required for licensure.

The Kansas State Board of Education will consider individuals for licensure who have entered into a criminal diversion agreement(s) provided the individual has satisfied the terms and conditions of the agreement. The state board of education may consider other factors, including but not limited to:

- (1) nature and seriousness of the offense
- (2) conduct of the person subsequent to the offense
- (3) time elapsed since the commission of the offense
- (4) age of the person at the time of the offense
- (5) whether that offense was an isolated or recurring incidence
- (6) discharge from probation, pardon or expungement

Individuals who are denied licensure or who have certificates revoked are entitled to a hearing and shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act as described above, or who has entered into a criminal diversion agreement after having been charged with such acts or offenses.

Although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license. To enable The Teachers College and candidates to make sound judgments about continuance in the teacher education program and placements in school settings, candidates are asked to disclose information concerning conviction of crimes involving controlled substances (including alcohol), theft, welfare of a child, domestic battery toward a minor or other felonies and diversion agreements for such crimes. Information provided on the Statement of Disclosure may be used to deny admission to programs or placements in laboratory experiences in schools.

Statement of Disclosure June 2015

3B.06 Advanced Program Decision Points

The first step of the assessment of advanced candidates is at the time of admissions to advanced study at the University. At this point of entry into advanced study, the following are required:

- Submission of graduate application
- Completion of a bachelor's degree from an accredited college or university
- Submission of official transcripts from all colleges/universities attended
- Grade point average of not less than 2.5 in the last 60 hours of undergraduate study or an overall grade point average of no less than 3.0 (2.75 for Special Education) for a completed master's degree. Some academic department requirements may be higher.
- Adequate preparation in the proposed area of specialization (to be determined by the department of specialization)
- Satisfactory completion of the entrance examinations if required by a department
- Satisfactory completion of any additional department requirements

Upon admission each candidate is assigned a faculty or department advisor. Candidates are initially advised into an appropriate beginning sequence of courses that is intended to lead to a successful University experience. In some cases, admission to a specific program of advanced study is contingent on candidates completing one or more prerequisite courses. A number of instructional and personal support services including ACES (Academic Center for Excellence and Success, Reading Lab, Math Lab, Writing Center, English Language Learning Center, Advising Centers, Office of Disability Services, Wellness Center, and TradPlus / Veterans Office. Additional, more discipline specific student assistant centers are available to candidates. The Office of Student Affairs also provides assistance.

Each semester the academic advisor evaluates the student academic progress by accessing either an unofficial ESU transcript, or degree evaluation available through ESU's Banner system. The Graduate School notifies the academic advisor and student of any issues related to the filed degree plan when the student submits an Intent to Graduate form. This system of the student and

advisor verifying academic progress, as well as the Graduate School verifying completion of the degree plan is effective in correcting or intervening on academic problems at their inception.

Assessment at the advanced level is much more program dependent than at the initial level. Although the following outlines the assessment system for all advanced programs, much of the data collection and decision making is done at the department level. Candidates are informed of assessments and criteria for making decisions regarding their progress in the program. The KSDE program reviews contain assessments for each teacher education related program.

Advanced Admission to Program of Study, Decision Point 1.

Admission to candidacy (sometimes referred to admission to program) is Decision Point 1 for advanced program candidates. Admission to a degree candidacy is the formal approval by a department for pursuit of a graduate degree or program after it is determined that all specified admission criteria have been met. Candidates are expected to continuously demonstrate personal characteristics appropriate to the profession. While completion of degree requirements varies among programs (e.g., School Counseling program is 48 hours and Instructional Specialist program is 36 hours), admission candidacy requires candidates be subjected to a screening process that includes:

- Complete the first 6 to 12 hours of coursework for the degree sought
- Maintain a B average or GPA of 3.0 as outlined by departmental requirements
- Earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken
- Meet department requirement such as content GPA, GRE, coursework, minimum content hours, or personal interview
- Successfully complete departmental assessments such as those measured by rubrics, letters, or writing proficiency, with passing scores as defined by the department
- Demonstration of appropriate dispositions
- Submission of degree candidacy form

Knowledge, ability, and disposition outcomes expected at each decision point have been identified. Within the conceptual framework document these are listed under the subsections:

Provides Service to Society; Applies Interdisciplinary Scholarly Knowledge; Engages in Effective Practice; Responds to Uncertainty and Change; Relies on Self-Reflection; and Belongs to Professional Community.

At the time of admission to an advanced program candidates are expected to have demonstrated proficiency in the following outcomes from the conceptual framework:

Knowledge of:

- characteristics of diverse learners.
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
- general education within an intellectual framework.
- philosophical, historical, social, and theoretical foundations of education.
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
- ever changing educational needs of students living in a global society.
- professional ethics and standards for practice.
- effective communication techniques in order to develop a positive learning environment.

Practical ability to:

- integrate and use concepts from their general, content, and professional studies in their educational environment.
- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
- assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
- use and support effective communication techniques in order to develop a positive learning environment.

Dispositions that exemplify:

- the belief that educating children and adults requires the integration of multiple kinds of knowledge.
- a willingness to learn from other professionals in the field.

Advanced Admission to Field Experience Activity: Internship, Practicum, Action Research or Other Approved PK-12 School Related Activity, Decision Point 2.

A field experience at the advanced level does not take the same form as one at the initial level. An advanced program field experience might be an internship, a practicum, an action

research project, or some other PK-12 school related activity.

To be permitted to do the advanced level field experience, candidates must:

- Successfully complete required preliminary coursework
- Earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken
- Complete the coursework that includes the technology component to be demonstrated in Decision Point 3
- Gain approval of the department or committee of the placement experience and/or project idea
- Earn a satisfactory score on the dispositions assessment

Candidates may be placed at their own work site and supervised by an ESU faculty member designated as a university supervisor or may be placed at an approved site under the supervision of a designated off-campus supervisor with appropriate credentials. Off campus supervisors work with an assigned university supervisor(s) to assure a quality field experience.

At the time of admission to the initial field experience candidates are expected to have demonstrated at least at a beginning level the following outcomes from the conceptual framework:

Knowledge of:

- legal issues and ethical standards that apply to sound educational practices.
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
- a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
- appropriate technology and how it may be used to enhance teaching and learning.
- various instructional strategies that can be used to meet the needs and learning styles of individual students.
- theories of human physical, cognitive, social, and emotional development.
- appropriate techniques for teaching and using self-reflection strategies.
- a variety of assessment strategies to diagnose and respond to individual learning needs.
- professional ethics and standards for practice.
- teamwork and practices for creating healthy environments for learning and teaching.

Practical ability to:

- integrate knowledge across and within disciplines.
- use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
- respond respectfully to ideas and views of others.

- recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. (used also for Dispositions)
- utilize student learning standards to promote student learning and achievement. (used also for Dispositions)

Dispositions that exemplify:

- a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
- a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
- an awareness of the larger social contexts within which learning occurs.
- a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
- a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
- a willingness to learn from other professionals in the field

Completion of Field Experience Activity: Internship, Practicum, Action Research or Other Approved PK-12 School Related Activity, Decision Point 3.

Candidates must successfully complete their field experiences before being assessed for program completion. Based on the candidate's performance and input from the university supervisor and off-campus supervisor, if applicable, the university supervisor assigns a grade for the field experience activity. The candidate is required to have a minimum grade of "B" in the field experience before being allowed to proceed to the program completion decision point.

During this time advanced field candidates:

- Work with diverse students
- Use technology in the teaching/learning process
- Model professional and ethical behavior
- Demonstrate knowledge, performances and dispositions related to the Conceptual Framework
- Use student work to evaluate a lesson and success of instruction, if applicable
- Evaluate their impact on student performance as applicable to the program
- Demonstrate subject matter competency ("B" average is required)

At the conclusion of field experience candidates are required to demonstrate the following outcomes from the conceptual framework:

Knowledge of:

- teaching and learning as a dynamic, constructive, and metacognitive process.

Practical ability to:

- implement non-biased techniques for meeting needs of diverse learners.
- determine and assess what students need to know and be able to do in order to succeed.
- utilize creative planning and curriculum integration to promote learning of all students.
- learning experiences commensurate with a student's level of readiness.
- make use of appropriate technology to support student learning.
- integrate effective behavior management into all interactions with students.
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
- employ appropriate assessment techniques in order to measure student performance and growth.
- develop a storehouse of learning strategies that help students understand and integrate knowledge.
- recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
- utilize student learning standards to promote student learning and achievement.

Dispositions that exemplify:

- professionalism and ethical standards.
- respect for cultural and individual differences by providing equitable learning opportunities for all students.
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
- a commitment to challenge all students to learn and to help every child to succeed.
- a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- a willingness to learn from other professionals in the field.

Advanced Program Completion, Decision Point 4.

All advanced candidates must demonstrate a practical knowledge, grounded in theory, of key concepts and skills included in the curriculum pertinent to their field of study. Program completion assessments vary from program to program each require:

- Completion of all content and pedagogical coursework with a GPA of at least 3.0

- Passing score on Praxis II, when implemented by KSDE and if applicable
- Complete requirements specified by department
- Successfully complete the field experience activity with a grade of a B or higher
- Earn a satisfactory score on the dispositions assessment
- Complete all degree/program requirements

Advanced fields of study sponsored by the Teachers College may require comprehensive examinations, oral examinations, or other final assessments. There is a review of previously stipulated requirements by the advisor, department chair, and/or the Graduate School to verify that degree/program requirements have been completed. Programs leading to licensure require verification of program completion by the licensure officer.

Attention is given throughout the program to assess the candidates' ability to: *Provide Service to Society; Apply Interdisciplinary Scholarly Knowledge; Engage in Effective Practice; Respond to Uncertainty and Change; Rely on Self-Reflection; and Belong to Professional Community.* Course syllabi and other assessment instruments reflect this conceptual framework.

All aspects of the conceptual framework have been assessed at the conclusion of Decision Point 3. Comprehensive assessment of the conceptual framework is validated at the completion of the program with the program specific assessments and/or a passing score on the PRAXIS II assessments. Candidates are then recommended for licensure, if appropriate.

Advanced Follow-up of Graduates, Decision Point 5.

Advanced programs conduct focus groups to collect follow-up program assessment data. Follow-up data along with candidate data are reviewed by the department.

3B.07 Conducting Program Focus Groups

Each program in The Teachers College will conduct an in-depth focus group review every six years, based on the Focus Group Review Schedule established by the Dean's Office. The central purpose of the focus group is for faculty to assess the program's learning outcomes, review

the program curriculum to ensure alignment with learning outcomes, and ascertain emerging trends in the discipline for curricular inclusion.

Every six years, program faculty will conduct an in-depth review of the program and program curriculum that involves input from a variety of stakeholders. The design of the review is up to the program faculty and the needs of the program. However, the stakeholder group should include at minimum current students enrolled in the program and program graduates and employers from the six-year timeframe associated with the review. Consideration should be given to including program practicum and internship site supervisors. Programs may also decide to bring in an independent external program reviewer and/or a focus group of stakeholders to campus although doing so is not mandatory.

Each program will develop a set of questions to be answered by the stakeholders to include strengths and areas for improvement of the curriculum (alumni), strengths and areas of concern for ESU graduates (employers), recommendations for improvements, and emerging trends/topics in the profession plus any other questions the faculty have.

In addition to the department questions/surveys used during the in-depth review, the department asks alumni and employers the questions in Appendix J to assess the five conceptual framework proficiencies. Responses to these questions are reported separately to the Associate Dean.

If needed to support the department's efforts, the Dean's Office budgets \$500 to be used to help cover costs associated with the focus group. The \$500 transfer will be made from the Dean's Office to the department once the focus group has been initiated. Programs may apply for up an additional \$500 if extenuating circumstances warrant additional funding. These requests should come to the Dean of The Teachers College and should include the requested amount of

funding, as well as justification for the increased level of funding. The requests should come prior to the initiation of the in-depth focus group review.

Once data are collected, program faculty prepare a final report that includes: a) an overview of any changes made based on the recommendations of the previous program focus group report and the impact of these changes, b) an overview of the current focus group process, c) an analysis of the data, d) suggested program changes based on current focus groups' responses, e) a suggested timeline for implementing the focus group recommendations, and f) any other comments. In some cases, programs may have the external reviewer prepare a report. This report may be attached to the final report; however, the external review report should not stand alone as the final report. The final report should support the requirements as indicated in a-f above not addressed by the external report. The department submits to the Dean a final focus group report no later than July 1.

The report should represent a consensus as to what the focus group data mean and how the program can be improved to successfully address desired student learning outcomes. Data analysis and writing of the report should not be the sole responsibility of any one program faculty member. Other program and/or department faculty, as well as the department chair, should be involved in the process. A suggested template for the report is shared below.

Suggested Focus Group Report Template:

Program Name:

Date Report Submitted:

Date Report Approved by Department Chair:

Person(s) Preparing Report:

I. Summary of Previous Focus Group

a. Brief Overview of Recommendations from Previous Focus Group

- b. Implementation of Recommendations
- c. Impact of Changes on Program and/or Student Learning
- II. Narrative Overview of Current Focus Group Process Used (including identified stakeholder groups for focus group)
- III. Questions, survey instruments or other tools used to collect focus group data
- IV. Analysis of the Data
 - a. Summary of Focus Groups' Responses/Findings
 - i. Program Strengths
 - ii. Opportunities for Improvement
 - b. Suggested Program Changes (aligned to program outcomes)
- V. Suggested Timeline for Implementing Recommendations
- VI. Additional Comments

3B.071 Background Check Policy

Students are required to have a Validity Screening Solutions background check for admission to Block 1/Phase I. Teacher Education candidates applying to Block 3/Phase II are required to complete the disclosure form. Candidates could be required to undergo a second Validity Screening background check for special circumstances such as a one-semester or longer absence from ESU's Teacher Education Program or a school district requirements. Disclosures will be used for EL/ED 220 and Block 2. *(Approved by Council on Teacher Education, December 3, 2015.)*

3C.00 Supervision of Candidate Field Experience

The Teachers College sponsors many different kinds of clinical experiences; some of those are conducted at the graduate level by departments. In preservice teacher education, there are essentially two kinds of clinical experience: pre-student teaching field experiences that are included in the introductory course and Phase I/Block 1 and are specific to the nature of the programs, and student teaching. Phase II/Block 2 and 3 (student teaching) is the largest and most comprehensive clinical experience program in The Teachers College. The guidelines and techniques developed by the Office of Field Placement and Licensure (OFPL) provide a good basis for the conduct of all clinical experience activities. For more information on the specific guidelines for some undergraduate and graduate program required clinical experiences, candidates should refer to individual departments/programs. The purpose of student teaching and other clinical experiences is to reinforce campus-based learning with opportunities to practice emerging skills. It is *not* the purpose of any clinical experience to help students simply understand what the "real world" is like. All programs sponsored by The Teachers College are based on the needs of constituent institutions, so every effort is made to cause campus and field-based programs to be coherent, compatible, and sequential. In that light, it is important that campus-based courses are outcomes-oriented, and that clinical experiences are controlled for compatibility and instructional reinforcement. To accomplish those conditions, The Teachers College expects its faculty to be thoroughly conversant with the knowledge, practical abilities, and dispositions articulated in the Conceptual Framework, the latest research and practices associated with the school reform movement, federal legislation, and assessment of student learning. The scope of student teaching assignments should be limited to those schools and cooperating mentors/teachers who have been adequately prepared for such responsibilities.

Prospective cooperating mentors/teachers are expected to take advantage of opportunities for training. All cooperating mentors/teachers should have a working knowledge of the Teacher Work Sample/KPTP requirements.

Full- and part-time faculty members in The Teachers College serve as supervisors of graduate and undergraduate candidates. Sponsoring departments and offices have explicit guidelines for such supervision, realizing that supervisors are key representatives of this institution. Training opportunities are available for sharpening supervisory skills and for helping supervisors thoroughly link the campus and field-based components of the professional preparation program.

Unlike some universities that classify supervision of clinical experiences as an incidental administrative function, Emporia State places the responsibility on par with effectiveness in classroom instruction. In other words, the supervision of clinical experiences is a critical factor in all matters pertaining to merit, tenure and promotion.

3D.00 Policies Related to Student Recognition

Individual students are very important at Emporia State University. Nothing supersedes in importance student learning and personal growth. Students are individually recognized within the classroom, the College, and the University to acknowledge everything from personal student concerns to excellent academic accomplishment. Advisement and counseling at Emporia State are pervasive enough to be called "intrusive," and awards for these programs abound. Moreover, the University is an enthusiastic proponent of equity, a condition that can be seen in its fifty-year commitment to creating a comfortable setting for individuals with disabilities, its Statement of Values, and the annual Bonner and Bonner Diversity Lecture. Racial, cultural, and gender equity have been and continue to be important on this campus; active recruiting of students of color,

strong working relations with international students, and the implementation of special programs to assist women are given serious attention.

3D.01 Awards

In The Teachers College, all students who demonstrate outstanding academic achievement are recognized at an annual awards banquet. Those undergraduate students who attain a 3.75 or above grade point average G.P.A. are given certificates. Graduate and undergraduate students who have conducted exemplary research are given plaques. In addition, each program and/or department recognizes an outstanding undergraduate and graduate student. Student professional organizations sponsor recognition programs of their own.

3D.02 Equity

The Teachers College is fully committed to the goal of human equity. For fifty years Emporia State University has been a leader in serving the needs of students with disabilities and assertively recruits and effectively works with students from minority cultures. Faculty members in The Teachers College are aware of the shortage of teachers of color and the special challenges associated with the teaching of PK-12 students of color. It is expected that faculty give close attention to multicultural education and help rectify cultural discrepancies wherever they are found (See also 2B.06).

3E.00 Time Limitations on Program Completions

Students may need varying time allowances to complete academic programs. For continuity and program coherence, time limits are established for the undergraduate elementary education program and all graduate programs. Time limitation may apply for programs other than

the ones listed below in 3E.01 and 3E.02. Students should check with their advisors, departments, or college catalog to determine if there are time limitations for their programs or degrees.

3E.01 Elementary Education

In elementary education there are three policies related to time limits:

- If six years or more elapse between the time a Professional Education Course is completed and the time the student applies for admission to, enters and completes Blocks 2 and/or 3 and graduates, the course must be satisfactorily repeated.
- If more than eight years elapse between the time a satisfactory CORE or CAAP competency examination score is achieved and the student applies for admission to, enters and completes Block 1, the test must be passed again at the current assigned cut score.
- If six or more years elapse between the time student teaching is satisfactorily completed and the time the degree is conferred, a minimum of one semester (all-day) of student teaching must be satisfactorily repeated with a minimum of eight weeks in a "regular" K-6 classroom.

3E.02 Graduate Programs

Requirements for graduate degrees at Emporia State University must be completed within seven (7) years from the date of the first enrollment. In the case of compelling circumstances, the department offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated.

No work over ten years old can be used to satisfy the requirements of graduate degrees at Emporia State University.

3F.00 Due Process

3F.01 Academic Appeals Policy

The Academic Appeals Policy is articulated in the [Student Handbook](#). Any student who believes he/she has been dealt with unfairly concerning academic progress (such as course grades or absences), will have access to an academic appeal. The appeal must be initiated within one semester after the semester in which the issue occurs. The procedures are as follows:

1. The student should discuss the issue with the faculty member involved and attempt to resolve the problem.
2. If the problem cannot be resolved in such a discussion, the student is required to put in writing the particulars of the matter in conflict and submit this to the department chair.
3. The department chair will attempt to clarify the conflict, mediate the positions and interests of both parties, and, if possible, identify resolution options that are acceptable to both parties.
4. If the department chair is unable to resolve the conflict between the student and the faculty member, the student may request the department chair convene the Departmental Appeals Committee. The department chair will send to the Committee (1) a written statement reflecting the department chair's attempt to resolve the issue, (2) the written statement by the student, and (3) a written response made by the faculty member to the issue in conflict.
5. The Departmental Appeals Committee shall review the written statements and may interview the student and/or faculty member. The student has the option of asking another student or member of the university community to be present at the interview. Legal counsel can be present but cannot speak for either the student or faculty member.

6. If the Departmental Appeals Committee does not resolve the issue, the matter may be appealed to the Dean of The Teachers College, who will convene a School/College Academic Appeals Committee. The committee's final vote will be submitted to the Dean, who will make the final decision. The process for academic appeals concludes with the Dean, and there is no further appeal.

Makeup of the Departmental Appeals Committee. The Departmental Appeals Committee shall be organized as follows, unless a separate department policy is in place:

1. At the beginning of each academic year, the department chair shall establish an academic appeals committee pool of no fewer than 5 members. It should include at least 3 faculty members and at least 2 undergraduate students or at least 2 graduate students in departments which have a graduate program.
2. When needed, the department chair will convene a Departmental Appeals Committee consisting of at least 2 of the faculty members and 1 of the students from the committee pool. The student selected will depend on whether the appeal comes from an undergraduate or graduate student. The student will be undergraduate if the student making the appeal is undergraduate or graduate if the student making the appeal is graduate.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the Departmental Appeals Committee. The department chair will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the Departmental Appeals Committee membership to hear the appeal, they have surrendered the opportunity to object to the members of the board. Once the Departmental Appeals Committee has been selected, the department chair will assign one of the faculty members to act as the Chair of the Board.

Makeup of The Teachers College Academic Appeals Committee. The Teachers College Academic Appeals Committee shall be organized as follows:

1. The School/College Academic Appeals Committee shall be drawn from the various academic appeals committee pools established within departments of the college. The Teachers College Academic Appeals Committee shall consist of at least 5 members: 3 faculty and 2 students. The students will be undergraduates if the student making the appeal is undergraduate, graduate if the student is a graduate.
2. No student or faculty member from the same department as that from which the appeal emanates will be appointed to The Teachers College Academic Appeals Committee.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the School/College Academic Appeals Committee. The Dean will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the members of The Teachers College Academic Appeals Committee to hear the appeal, they have surrendered the opportunity to object to the members of the board.

3F.02 Procedures of Due Process for Early Termination of an Off-Campus Teacher Education* and/or Teacher Education Program Assignment (Revised 2015)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College as PDS Interns or student teachers. Hereafter in this document, PDS Interns and student teachers will both be referred to as candidates. The following steps shall apply unless the Office of Field Placement (OFPL) Director or designee determines that an emergency situation exists at which time a candidate may be immediately removed from an assignment. Should an immediate removal from an assignment be deemed necessary at any step of this procedure, the candidate may file an appeal beginning at step 5.

Should the removal of the candidate from a placement site be initiated by the placement site, the candidate may file an appeal beginning at step 5.

1. The mentor teacher** shall communicate any identified deficiencies or problems directly with the candidate, as well as with the education and/or academic supervisors. Within a week of identified deficiencies or problems, the mentor teacher shall meet with the candidate to discuss the deficiencies or problems in an attempt to resolve them. The mentor teacher must document the meeting and the date of occurrence and the candidate must sign. If this meeting does not occur, it is the responsibility of the candidate to contact her/his education supervisor to determine a plan of action.
2. For deficiencies or problems that continue, the candidate's supervision team of the mentor teacher, education and/or academic supervisors, and the candidate shall jointly detail in writing the candidate's deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. All parties will sign this contract. Included in the contract will be a section stating that not meeting the expectations specified could result in early termination of his/her teaching assignment, removal from the teacher education program and/or an unsatisfactory grade. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the document prepared in Step 2 will be shared with all mentor teachers and academic supervisors. The candidate will continue to be monitored for problems and deficiencies into subsequent placements, NOT restarting at Step 1 at this process.
3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor acting on behalf of the candidate's supervision team will notify the OFPL Director or designee of the

deficiencies or problems. The OFPL Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate's supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. This may include but is not limited to termination of the student teaching placement, removal from the teacher education program, continuation under contract, and/or change of placement. If the decision is made to allow the candidate to continue in a placement, a contract signed by all parties will specify the expectations of the candidate and the timeframe for improvement, including a date by which expectations must be met. Failure to do so will lead to Step 5. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the contract prepared in Step 3 will be shared with all mentor teachers and academic supervisors. The candidate will be expected to adhere to any expectations outlined in the contract into any subsequent placements.

4. On or before the date by which expectations must be met, as specified in the contract during either Step 2 or 3, the candidate will be informed by the OFPL Director or designee whether she/he will be allowed to continue or withdrawn from an assignment. If the candidate is withdrawn from an assignment, she/he will receive verbal notification via a phone call and will be given final notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures. A candidate may be withdrawn from placement and the teacher education program by the principal of the host school or the OFPL director for violation of or failure to meet expectations of the contract established in Step 2 or 3.

5. If the candidate is withdrawn from his/her assignment, then he/she may appeal the decision and request that the Associate Dean of The Teachers College convene a Candidate Retention Appeals Committee. The candidate must submit his/her appeal in writing within three (3) working days after receiving the notice of withdrawal from an assignment. The candidate's appeal should clearly outline the reason for the appeal and why he/she should have not been removed from placement and/or the teacher education program. The candidate will not be allowed to continue an assignment during the appeal process. In most all cases, removal from the placement also means removal from the teacher education program.
6. Within five (5) working days after receiving the request for an appeal, the Associate Dean shall oversee the appointment of members to a Candidate Retention Appeals Committee and schedule a hearing.

*Assignment will usually refer to a student teaching placement but may apply to any placement of a candidate in a school or other setting outside of the University.

**Mentor teacher refers to any candidate supervisor in a school or other setting outside of the University.

7. The Candidate Retention Appeals Committee shall be composed of the following five (5) voting members:
 - Two representatives from the school district in which the candidate is placed. The cooperating teacher should not be one of the representatives.
 - One ESU faculty representative excluding the designated academic supervisor from the academic area in which the student teacher is teaching, appointed by the department chair of the academic area. If the student teacher has two placements, the academic area

is the one that corresponds to the content area where the concern has arisen.

- One ESU faculty representative from elementary (if the candidate is elementary) or secondary (if the candidate is secondary) education appointed by the Associate Dean of the Teachers College.
- One Junior or Senior ESU teacher education candidate from the academic area of the student teacher and appointed by the department chair of that academic area.

The Associate Dean of The Teachers College or his/her designee will convene the Committee and serve as a non-voting chair of the Candidate Retention Appeals Committee. The Associate Dean will provide the names of the committee representatives to the candidate via email. A Committee member may be replaced only if the candidate can demonstrate a conflict of interest as judged by the Associate Dean of the Teachers College. The candidate has 24 hours (from the time the information is sent by the Associate Dean) to respond with any concerns regarding conflict of interest.

The Candidate Retention Appeals Committee must meet within ten (10) working days of the date of the appeal.

8. For the purpose of answering any questions that might arise, the following persons should be present for the meeting of the Candidate Retention Appeals Committee:
 - Candidate
 - OFPL Director or designee
 - Education Supervisor(s)
 - Academic Supervisor (s) (if applicable)
 - Mentor teacher(s)

In the event one or more of the required members of the committee cannot attend,

the Associate Dean of The Teachers College will approve a substitute. In some cases, committee members or witnesses may be present via two-way communication technology.

A parent or guardian may attend the hearing. The parent or guardian may not speak during the hearing and may only be present in the hearing room while the candidate is presenting his/her case. Neither the University nor the candidate may be represented by legal counsel at the meeting of the Candidate Retention Appeals Committee.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.
10. The candidate shall present his/her own case to the Candidate Retention Appeals Committee.
11. Within 24 hours of the meeting, the Candidate Retention Appeals Committee shall make one of the following decisions:
 - (a) Uphold the decision to withdraw the candidate from his/her assignment. If the Committee's decision is option (a), the candidate may appeal to the Dean of the Teachers College. This appeal should be submitted within 3 working days of receipt of the certified letter with the findings and decision of the Committee. The letter should clearly outline the reason for this appeal and clearly document the reason for the disagreement with the findings and decision of the Committee.
 - (b) Reinstate the candidate to his/her current assignment. If the Committee's decision is option (b), the candidate will return to his/her current placement at a time specified by the Committee. If the placement site is not willing to take

the candidate back, the candidate will work with his/her education supervisor and director of OFPL to find a new placement for the candidate to complete the assignment.

(c) Permit the candidate to complete an assignment as stipulated in a written contract (e.g. redemption, lengthen time, different placement). If the Committee's decision is option (c), the candidate must agree to the stipulations and fulfill them. The OFPL Director or designee, mentor teacher(s), and education and academic supervisors will prepare the contract based on the Committee's recommendations and determine if the conditions of the contract have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for student teaching and related coursework, as well as removal from the teacher education program.

12. The candidate shall be informed in writing (email followed by a certified letter) of the findings and decision of the Committee within 48 hours following the meeting of the Committee.

13. The candidate can appeal the decision of the committee to the Dean of The Teachers College. The appeal must be made in writing and clearly state the evidence and/or reasoning for why the candidate believes the committee's decision is wrong.

3G.00 Licensure Requirements

Applicants for licensure should contact the College's licensure officer who must verify that the requirements for a license have been met.

3G.01 Initial, Advanced, and School Specialist Licenses

(1) Each applicant for an initial teaching license shall submit to the state board the following:

- (A) An official transcript verifying the granting of a bachelor's degree;
- (B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;
- (C) verification of successful completion of a pedagogical assessment as determined by the state board;
- (D) verification of successful completion of an endorsement content assessment as determined by the state board;
- (E) verification of eight semester hours of recent credit;
- (F) an application for initial license; and
- (G) the licensure fee.

(2) Each applicant for a school leadership license shall submit to the state board the following:

- (A) An official transcript verifying the granting of a graduate degree;
- (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
- (C) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
- (D) verification of successful completion of a school leadership assessment as determined by the state board;
- (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
- (F) an application for initial school leadership license;

- (G) the licensure fee; and
 - (H) verification of five years of experience in a state-accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, or a full vocational-technical certificate.
- (3) Each applicant for an initial school specialist license shall submit to the state board the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
 - (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
 - (E) if application is made for a library media specialist endorsement, or reading specialist endorsement, a currently valid professional teaching license;
 - (F) if application is made for a school counselor endorsement, one of the following:
 - (i) A currently valid professional teaching license; **or**
 - (ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);
 - (G) verification of successful completion of a school specialist assessment as determined by the state board;
 - (H) an application for initial school specialist license; and

- (I) the licensure fee.

3G.02 Professional License

- (1) Each applicant for an initial professional teaching license shall submit to the state board the following:
 - (A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional teacher license; and
 - (D) the licensure fee.
- (2) Each applicant for an initial professional school leadership license shall submit to the state board the following:
 - (A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school leadership license; and
 - (D) the licensure fee.
- (3) Each applicant for an initial professional school specialist license shall submit to the state board the following:

- (A) (i) Verification of successful completion of the school specialist performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; or
 - (ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school specialist license; and
 - (D) the licensure fee.
- (4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or

- (ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;
- (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
- (D) verification of at least five years of accredited experience;
- (E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
- (F) verification of a currently valid professional teaching license;
- (G) an application for an initial professional school specialist license for teacher leader;
and
- (H) the licensure fee.

Paragraph 3G.02 (4) shall remain in effect only through the five years after the effective date of this regulation.

3G.03 Restricted Teaching License

- (1) Each applicant for a restricted teaching license shall submit to the state board the following:
 - (A) An application for a restricted teaching license and the appropriate fee;
 - (B) 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;
 - (C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned; and

- (D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;
- (E) verification that the local education agency will employ the applicant if the license is issued;
- (F) 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;
- (G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;
- (H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;
 - (ii) 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;
 - (iii) the program provided to the applicant will meet the institution's approved professional education standards; and
 - (iv) 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

- (I) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.
- (2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. 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 in those courses specified in the applicant's plan for full licensure.
- (3) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted teaching

3G.04 Restricted School Specialist License

- (1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:
 - (A) An application for a restricted school specialist license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

- (C) verification of a minimum of three years of full-time professional counseling or librarian experience;
- (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework; and
- (E) documentation that the following conditions are met:
 - (i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;
 - (ii) the local education agency will employ the applicant if the license is issued;
 - (iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;
 - (iv) the local education agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;
 - (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and
 - (vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and
- (F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;

- (ii) the plan for program completion can be completed in not more than three years and contains specific designation of the coursework that is to be completed each year;
 - (iii) the program provided to the applicant will meet the institution's approved professional education standards;
 - (iv) the institution will provide the applicant with onsite support; and
 - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
- (2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:
- (A) Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;
 - (B) verification from the chief administrative officer of the employing local education agency attesting to the following:
 - (i) The applicant's contract will be renewed; and
 - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
 - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) The applicant has made appropriate progress toward completion of the

applicant's plan to qualify for full licensure; and

(ii) the institution will continue to support the applicant, on-site, as necessary; and

(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (2) of this subsection shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board

3G.05 Provisional Teaching Endorsement License

(1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:

(A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;

(B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;

(C) verification of employment and assignment to teach in the provisional endorsement area;

(D) an application for a provisional endorsement teaching license; and

(E) the licensure fee.

(2) Each applicant for a provisional teaching endorsement license for adaptive, functional, or gifted special education shall hold a currently valid initial or professional license and shall submit to the state board the following:

(A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;

- (B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;
- (C) verification of employment and the assignment to teach in the provisional endorsement area;
- (D) an application for a provisional endorsement teaching license; and
- (E) the licensure fee.

3G.06 Provisional School Specialist Endorsement License

- (1) Each applicant shall hold a currently valid professional license as described in S.B.R. 91-1-201 (a)(8) and shall submit to the state board the following:
 - (A) Verification of completion of 50 percent of an approved school specialist program;
 - (B) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;
 - (C) verification of employment and assignment in the school specialty endorsement area for which the licensure is sought;
 - (D) for a provisional school counselor endorsement license, verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;
 - (E) an application for a provisional school specialist license; and
 - (F) the licensure fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 1, 2011.)

Chapter 4 Faculty Professional Development

4A.00 Faculty Development

The Teachers College is committed to professional development as a means of assuring continuous program improvement. Professional staff development at the university and college levels is multifaceted and tailored to meet both program and individual needs.

It is the goal of The Teachers College to foster an environment that sustains faculty excellence. In order to achieve this goal, it is necessary that faculty be appropriately recognized for their work and special contributions to the College. It is the purpose of the following guidelines to give direction to that effort.

4B.00 Policies Related to Salary

Within the limits imposed by the state, university and college, each administrator is responsible to ensure salaries that are appropriate. Salaries must recognize the meritorious contributions of each faculty member in accordance with department/college guidelines and the [University Policy Manual](#), section 1B.0703 Annual Faculty Evaluation.

4B.01 Merit Increase Salary Setting.

Departmental faculty elect by democratic process each year whether to have the department chair or a committee of faculty decide merit pay. For more specific information on Faculty Evaluation and Merit, refer to Section 4C.00 of this manual.

4B.02 Promotions-Salary Adjustment

The specific increase for promotion to the rank of assistant, associate, and full professor will be established annually. Current practice is to adjust a faculty member's base salary by \$3,000.00 for promotion from assistant to associate professor and \$5,000.00 from associate professor to professor. Each faculty member will receive this increase in addition to the annual merit adjustment, provided the Kansas legislature appropriates funds for merit adjustments.

4B.03 Equity

The Dean of The Teachers College annually reviews all salaries to ensure equity. Recommendations concerning equity are to be prepared annually and forwarded to the Provost for consideration. The Teachers College also fully subscribes to the university's policy statement shown below:

Equal Employment Opportunity, Equal Educational Opportunity and Non-Discrimination Policy

(FSB 98015 approved by President 4/16/99; FSB 00005 approved by President 11/14/00 amended 9/02/08; updated 6/22/10; updated, approved by President 8/2/11)

Emporia State University values and welcomes the benefits of diversity, and pledges to current and prospective students, faculty, staff, administrators, and the public that we expect and demand the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual. The University regards inappropriate behavior, unfair treatment or harassment of any individual to be inconsistent with its goals of providing an atmosphere in which students, faculty, staff and administrators may safely learn, work, and live.

Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all University programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) will be made without regard to age, race, color, religion, gender, marital status, national origin, handicap or disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors which cannot lawfully be considered, to the extent specified by applicable federal and state laws.

Students who feel they have been discriminated against on the basis of any item set forth in the Equal Employment Opportunity, Equal Educational Opportunity and Nondiscrimination Policy should contact the Vice President for Student Affairs, or the Affirmative Action Officer. Staff, Faculty, or members of the public should contact the Affirmative Action Officer.

It is the policy of Emporia State University to guarantee equal employment opportunity, equal educational opportunity and non-discrimination in the operation and administration of all of its programs and services. The University makes its decisions regarding the recruiting, employing, promoting, and processing of all personnel matters without discrimination on grounds of race, color, creed or religion, national origin, sex, sexual orientation, disability status, or other factors which cannot lawfully be considered.

The University also reaffirms its policy of non-discrimination in all of its relationships with its students and with the various publics which it serves. All of its programs, services, and benefits will be administered in a manner sensitive to the needs of its students and free of discriminatory practices on the basis of race, color, creed or religion, national origin, sex, sexual orientation, disability status, and other factors which cannot lawfully be considered.

All supervisory personnel shall endeavor to create and promote a working and learning environment that is free of unwelcome sexual advances, sexually or racially harassing language, and unwanted sexually suggestive remarks or any other sexually or racially harassing action. Similarly, employees are encouraged to develop respectful and harmonious working relationships with their fellow employees (see sections 3D.0106.02.01, 3D.0106.02.02, and 3D.0106.02.03 of the [University Policy Manual](#)).

Emporia State University will intensify its effort to identify areas on campus in which women and individuals of color are underutilized. It will continue to make good faith efforts to eliminate factors which contribute to underutilization and to emphasize those factors which will

permit its departments and schools to realize their goals and timetables. The University will act forthrightly and responsibly in making new appointments. As a public employer, each supervisor and administrator at Emporia State University has the duty and responsibility to adhere to the letter and spirit of the law in achieving this agency's affirmative action goals and shall encourage all staff to support the achievement of these goals.

The Director of Human Resources is the EEO Coordinator for Emporia State University. Persons with questions concerning the policy may contact the director at room 211 Plumb Hall, or by calling 620-341-5379.

4C.00 Faculty Evaluation and Merit

4C.01 Introduction

The policies related to faculty evaluation and merit have been developed to communicate the expectations and timelines of a faculty evaluation plan for The Teachers College. The plan is intended to meet the requirements of the Board of Regents, Emporia State University, and The Teachers College regarding promotion, tenure, merit, and sabbatical leave. Faculty member promotion, tenure and sabbatical leave decisions are different from merit decisions and are covered in section 4F.00 of this document.

The faculty of each department, The Teachers College, and Emporia State University endorse the basic concept that the primary purpose of evaluation of personnel is continuous improvement of performance. The evaluation of performance will be applied to consideration for promotion, tenure, and merit salary increases. Evaluation focuses on performance areas of: 1) Instruction (including advising and differential assignments), 2) Scholarly Activity, and 3) Service.

4C.02 Instruction

Quality instruction is the most important aspect of Emporia State University's mission, and it is of particular importance in The Teachers College. The College's top goal is that its faculty is among the best on the University campus, and that they serve as models for exemplary teaching in all settings. "Practicing what we preach" is no idle goal in The Teachers College; all graduates must be able to demonstrate they have the knowledge, skills and dispositions to perform effectively in their chosen professional field.

Expectations

It is expected that faculty members in The Teachers College uphold high standards for student learning. Course syllabi and lesson plans should align with the mission statements of the College and its various departments, the Conceptual Framework, and state and national standards. Instructional methods and assessment techniques should be pertinent to all statements of mission, goals and objectives. "High expectations" are not simply tantamount to making demands on students for the purpose of demonstrating the rigors of the academic program; "high expectations" are specific to intended student learning outcomes. For example, if effective teaching depends on a prospective teacher's ability to manage classrooms and accurately deliver and/or assess student learning, then our preparation program must thoroughly focus on those dimensions. A high expectation, using that example, means that classroom activities and student performance directly and rigorously work toward the intended outcome for all who satisfactorily complete the course.

Assignments

Assignments given to students should be appropriate to the intended learning outcomes (knowledge, practical abilities, and dispositions) and must be sequenced so that prospective professional personnel acquire a repertoire of skills that are mutually supportive. It is also essential that a theoretical foundation for skills be carefully presented and thoroughly understood, so that graduates can provide a clear rationale for all actions they take.

Assignments should be customized to the learning needs and program outcomes of the students in the context of their professional preparation. For example, while it is useful to explore various classroom management styles to provide the student a menu of techniques from which to select, it is even more important that students identify and use a plan of action for establishing a process suitable to their individual personalities and projected classroom conditions.

Assessment

Assessment techniques in The Teachers College should be varied with emphasis on performance-based assessments that directly address student learning, including the use of student portfolios. Such portfolios contain the various products of the student's efforts, the accumulation of which provide information on whether each student has adequately mastered the knowledge, skills, and dispositions established for the course and program.

Student Rating of Teaching

In accordance with FSB08020, The Teachers College policy provides that students rate all faculty (graduate teaching assistants, lecturers, instructors, probationary faculty, and permanent (i.e., tenured) faculty) in all courses each fall and spring semester. Students also rate graduate teaching assistants teaching general education courses at midterm. Expectations specific to ratings on teaching evaluations can be found in section 4G related to Tenure and

Promotion.

For summer courses, students rate non-tenured faculty and graduate teaching assistants in all their summer classes. Permanent (i.e., tenured) faculty elect to have their summer classes rated except for courses only taught in the summer, which must be rated by students.

Rating should occur within the last two weeks of classes or within the last week of the course for 8-week courses.

4C.03 Scholarly Activity

The Teachers College stands for effective teaching, and effective teaching requires more than the ability to organize and routinely deliver lessons. Because The Teachers College stands for the kind of teaching that is purposeful, outcome-oriented, dynamic, and even passionate in its delivery, it is expected that faculty members be engaged in research, creativity, and other forms of scholarly activity. Demonstrated competence in all three areas is the basis for successful tenure and promotion. At a time when education is challenged to reform and restructure itself, an emphasis on applied research contributes to this effort. Research activities should also include students at every level, in the classroom, on special research teams, and in laboratories and other specialized functions. In this way students and professors work together in an atmosphere that intellectually transcends passive note-taking, memorization, and test taking and supports building a foundation for stimulating intellectual curiosity, creative and dynamic performance in professional functions, and the growth of leadership skills that will cause Emporia State graduates to be articulate and assertive change agents.

It is expected that faculty members be engaged in research and other forms of scholarly activity. Research is a means of building a foundation for stimulating intellectual curiosity, creative and dynamic performance in professional functions, and growth of leadership skills. For

requirements related to scholarly activities for merit, faculty should refer to their individual department's merit document. Specific requirements addressing scholarly activity for tenure and promotion can be found in Section 4F.00 Policies Related to Promotion/Tenure/Sabbatical.

4C.04 Service and Professional Affiliations

There are various ways to interpret faculty member service: professional service, service to constituencies, service to the University (to include the College and department), and community service. All four contributions are important. It is expected that faculty members will be involved with their professional organizations and will help colleagues in the field. Professional affiliation and activity are essential to a faculty member's growth. It is also expected that faculty members will participate in University governance and serve on committees, and that appropriate contributions will be made to Emporia and other communities. The degree to which faculty members make such contributions is an important factor in departmental promotion, tenure, and merit policies.

In a highly interdependent and multicultural society it is important that University faculty members assertively participate in professional associations at the local, state, regional, national, and international levels. Emporia State University is looked upon as a national leader in many aspects of higher education -- with the primary emphasis on educator preparation and the preparation of other professional personnel. Those new to the faculty of The Teachers College are expected to maintain this tradition of leadership and excellence at the state, regional, national, and international levels; the more seasoned members of the faculty are expected to assist their new associates in becoming active participants in professional associations.

Field constituencies of The Teachers College include public and private schools, community colleges, governmental agencies, mental health centers, hospitals, and certain other

human service organizations. Service to those programs can be found in the conduct of research, consultant work, seminars, workshops, and conferences. It is left to the discretion of individual faculty members whether to charge for such services, but certain "rules of thumb" are to be followed when that possibility exists: (1) a certain amount of free service is considered highly appropriate, especially when its conduct can benefit a larger good; (2) service should not interfere with the faculty members' instructional obligations and other department/college/university responsibilities, and (3) service should not exceed more than one day a week. The Kansas Board of Regents has approved a conflict of time commitment and conflict of interest policy that educates faculty about situations that generate conflicts; provides means for faculty and unclassified staff and the University to manage real or apparent conflicts; promotes the best interests of students and others whose work depends on faculty direction; and describes situations that are prohibited. The policy is available in section 1E.03 of the [University Policy Manual](#).

All forms of service should be weighed against a faculty member's ability to help fulfill the primary mission of The Teachers College, which is to develop our students into Professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, responds to uncertainty and change, relies on self-evaluation, and belongs to professional community. The Dean and department chairs will ensure that faculty members are aware of these conditions for providing service so that schedules may be planned accordingly.

Community service is interpreted in a variety of ways, from financially supporting worthy causes to assuming leadership roles in a service club. Good citizenship is the goal, and there are many opportunities to achieve that good. Many of the faculty members within The Teachers College are active in local service clubs, churches, youth and recreation organizations, study clubs, the Arts Council, and Chamber of Commerce. The University is proud of its involvement with the

United Way and asks faculty members to contribute to opportunities such as scholarships through the ESU Foundation. Faculty members are encouraged to consider the community in which the University is located (or the community in which they live) to be an important part of their lives.

4C.05 Acceptable Performance for Tenured Faculty

Faculty Senate Bill FSB 04003 Chronic Low Performance and Corrective Faculty Development (Signed by the ESU President February 15, 2005) describes the University's requirements for the assessment of "chronic low performance" of tenured faculty members. Section 1B.0805 of the University Policy Manual outlines the policy and procedures for Chronic Low Performance and Corrective Faculty Development. "The objective of the policy is to assist tenured faculty to be successful in their academic responsibilities." (FSB 04003 Section III) The bill further states:

If ... there has been a sustained overall failure in teaching and either scholarly activity or service (i.e., failing in teaching and at least one other area), in three consecutive years or four out of six years, the department chair may recommend to the Dean that a tenured faculty member be dismissed, provided the faculty member has had the opportunity for corrective faculty development for the commensurate amount of time (i.e., for three consecutive years or four out of six years). (FSB 04003 Section VI)

4C.06 The Teachers College Performance Review Committee for Chronic Low Performance

If a faculty member is identified as a chronic low performer, the Dean will convene the Teachers College Review Committee for Chronic Low Performance. Each academic department will elect one tenured professor, who does not currently serve on the departmental review committee, to serve on the Teachers College Review Committee for Chronic Low Performance. Evidence from the department review committee and department chair will be reviewed by the Teachers College Review Committee for Chronic Low Performance. The Committee will also request an interview with the identified faculty member. The Committee will report their

summary in writing to the Dean of The Teachers College within 30 days of being convened for the review.

4C.07 The Merit Document

Each of the evaluation areas of instruction, scholarly activity, and service are addressed in the department's Faculty Merit Document. Individual faculty members, with the approval of the department chair, have some latitude in adjusting the weighting of their evaluation for a specified year. At least 50%, but no more than 65%, of the faculty evaluation will be assigned based on instruction and student-related activities. Variable weights may be assigned to scholarly activity and service; the range is a minimum of 10%, and a maximum of 40%, for either of these two.

Probationary faculty select 50% (rather than a higher percentage) in the area of instruction and equal weights of 25% each in scholarly activity and service.

4C.08 Goal Setting

Each faculty member will establish personal goals; at least one goal, unless department document requires more, should be developed for each of the three performance areas (instruction, scholarly activity, and service), subject to approval of the department chair. The time period for accomplishment of the goals will be consistent with that of the evaluation period, January through December. Goals may be unique to the individual faculty member but should include goals relating to The Teachers College as well as the department. The extent to which goals have been achieved for the current evaluation period will be discussed in conference by the faculty member and the chair. At that conference or in conjunction with the submission of the completed merit document, the faculty member will present in writing to the chair tentative goals selected for the next evaluation period as well as the process for completing the goals and assessing them.

4C.09 Merit Document Procedures

The time period for faculty evaluation is January through December. Faculty will use the department Merit Document as the guideline for their self-evaluation of performance and of individual goals established for the evaluation time period. Specific and detailed written documentation (e.g., copies of manuscripts, publications, presentations, new course outlines, professional service contracts, organization memberships, committee assignments, etc.) may be requested by the department chair and/or Dean.

Following the date specified by the applicable department for submission of appropriate materials, the department chair will establish a conference date for each faculty member. All points in the Merit Document will be reviewed and clarified as necessary; personal faculty member goals established for the current year will be reviewed and assessed; and personal faculty member goals submitted for the next evaluation period will be reviewed. Faculty members should relate their individual goal setting to The Teachers College and department goals. At the same time, goals unique to the individual faculty member are also appropriate.

The evaluation process, which focuses on the Merit Document and established goals, will serve as the basis for determining areas where an individual faculty member may need assistance. As each department chair assesses performance, the need for assistance will be ascertained. Assistance and support for faculty members to reach desired levels of performance shall be provided as may be mutually agreed upon. Areas in need of special emphasis should be reflected in the weighting of performance components and/or in individual goals specified for the next evaluation period.

As required by University policy (1B.0803-Annual Faculty Evaluation), the department chair will be responsible for providing an annual performance review letter of the annual

conference to each faculty member. This performance letter will refer to each of the three performance areas (instruction, scholarly activity, and service), include the merit evaluation (as appropriate) and include references to the achievement of established goals. For probationary faculty members, each department chair may use the same annual performance letter format, and in addition, include statements regarding progress toward attaining tenure.

If the faculty member does not agree on the content of the letter, the faculty member, through the department chair, may pursue the grievance process (see The Teachers College Policies and Procedures Manual, Chapter 4, Section 4D.00).

The annual performance letter, including tenure, promotion and merit instruments, shall be kept on file for a period of no less than six years at the departmental and/or college levels. Each department should submit faculty merit rankings to the Dean on an annual basis.

4C.010 Merit Evaluation and Faculty Evaluation Letters Timeline

All faculty members within each department will be evaluated once each year. The time period for performance will be the calendar year, January through December. The only exception to that time period will be second and sixth year probationary faculty. Second year probationary faculty will be evaluated by the department's Faculty Recognition Committee by November 15 and by the department chair by November 22. Tenure and promotion materials are due to the department's Faculty Recognition Committee by November 15. Following submission of these materials, sixth year probationary faculty are evaluated no later than December 10 by the department FRC and January 15 by the department chair. A timeline specific to tenure and promotion can be found in Section 4F.06 of this manual.

- By September 15 - Chairs are to give their faculty the option, by a secret ballot process, of whether a faculty committee or the department chair will determine merit salary increases.
- By September 20 - If the department elects to have a committee determine merit salary amounts, representatives will be elected to the peer review Merit Committee for merit salary determination. (Some departments may elect to have the department FRC also serve as the Merit Committee. FRC should be in place no later than September 20 based on the tenure and promotion timeline. Each department shall establish its own procedures for forming the Merit Committee provided these guidelines are within the boundaries established by the [University Policy Manual](#).)
- By October 1 - Chair will distribute Faculty Evaluation/Merit Document to all second and sixth year probationary faculty members. (For some departments the Faculty Evaluation (FRC) and Merit documents are a single document. In other departments, these are separate documents.)
- By November 1 - Each second year probationary faculty will submit completed Faculty Evaluation/Merit Document evaluation forms as well as assessment of goal achievement materials for the year being evaluated along with appropriate data and documentation to the department chair and, if appropriate, to the department's Merit Committee.

- By November 15 - Each sixth year probationary faculty will submit completed Faculty Evaluation/Merit Document evaluation forms as well as assessment of goal achievement materials for the year being evaluated along with appropriate data and documentation to the department chair and, if appropriate, to the department's Merit Committee. (All promotion and tenure documents are due November 15 as well to department FRC.)
- By November 15 - Appropriate department committee(s), if formed, will submit to department chair an evaluation of each department second year probationary faculty member.
- By November 15 - Department chair will distribute Merit Document and Faculty Evaluation Policy and Procedures to all other faculty members assigned to the department. Faculty will begin to respond to elements of Merit Document, as well as assess level(s) of achievement for all current goals; faculty will also begin to develop individual goal statements, goal achievement strategies, and goal assessment criteria for the next evaluation term.
- By November 20 - Department chair will submit to the Dean an annual performance evaluation letter for each second year probationary faculty member.
- By December 8 - Second year annual performance evaluation letters are due to the Provost.
- By December 10 - Appropriate department committee(s), if formed, will submit to department chair an evaluation of each department sixth year

probationary faculty member. (FRC recommendations to the department chair for tenure and promotion candidates are due at this time as well.)

- By December 15 - Notice of non-reappointment made for faculty in second year in tenure track appointments and second year administrative employees in probationary appointments or if appoint terminates during the academic year, 6 months in advance of its termination.
- By January 1 - All first, third, fourth, and fifth year probationary faculty will submit completed Merit Document, assessment of current goals, and statement of planned goals, strategies and assessments to the department chair; if a department merit committee has been established, probationary staff will also submit the materials to that faculty committee. Department chair will establish conference dates with probationary staff.
- By January 15 - The department chair should submit an annual performance evaluation of each department sixth year probationary faculty member to the Dean. (Department chair recommendations to the Dean for tenure and promotion candidates are due at this time as well.) FRC recommendations should be submitted with the department chair recommendations.
- By January 15 - If a Merit Committee has been established, written annual performance evaluations and recommendations for each first, third,

fourth and fifth year probationary faculty member will be submitted to the department chair.

- By January 20 - All tenured faculty members will submit completed Merit Document, assessment of current goals, strategies and assessments to the department chair; if a Merit Committee has been established, these materials will also be submitted to that faculty committee. Department chair will establish conference dates with tenured faculty.
- By January ** - Department chairs will submit annual evaluation letters to the Dean for probationary faculty in their first, third, fourth, and fifth years. If appropriate, accompanying FRC letters should be attached. (**to be due the third Friday in January)
- By February 1 - Faculty annual performance evaluation letters are sent by the department chair to first, third, fourth, and fifth year faculty in probationary positions following approval by the Dean.
- By March 1 - Notice of non-reappointment made for first year faculty in tenure track appointments and first year administrative employees in probationary appointments or if appointment terminates during the academic year, 3 months in advance of its termination.
- By March 15 - Department chair will provide a written summary of the annual evaluation conference to each tenured faculty member. (For some departments, this may be a combined merit/evaluation letter for tenured faculty.)

- By March 24 - All department faculty should receive a merit letter from the department chair. This may be a combined merit/annual faculty evaluation letter.
- By March 25 - Department chair will submit to the Dean merit rankings for all department faculty.

Notice of non-reappointment must be given least 12 months before the expiration of an appointment after 2 or more years in the institution.

4D.00 Grievance Procedure

Grievances that may emerge in The Teachers College should be resolved at the department level, if possible, and taken directly to the Dean if the department chair is unable to settle the issue. If the issue cannot be resolved within The Teachers College, the faculty member should proceed to seek resolution through the University grievance procedure. Should it be necessary for a faculty member to seek resolution to a grievance that cannot be resolved as hereby noted, the faculty member may access the formal grievance procedure as adopted by the Faculty Senate in 1988, modified several times since, and displayed in Section 1E.01 of the [University Policy Manual](#).

4E.00 Faculty Load and Reassigned Time

The following information identifies the University policy for computing faculty workload and reassigned time (see Table 1.0 Load Codes for Faculty Workload Formulas.) Reassigned time for responsibility other than direct instruction must be approved by the Dean.

Table 1.0: LOAD CODES FOR FACULTY WORKLOAD FORMULAS

12 Hours is a full load of undergraduate teaching hours or 1 FTE (1 hour load credit = .083)

9 Hours is a full load of graduate teaching hours or 1 FTE (1 hour load credit = .111)

Regular classes with load code blank
 Credit hours * .083 (undergraduate)
 Credit hours * .111 (graduate)
 Credit hours * .167 (doctoral)

APP	Applied Music: 3 student contact hours = 2 hours load credit (Student Contact hours / 3) * (2 * .083) (undergraduate) (Student Contact hours / 3) * (2 * .111) (graduate)
ARB	Art Projects: 10 SCH = 1 hour load credit (Student Credit Hours /10) * .083 (undergraduate) (Student Credit Hours /10) * .111 (graduate)
ARD	Paired Courses (Table TBL): Load Credit = 4 hours applied to course with most students 4 * .083 (undergraduate) 4 * .111 (graduate)
ART	Studio Class: Load Credit = 4 hours 4 * .083 (undergraduate) 4 * .111 (graduate)
TBI	Courses which are linked with other courses (like TBL) but which then are subject to the formula 10 SCH = 1 hour load credit (Table TBI) (Total all Student Credit hours / 10) * .083 (undergraduate) (Total all Student Credit hours / 10) * .111 (graduate) (Less than 10 SCH = NC)
TBP	Courses which are linked with other courses (like TBL) but which are then subject to the PER formula of contact hours = load credit. Contact hours * .083 (undergraduate) Contact hours * .111 (graduate)
TO2	Team Taught Courses: Credit hours / 2 = load credit

Reassigned Time Codes

ADM Academic Administration

Deans, 1.0 (Encouraged to teach one course/year)
Associate Deans, .75
Department Chairs, .50
Administrative Faculty Intern, .50

ADV Academic Advising

SAC Advising, 1-3 hours/week, .083
4-7 hours/week, .167
8-10 hours/week, .25
Department Advising, 15-50 students, .083
51-75 students, .167
76+ students, .25
Less than 15 students, no release time
(Number of students based on official university enrollment figures)
Centralized school/college advising, 1.0

UNV University Service

Faculty Senate President, .25
Faculty Senate Chair (AA, COCG, FA), .083

NFD New Faculty Development

One semester during initial 3 year years to focus on teaching and/or scholarly activity, .25

INT Internships (*)

All departments/schools with a minimum of 2 on-site visits/student
Undergraduate # of students $12 \times .02 = .25$
Graduate # of students $12 \times .028 = .33$

PRA Practicums (*)

All departments/schools with a minimum of 2 on-site visits/student
Undergraduate students # of students $15 \times .017 = .25$
Graduate students # of students $15 \times .022 = .33$

STS Student Teacher Supervision

Minimum of 2 on-site visits
Undergraduate # of students/4 $\times .083$
Alternate licensure # of students/4 $\times .111$
Elementary Education, PDS Block 2 # of students $7 \times .036 = .25$
Secondary Education, Phase I 20 students if making individual visits .25

TBL Tabled courses

(2 courses taught in the same room at the same time with the same instructor at different levels, e.g. 421 and 721). Load credit for only 1 course, the course to be determined by the number of students enrolled. If 421 has 10 students and 721 has 8, the load credit would be assigned at the 421 level. (Table TBL)

Credit hours * .083 (undergraduate)

Credit hours * .111 (graduate)

IND Independent Instruction (*)

Special topics, special problems, Readings, Capstones, Research and research problems, Projects, Thesis Supervision, Senior experience supervision, EdS project

Undergraduate # of students x .013 (20 students = .25)

Graduate # of students x .066 (5 students = .33)

OMT Omitted from all calculations (Test outs – designated as TO section in course number)

OVL Overload - omitted from all calculations (Overload courses paid for in addition to regular salary)

NUR Newman Division of Nursing

Offset of load due to clinicals at the hospital

(*) Chairs may want to calculate load over more than one semester before allocating load credit (i.e. If a faculty member averages three independent studies per semester, instead of trying to allocate load during each semester, they chair may want to “bank” the load until a cumulative number of 20 independent studies have been offered, then provide .25 load in a single semester. No load will be allowed for less than the minimum number of students listed for a respective code.

Activities That Will Continue to Receive Reassigned Teaching Time:

LAS

Art Foundations Coordinator (.25)

Biology Lab Coordinator (.50)

Supervisor of Natural Areas – biology (.25)

Director Center for Great Plains Studies (.25)

Director ESU Theatre (.50)

Bulletin (.25)

Director of Ethnic and Gender Studies (.25)

Director of Freshman Comp (.389)

Flint Hills Review Editor (.25 spring semester only)

School of Business

Supervisor VITA Clinic (.25)

1, 2, or 3 hours with chair/Dean

reviewed/approved plan for scholarly activity (accreditation)

The Teachers College

HPER GTA Supervisor (.25)

PARM GTA Supervisor (.25)

PARM Art Therapy Internship Coordinator (.25)

Diversity Coordinator (.25) (accreditation)

SLIM

None

University Position

University Library

None

Director of the University Honors Program (.25)

ALL SCHOOLS/COLLEGES: release time reimbursed in state, federal, private foundation grants will continue.

Pay for Service (\$1,000 each semester) [OR reassigned time from scholarly activity OR count as service if a faculty member prefers and approved by Dean/department chair]

LAS

Supervision of Geology Lab
Brighton Lab
Galleries Director (Art)
Vis. Res.Lib. Director (Art)
Choral Activities Coordinator
Director Johnston Museum (physical sciences)
Director of ESU Planetarium
Director of ESU Sunflower

School of Business

None

SLIM

Chair, SLIM Dissertation Committee (will be paid by SLIM)

The Teachers College

None

University Library

None

Course numbering:

- | | |
|---------|--|
| 000-099 | No credit courses. Hours may not be included in the 124-hour requirement for a degree. |
| 100-299 | Lower division, undergraduate. Designed as freshman and sophomore courses. |
| 300-499 | Upper division, undergraduate. Designed as junior and senior courses. |
| 500-699 | Upper division, undergraduate. Primarily for juniors and seniors, with enrollment of less than 50% graduate I students. |
| 700-799 | Graduate and upper division. For Graduate I students primarily, with enrollment of less than 50% undergraduate students. |
| 800-899 | Designed primarily for Graduate I students. |
| 900-999 | Designed primarily for Graduate II students. Courses numbered 800 and above are for graduate students only. |

Graduate I = Courses and thesis for masters students who will ordinarily have accumulated from one through thirty graduate hours and students enrolled in professional schools (law, veterinary medicine, M.D., architecture, etc.)

Graduate II = Courses for specialists and doctoral students who will ordinarily have completed more than thirty hours of graduate work.

4F.00 Policies Related to Promotion/Tenure/Sabbatical

4F.01 Promotion/Tenure/Sabbatical Leave

The Teachers College supports the premise that the quality of an academic unit may be judged by the achievements of its faculty in the areas of instruction, scholarly activity, and service. Therefore, in addition to policies contained in the University Policy Manual under "Policies and Procedures for Promotion" (section 1B.0706), the College adopts the policies and procedures contained in this document.

Included in the present document, in addition to policies taken from the [University Policy Manual](#), is information designed to clarify procedures, timelines, criteria for evaluation, and forms to aid in the implementation of this document in each department. In addition to the concerns related to promotion and tenure, this document will also address policies and procedures for sabbatical leave. Documents and references related to these areas are presented. Electronic files of tenure and promotion materials specific to The Teachers College can be found on the W drive ([W:\Faculty\TenureAndPromotionInformation](#)).

4F.02 Promotion Criteria

The following policy (see 1B.0706.02 in [University Policy Manual](#)) was adopted by the Faculty Senate, April 30, 1985, and FSB 82004 was approved by the president of the university on May 23, 1985:

Promotion in rank is not a matter of routine, seniority, or time in rank. Rather, it is the recognition of the cumulative professional record of a faculty member as well as his/her potential for continued growth and contribution.

Promotion to the next rank shall be by merit as determined in accordance with the criteria which are presented below.

Assistant Professor. To be eligible for promotion, the faculty member shall fulfill all the requirements set forth in the sections below:

1. Time in Rank: Five years in rank will be regarded as the normal time necessary before an Instructor becomes eligible for promotion to Assistant Professor. At the end of five years of professional experience in higher education, promotion will be recommended only on the basis of documented meritorious performance.
2. Degree Requirement: The terminal degree/certification deemed appropriate by the discipline is the minimum expectation for this rank.
3. Exceptions to above: Early promotions, or promotion in the absence of an appropriate terminal degree, will be considered only when there is acceptable evidence of truly exceptional contributions in teaching, scholarly and/or creative achievements, university service or professional service.
4. Other Criteria: Evaluation for promotion to an Assistant Professor shall emphasize dedication to and ability for teaching. In addition, the faculty member shall have a scholarly knowledge of disciplines relative to his/her academic responsibilities and a developing mastery of relevant skills. The candidate shall also show a clear potential for continued professional growth, for making scholarly as well as creative contributions, and/or involvement in university and professional services. These criteria shall be applied and weighted according to the nature of the discipline and the official department standards.

Associate Professor. To be eligible for promotion, the faculty member shall fulfill all the requirements set forth in the sections below:

1. Time in Rank: Five years in rank will be regarded as the normal time necessary before an Assistant Professor becomes eligible for promotion to Associate Professor. At the end of five years promotion will be recommended only on the basis of documented meritorious performance.
2. Degree Requirement: The terminal degree/certification deemed appropriate by the discipline is the minimum expectation for this rank.
3. Exceptions to above: Early promotions, or promotion in the absence of an appropriate terminal degree, will be considered only when there is acceptable evidence of truly exceptional contributions in teaching, scholarly and/or creative achievements, university service or professional service.
4. Other Criteria: Evaluation for promotion to rank of Associate Professor shall emphasize a sustained commitment to excellence in teaching. In addition, the candidate shall clearly have achieved a level of scholarship indicated by mastery of relevant disciplines and skills as well as having made significant scholarly and/or creative contributions which have been recognized by professional peers. The candidate shall have become a visible member of the academic community through involvement in continued professional growth and shall make additional academic and service contributions. These criteria shall be applied and weighted according to the nature of the discipline and the official department standards.

Professor. To be eligible for promotion, the faculty member shall fulfill all the requirements set forth in the sections below:

1. Time in Rank: Five years in rank will be regarded as the normal time necessary before an Associate Professor becomes eligible for promotion to the rank of Professor. At the end of five years promotion will be recommended only on the basis of documented meritorious performance.
2. Degree Requirement: The terminal degree/certification deemed appropriate by the discipline is the minimum expectation for this rank.
3. Exceptions to above: Early promotion, or promotion in the absence of an appropriate terminal degree, will be considered only when there is acceptable evidence of truly exceptional contributions in teaching, scholarly and/or creative achievements, university service or professional service.
4. Other Criteria: In addition to maintaining excellence in his/her teaching, the candidate shall also have provided leadership in creating an intellectual environment. The candidate shall be an accomplished scholar in his/her discipline and shall have achieved mastery of relevant skills. Also, the cumulative record of scholarly and/or creative productivity shall be substantially greater than that expected of other ranks. Accomplishments shall be recognized by professional peers both from within and without the university. Furthermore, there shall also be an established record of significant contributions in the form of university and/or professional service. These criteria shall be applied and weighted according to the nature of the discipline and the official department standards.

4F.03 Tenure Criteria

The following policy was adopted by the Faculty Senate and approved by the president of the university: (Section 1B.0705.02 of the [University Policy Manual](#), FSB 80004 approved by President 12/9/80; FSB 88001 approved by President 10/28/88FSB 05007 approved by President 5/3/06; FSB 07003 approved by President 2/4/08). Emporia State University shall award permanent status to faculty members who have been judged, on the basis of academic credentials and systematic annual evaluation as stipulated in this document, worthy of continuous appointment.

Policies for Tenure. To be eligible for tenure, the faculty member shall fulfill all the requirements set forth in the sections below:

1. Degree Requirement

The terminal degree or professional certification deemed appropriate by the discipline is the expectation.

2. Professional Expectations

Expectations for the granting of tenure shall embrace excellence in the areas of teaching, scholarly/creative activity, and service to the University and profession. Such excellence must be demonstratively evident and offered as such by the candidate for tenure.

3. Probationary Period

- a. Probation is a period of annual contract renewal preceding the granting of tenure. The probationary faculty member shall be given every opportunity to demonstrate her/his suitability for tenure and shall be judged by the most objective academic standards and processes.

- b. The academic year will be considered the minimal basis for determining a probationary year.
- c. All faculty members shall serve a probationary period of 6 years of full-time employment. Normally, this period will consist of 6 regular annual academic year appointments at the rank of assistant professor or higher, plus reappointment for the 7th year. Systematic evaluations, as set forth later in this document, are conducted each year. The decision to award tenure shall be made during the 6th year of service. In cases where tenure is denied, the 7th year of service is the terminal year of appointment.
- d. Tenure is not granted at the rank of instructor or lecturer or for a temporary or part-time position. Regular annual appointments at the rank of instructor do count, upon promotion, toward meeting the probationary requirements of a higher rank. Service in a part-time position does not count toward the probationary period.
- e. Faculty coming to ESU with prior service at other accredited institutions of higher education at ranks earning tenure at ESU may have some or all of these years of service count toward the probationary period. For persons employed at the rank of assistant professor, no more than 3 years of prior service at another institution may count toward the probationary period. For persons employed at the rank of associate professor, no more than 4 years of service may be counted. For persons employed at the rank of professor, no more than 5 years of service may be counted.
- f. No later than February 1 of each year, the department chair is responsible for informing, in writing, each faculty member of her/his development, her/his fitness for her/his position, and her/his prospects for attaining tenure.

- g. No later than the 6th year of the probationary period, the department chair shall notify the faculty member in writing either that the faculty member will not be recommended for tenure, but that the faculty member will be recommended for a 1 year terminal appointment, or that the faculty member will be immediately recommended for tenure.
- 4. A leave without pay for 1 year will not be regarded as a break in continuous service provided such leave has prior approval by the President.
- 5. Statement of Exception: The minimal expectation for the granting of tenure emphasizes the need for excellence in the areas of teaching, scholarly/creative activity, and service. To this expectation, there can be no exception. Granting of exception to other eligibility requirements set forth in this document may be made only if the candidate exhibits extraordinary merit, demonstratively beyond the rule of excellence.

4F.04 Promotion and Tenure Guidelines for The Teachers College (effective January 1, 2016; modified January 4, 2019; updated July 29, 2019-removed TTC FRC level of review)

Following are The Teachers College's teaching, scholarship, and service criteria for tenure and promotion. While the criteria include some specific guidelines, an effort was made to leave the criteria general enough to permit departments some flexibility in their Faculty Recognition Committee documents. If there is a question about any of the criteria, especially in the area of scholarship, the faculty member must consult with the department chair for guidance and/or approval of the activity or publication. Borderline acceptable activities or publications are unlikely to receive approval after they have occurred.

Teaching. It is expected that IDEA Summary Evaluations, either raw or adjusted whichever is higher, will be 3.50 or higher for first and second year Assistant Professors, 3.75 or higher for third and fourth year Assistant Professors, and 4.00 or higher for fifth and sixth year Assistant Professors. Associate Professors working on promotion to Full Professor are expected to have

Summary Evaluations of 4.00 or higher. It is strongly encouraged to have a 50% response rate. Additional evidence of positive teaching effectiveness such as course syllabi, advising, peer/chair evaluation, and thesis/master's project supervision may be included.

Scholarly Activity. During the time an individual is in the phase from the point of beginning to tenure-track position to promotion and tenure consideration or from the point of becoming an Associate Professor and being considered for Full Professor, there must be: (a) at least 5 externally, peer reviewed scholarly activities or (b) at least 4 externally, peer reviewed scholarly activities and one non-peer reviewed scholarly activity from the approved list of activities (Appendix H). Up to 3 acceptable scholarly activities, as determined by review of the department FRC and the department chair that occurred during the approved years of previous service may count toward the required 5. Scholarly activities used for one promotion or tenure decision may not be reused for a later promotion or tenure decision. Appropriate scholarly activities must be in the areas of the faculty members' assigned responsibilities and will count as follows: a record of five or more state, regional, national, or international presentations with at least two at the national or international level will count as the equivalent of one refereed publication; books with multiple chapters by the faculty member may count as more than one scholarly activity; chapters, refereed state or national journal articles, and externally reviewed and funded grants (state, federal, private foundation) reflecting scholarly effort each count as one scholarly activity. Major responsibility for the preparation of self-study/institutional reports for national accrediting bodies will count as an externally, peer reviewed and accepted form of scholarly activity. Grants from the ESU Research and Creativity Fund or from the Dean's Fund to Encourage Teaching Innovation and Faculty Creativity do not merit consideration as part of the expected scholarly activities for a faculty member seeking promotion or tenure. Listings in

ERIC also would not be considered as scholarly activities under promotion and tenure considerations. Other kinds of scholarly activity may appear in folios - the critical guideline in considering them is that they are externally, peer reviewed and are directly related to the individual's professional role or discipline. Determining whether discipline-specific scholarly activity is equivalent must be clarified through faculty evaluation letters and in collaboration with the department chair, department FRC chair, and dean.

For promotion to Professor, the candidate shall be an accomplished scholar in his/her discipline and shall have achieved mastery of relevant skills. Also, the cumulative record of scholarly and/or creative productivity shall be substantially greater than that expected of other ranks. Accomplishments shall be recognized by professional peers both from within and without the University. It is the responsibility for the candidate to make the case for what is substantially greater.

Service. There must be evidence of service within the University (committees within the department, college and university) and involvement/membership in one or more appropriate professional committees at the state, regional, national and/or international level for those seeking promotion to Associate Professor and tenure. For those seeking promotion to Full Professor, there must also be committee involvement (department, college, and university) and leadership in appropriate professional organizations/committees at the state, regional, national, and/or international level. Also, participation in recruitment and retention activities will be commensurate with the needs of department. If at the state level, examples of leadership would be chairing a committee or activity (not just serving on a committee) or serving as an officer of a professional organization. If at the regional, national, or international level, examples of leadership would be serving on a committee or activity or serving as an officer of a professional

organization. These are only examples of acceptable leadership; justification may be provided for other leadership activities.

4F.05 Preparation of Tenure and Promotion Materials

The candidate will prepare materials in accordance with the Provost's guidelines, identified as follows:

To facilitate tenure and promotion material preparation and to avoid duplication of effort, it is recommended that a single notebook be provided that includes those items required by the Provost office and all additional materials be provided in one or more additional notebooks and referenced in the provost notebook. The provost notebook will serve as a summary notebook and as a table of contents for additional materials that will be needed by departmental and college tenure and promotion levels of review.

Following is the information and guidelines for the **Provost Office Notebook** and the guidelines for additional material collection and submission. Faculty may choose to submit these materials electronically.

Letter from the FRC. The letter summarizes the committee's recommendation for tenure and/or promotion. This letter should clearly state whether tenure/promotion is recommended and the rationale (linked to the university, school/college (if appropriate), and department FRC requirements that support the recommendation).

Letter from the Department Chair. The letter summarizes the department chair's recommendation for tenure and/or promotion including rationale from the sources delineated above that support the recommendation.

Letter from the School/College Dean. The letter summarizes the Dean's recommendation for tenure and/or promotion including rationale from the sources delineated above that support

the recommendation.

Philosophy Statement of the Candidate (letter format). In this reflection section, the faculty member explains what has been achieved in the three areas of teaching, service, and scholarship/creative activity based upon the expectations set forth by the department faculty recognition document for promotion/tenure. This letter should demonstrate how one has met these expectations. (What is here? Why is it here? Why is it significant? What have you learned from it? How does what you do move the field ahead?) The organization of your portfolio should also be described.

Vita. Complete, current curriculum vita

Teaching. An aggregated summary of student evaluations of teaching each semester (as appropriate per school/college and/or department requirements) for each year of the review cycle. Information that documents additional areas a department may use to demonstrate excellence in teaching (e.g., a summary of theses/projects directed, advising, student teaching/clinical/field experience supervision, peer review, development of web courses, descriptions of team/interdisciplinary teaching, etc.).

Scholarly/Creative Activity. A listing of scholarly/creative activities similar to what would be found in a resume or vita including publications, proposals receiving external funding, creative works in art, music, dance, or theatre, and presentations at state, regional, national, and international professional conferences. Many disciplines also include major responsibility for preparing self-study documents for accreditation review of the discipline as a scholarly activity.

Service. A summary of university and professional organization service activities the candidate has been involved in during the review cycle.

Other. Department FRC documents may have other information that is required as part of

the review for tenure and/or promotion (e.g., letters of recommendation from peers). Department FRC committees, department chairs, and deans should review more extensive portfolios of material summarizing accomplishments in teaching, scholarly activity, and service that assist in documenting that candidates have met the expectations detailed in the department FRC documents, school/college (if appropriate), and University expectations. If a tenure or promotion decision is in jeopardy of not being approved, the Provost/VPAA will request that the more extensive materials be provided for review.

Additional Material Collection and Submission Guidelines. Candidates should limit their materials to one high-quality 4 – 6” D-ring binder. Most relevant materials and summaries of work should be included rather than a large quantity of documents. In addition to items required by the Provost (e.g., letters from FRC, department chair, vita, philosophy statements, etc.), the following includes items that should, and should not, be included in the candidate’s tenure and promotion petition for the Teacher’s College.

Notebook Outline. The following provides a guideline for organizing the Provost Office Notebook and additional materials.

I. *Teaching Section.* The recommendation guidelines encompass three categories: items that MUST be included in the materials, optional or allowed items, and items that should NOT be included in submitted materials.

A. Required Items

1. Table of Contents
2. Reflection on teaching (1-2 pages)
3. Course syllabi - include most recent from each course taught (one syllabus per course limit).

4. Quantitative feedback (IDEA scores—typed for each semester in review cycle). It is expected that IDEA course ratings are near 4.0 or higher or do **not** consistently fall below the average ratings for the department and college.

Example format (add rows as needed)

Title of Course	Semester Taught	TEVAL Mean	IDEA Summary Evaluation (Note: raw or adjusted, whichever is higher.)

5. Qualitative feedback (student—limit to one typed page; peer review—limit to 2)
6. Non-teaching load – include Administrative positions and/or Advisement (load for each semester in review cycle in typed graph) that reduce teaching load.
7. Items specified by the department

B. Optional Items

1. Web or face to face course development, instruction and/or innovation
2. Thesis committee/chair
3. Supervision: Student teaching, Practica, Internship, Independent Studies
4. Team or interdisciplinary teaching
5. Honors
6. Student recruitment
7. Letters of Recommendation (maximum of three)
8. Student sponsorship---Conference attendance & presentations

C. Do Not Include Items

1. Thank you cards (include comments in Required #5)
2. Memorabilia

3. Student sample work
4. Job analysis
5. Certificates (list in vita instead)

II. *Scholarly and Creative Activity Section.* Use a set of tables (see below) as a preamble to this section, to help organize the materials into publications, presentations and grants. Include only externally reviewed items that “count” towards tenure or promotion and only for the years being considered in the tenure or promotion cycle. This organizational process will help make it clear to reviewers from other disciplines what types of categories submitted works fall into. This approach also depends on the Chair and departmental FRC to verify that items are accurately categorized.

Scholarly Activity Documentation

1. Complete the table(s) below and put it/them in the notebook. Add rows if needed.
2. For each title listed in the table, document the scholarly activity. Put in the notebook either a dated letter of acceptance or table of contents showing the work.
3. The documentation should be included in the order it is listed in the table (add rows as needed).

WRITTEN WORKS		
Title of Work	Name of publication or publisher	Date published (or accepted if in press)

PRESENTATIONS		
Title of Work	Name of conference or organization	Date presented (or accepted)

FUNDED GRANTS		
Title of Work	Funding Source	Date accepted
OTHER WORKS		
Title of Work	Name of venue published, presented, exhibited, etc.	Date

III. *Service Evaluation Section.* A checklist of the required items is provided for each promotion category, and also a recommendation of what should NOT be included.

A. Include the following for Service applying for Associate Professor:

1. Department Service
2. College Service
3. University Service
4. Professional Membership in Discipline Area

B. Include the following for Service applying for Full Professor

1. Department Service
2. College Service
3. University Service
4. Professional Membership in Discipline Area
5. Chair a Professional Committee at the State Level or Serve on a Professional Committee at the Regional or National Level

C. **Do NOT** include the following:

1. Service to religious organizations, unrelated to your position at ESU
2. Service to other organizations not in relation to your position at ESU

3. Service activities, such as blood donations, not related to your position at ESU

4F.06 Timelines for Promotion and Tenure

September 1	Department chair distributes "Policies and Procedures for Promotion/Tenure," including Nomination Form I and Application Form II, to department faculty eligible for promotion and tenure.
September 15	The department faculty at the start of each fall semester vote on whether to provide peer review for any colleague who is being considered for promotion (1B.0706.03 University Policy Manual)
September 20	Department shall have elected the Faculty Recognition Committee (FRC).
October 15	Nominations for promotion/tenure are due to the department chair (Form I).
October 15	Changes in departmental and school/college faculty recognition policies are due to the Provost.
October 20	Department chair forwards Form I to Nominee(s) for response.
November 1	Nominee(s) shall have returned completed Form I to department chair.
November 15	Candidate(s) shall have submitted Application, Form II and accompanying documentation to FRC.
November 20	FRC conducts its first meeting prior to this date.
December 10	FRC shall have submitted its recommendation to department chair with a copy to candidate(s).
January 10	Department chair discusses decision with candidate.
January 15	Department chair shall have submitted his/her recommendation(s) on tenure and promotion to the Dean with a copy of the candidate(s) materials and the FRC report.

February 25

The Dean submits promotion and tenure recommendation(s) along with report(s) of the FRC and the recommendation(s) of the chair(s) to the Provost and informs the candidate(s).

The Teachers College Forms I and II on the following pages are to be used for tenure and promotion applications.

4F.07 Form I, Nomination for Promotion and/or Tenure

Nomination for Promotion and/or Tenure
The Teachers College

Form I

Nomination of Eligible Faculty for Promotion and/or Tenure

Department of: _____

Date _____

I hereby wish to place the name of _____ in
nomination for tenure (check): _____ and/or promotion to the rank of _____. I
have verified that time in rank requirements have been met, and believe the candidate is worthy
of consideration for promotion.

Signature of Person Making Nomination

TO: Faculty Member Nominated Above

Date _____

You have been nominated for promotion and/or tenure as indicated above. Please indicate on
this form whether or not you wish to be considered for tenure and/or promotion.

Check one:

I wish to be considered as a candidate. _____

I do not wish to be considered as a candidate. _____

Signed

The nominator should return this form to the department chair by October 15. Candidates who
wish to be considered for promotion and/or tenure should complete the bottom section and return
to the department chair by November 1. If you have answered in the affirmative you should
complete Form II and submit it along with documentation for the FRC by November 15.

4F.08 Form II, Application for Promotion and/or Tenure

Application for Promotion and/or Tenure
The Teachers College

Form II

Application for Promotion and/or Tenure

Department of: _____

Date of Application: _____

Name _____ Degree: _____ Yrs. in Rank _____

Rank: _____ Yrs. at ESU _____

Type of recognition sought (circle):

Tenure Asst. Prof. Assoc. Prof. Professor

The following "Responsibility of the Candidate" and "Criteria for Evaluation" are provided as guidelines to help the applicant in preparing supportive documentation. Each statement is related to specific criteria identified in the university policy FSB 82004. Information to support a request for promotion shall be limited to the period of time since your last promotion. Please be as accurate and as complete as possible. Supportive documents should be attached and properly referenced.

Responsibilities of the Candidates

- A. The candidate shall present a formal letter describing the request to the chair of the Faculty Recognition Committee (FRC).
- B. The candidate shall give written permission for the FRC to obtain from the department chair the student course evaluation information from at least the three previous years. The candidate may, at his or her discretion, release additional years' evaluations.
- C. The candidate is responsible for preparing the materials he/she deems appropriate to support the nomination in accordance with Provost's guidelines elaborated in section 4H.00 of this handbook. All documents must be submitted to the chair of the FRC on or before November 15.

4F.09 Sabbatical Leave Criteria

Sabbatical leave is for the purpose of increasing the faculty member's usefulness to the University and enhancing her/his academic performance. There are a maximum of 10 sabbatical awarded across the University each year.

Sabbatical leave with pay is designed to improve the professional competencies of University faculty. The following policy (see 3A.01 in the [University Policy Manual](#)) was adopted by the Faculty Senate and approved by the president of the university (FSR 407 approved by President 1/20/71; FSB 88018 approved by President 3/27/89; approved by BOR 6/24/00)

1. Qualifications

a. Only tenured faculty members or administrators are eligible to request sabbatical leave. All leave requests are judged on the merits of the application, time limitations, and faculty priorities. Sabbatical leave applications are due to the departmental Faculty Review Committee (FRC) by September 20th, with the department chair's recommendation due to the Dean no later than October 15th.

b. The applicant must have completed at least six years of full-time continuous service to the University with the rank of Assistant Professor or above prior to the time of the sabbatical leave. Full-time service is defined as employment for the academic year. Sick leave or other leave, which constitutes the equivalent of one semester taken with or without pay during one academic year, shall not be interpreted as interrupting continuous service, but will not count as employment in calculation of years of service for sabbatical leave.

c. A faculty member who is granted and who utilizes sabbatical leave may be granted another sabbatical leave after completion of at least 6 years of full-time continuous service to the University following the termination of the preceding sabbatical leave. In the event a faculty member is granted sabbatical leave and is unable to utilize it, his/her failure to do so will not disqualify him/her from submitting another application the following year.

2. Application for Sabbatical Leave

Applications for sabbatical leave reflect the specific nature of the proposed leave. The procedure for submitting and processing applications for sabbatical leave is as follows:

a. Prior to September 20 of the academic year preceding the proposed sabbatical leave, applications must be submitted to a departmental faculty committee charged with the responsibility of reviewing the applications, establishing an order of priority among the applicants, and making its recommendations to the department chair by October 1.

b. Prior to October 15, the department chair reviews the report of the departmental committee and forwards the committee's report, along with his/her recommendations, to the Dean of the school/college.

c. The Dean of the school/college reviews the departmental reports in terms of staff requirements and budget limitations and recommends an order of priority among the applicants. The recommendations of the Deans of the respective schools/colleges, accompanied by the reports of the departmental committees and the recommendations of the respective chairs, are forwarded to the Provost by November 15.

d. The Provost and the President review the applications and recommendations in terms of University-wide staff requirements, budget limitations, and institutional policy. The President will formulate a final report recommending sabbatical leaves for no more than 4% of

the University faculty.

e. The Board of Regents is notified of sabbatical leaves at the April meeting.

3. Limitations

Leave will be granted for neither a period of less than 1 semester nor a period of more than 1 year, with the reimbursement being made according to the following schedule:

a. A faculty member on 9 month appointment will receive up to half pay for an academic year, or up to full pay for 1 semester.

b. A faculty member on 12 month appointment will receive up to half pay for 11 months, or up to full pay for 5 months.

c. Sabbatical leaves will not ordinarily be granted to enable the faculty member or administrator to accept other employment. This does not preclude the acceptance of employment, whatever the compensation, consistent with the conditions of the application, provided such employment significantly advances the applicant's skills in his/her normal duties at the University. A scholarship, fellowship, or assistantship carrying a stipend for the support of study and research is not considered employment.

4. Accountability of Recipient

a. An individual who receives a sabbatical leave must agree in writing to return to the service of the University for a period of at least 1 year immediately following the expiration of the period of leave. Persons failing to return to ESU will refund all sabbatical pay. Those who fail to remain for the full year of service will refund that portion of their sabbatical pay represented by the portion of the year they fail to serve. Any repayment will be made within 2 years of the termination of service to the University.

b. It is the responsibility of the recipient to inform the Provost of any change in the

proposed program or financial support during the period of his/her sabbatical leave. When an individual returns from a sabbatical leave, he/she must make a written report to the department chair regarding the nature of the studies, research, or the work undertaken while on leave. The chair will provide copies to appropriate administrative offices. The report is due by the last day of the next full semester following the sabbatical.

c. A faculty member who is granted and who utilizes sabbatical leave may be granted another sabbatical leave after completion of at least six years of full-time continuous service to the University following the termination of the preceding sabbatical leave. In the event a faculty member is granted sabbatical leave and is unable to utilize it, his/her failure to do so shall not disqualify him/her from submitting another application the following year.

4F.010 Time Lines for Sabbatical Leave

On or Before:

September 1	Sabbatical leave policies and procedures are distributed to faculty.
September 20	Department shall have elected the FRC, which serves as a sabbatical leave committee.
September 20	Applicants for sabbatical leave must have submitted their completed applications to the FRC.
October 1	FRC shall have reviewed the applications and forwarded its recommendation(s) to the department chair.
October 15	The department chair shall forward his/her recommendation to the Dean along with the committee report [copies to the FRC and candidate(s)].
November 15	The Dean submits recommendation(s) along with report(s) of the FRC and the recommendation(s) of the chair(s) to the Provost and informs the candidate(s).

Teachers College Form III on the following page is to be used for sabbatical applications.

4F.011 Form III, Sabbatical Leave Application

Sabbatical Leave Application

The Teachers College

*Due to Department FRC by September 20

Form III

Sabbatical Leave Application

Department of: _____

Please attach a complete, up-to-date vitae and a narrative which includes the guidelines listed on the next page.

Name _____

Department _____

Rank _____ Years at Current Rank _____

Period of Requested Sabbatical _____

Date of Appointment at ESU _____

Education: Highest degree: _____

Date: _____

Institution: _____

Number of hours beyond highest degree: _____

Have you had any other sabbatical leave at ESU? _____ Yes _____ NO

Date: _____

Accomplishment: _____

Have you had any other leaves at ESU? _____ Yes _____ NO

Date: _____

Accomplishment: _____

Applicant's Signature: _____ Date: _____

APPROVAL:

Department Chair: _____ Date: _____

College/School Dean: _____ Date: _____

Provost: _____ Date: _____

President: _____ Date: _____

4F.012 Guidelines for Sabbatical Leave Application

1. Describe the specific program of activities or research planned for the sabbatical period.

Outline basic steps that you will take in accomplishing goals, making sure that you provide the schedule you intend to follow during the leave period.

2. Indicate the past experiences that are relevant to the work that you propose to do during the sabbatical period.

3. Indicate where the work will be conducted and the importance of that location to your activities. Indicate what formal arrangements you have made to be accepted at the proposed location.

4. Indicate whether your activities are being funded by any outside agency. Attach appropriate correspondence, if any.

5. Describe how the results of your work will be published, displayed, or otherwise disseminated.

6. State how this sabbatical leave will enhance your teaching, research, and service.

7. The department chair should include a plan for handling the applicant's assignments during the period of the leave.

4F.013 Phased Retirement—Unclassified

This program is available to faculty and unclassified employees who are benefit eligible, have attained the age of 55, and have completed 10 years of full time service with 1 or more of the Board of Regents institutions. The program provides a faculty member or unclassified employee the opportunity to phase retirement over a selected period of time not to exceed 5 years. The participant's appointment must be at least .25 FTE but not more than .75 FTE in the phased retirement program.

The participant's salary is reduced according to the FTE appointment, but benefits (health insurance, retirement contributions, death and disability coverage, leave earnings) remain at the full time rate. Participants may partially withdraw or annuitize their Board of Regents mandatory retirement plan while on the phased retirement plan. Participants must retire at the end of the agreement period. Phased retirement requests are due to the Dean by November 19. The Dean will review the requests and submit his/her recommendation to the Provost by December 1.

Information regarding the Phased Retirement Program is available in Human Resources or in the Office of Vice President for Academic Affairs. Teaching will be the sole responsibility of The Teachers College faculty participating in the phased retirement program. These faculty will be considered non-voting members of the faculty and will have no service obligations.

4F.014 The Faculty Review Committee

1. For promotion, the faculty of each department at the start of each fall semester shall vote on whether to provide peer review for any colleague who is being considered for promotion. The guidelines for faculty promotion shall be consistent throughout the University, and providing peer review is strongly recommended. Departments may choose to utilize the same committee for both the FRC and Merit Committee. In the event that a department does not decide to provide peer review, the chair shall follow the guidelines as outlined in the [University Policy Manual](#).
2. Procedure for Establishing the Department FRC Committee

The department shall establish a Faculty Recognition Committee by democratic procedures prior to September 20. This committee shall consist of three or more full-time department faculty members, elected by the faculty. If there is a promotion to Professor, two of the three committee members must hold the rank of Professor. For tenure review, two of the three committee members must be tenured. Following the balloting, the chair will announce to the faculty the names of committee members. One alternate will serve on the committee whenever

one of the regular member's situation is involved. The role of the FRC is to make advisory recommendations concerning promotion and tenure to the department chair.

3. FRC Procedure Guidelines

The FRC shall carry out its functions in keeping with the following guidelines:

a. The candidate will submit information that supports the application in accordance with current guidelines contained in the Provost Office Notebook.

b. The FRC will include as a minimum the following steps in evaluating a candidate:

1) The FRC shall determine the merits of the candidate's teaching by

i. Reviewing the Reflection on Teaching

ii. Reviewing student evaluations for all courses from all semesters for the three years immediately prior to the year in which the request for promotion and/or tenure is made. It is understood that all courses are subject to evaluation when evaluations are administered.

iii. Reviewing student evaluation comments (limited to one typed page) and peer observation comments (limited to two evaluations).

iv. Reviewing material from each course taught such as syllabi, tests, etc., from at least two consecutive semesters.

v. Reviewing additional items specified by the department

vi. Reviewing additional items allowed by Provost Office Notebook

2) The FRC shall determine the merits of the candidate's scholarly and creative activities utilizing the criteria found in the merit guidelines established by the department adhering to policies for the College and the University. These activities reflect the

objectives of the appropriate department and college and/or the mission of the University. The FRC shall evaluate by:

- i. Reviewing all written material pertinent to this evaluation, including publications in peer and approved non-peer reviewed journals, chapters, books, manuscripts, funded external grants, accreditation reports, and other products used for meeting the guidelines.
- ii. Reviewing the listing of all formal presentations and/or other presentations such as panel participation.
- iii. Reviewing the listings of grant proposals.

3) The FRC shall determine the merits of the candidate's service utilizing the criteria found in guidelines established by the department adhering to policies of the College and the university. These activities reflect the goals of the department and college and/or the mission of the university. The FRC shall evaluate the candidate by:

- i. Reviewing the candidate's service to the department, college, and university.
- ii. Reviewing the candidate's service to state, regional, and national professional organizations.
- iii. Reviewing statements from such pertinent sources as professional colleagues, co-workers, committee chairpersons, and officers and members of student organizations (the candidate must be notified of the FRC's receiving any statements that he/she does not personally submit and must be permitted access to such statements).
- iv. Reviewing service to publishers.

5. Policies and Procedures for Making Faculty Promotion and Tenure Recommendations

- a. The FRC shall review all candidates and submit its recommendations to the department chair. The department chair shall review all submitted materials and the FRC recommendation and shall prepare her/his recommendation. The chair shall notify the candidate of both FRC and chair recommendations. The candidate may, if dissatisfied, meet with the department chair. After reviewing the recommendations with the candidate, the chair shall forward both the FRC and Chair recommendations to the Dean of the College unless the candidate requests termination of the candidacy.
- b. The Dean shall review the recommendations and, unless the candidate requests termination of the candidacy, forward them along with an official recommendation to the Provost. In addition, the Dean shall share the recommendation with the candidate.
- d. The Provost shall review the College's recommendations and forward them along with personal recommendations to the Office of the President. In addition, the candidate shall be informed as to the recommendation of the Provost.
- e. The candidate shall have the right to be kept fully informed of all submissions and recommendations and to attach comments to any or all of them.
- f. The President shall make the final recommendation concerning promotion.
- g. Throughout the procedure, the right of due process is recognized for all candidates.

4G.00 Awards

The Teachers College sponsors a special faculty recognition program in which awards are annually given to those faculty members who, in the opinion of their peers, have excelled in teaching, scholarly activity, and service. Awardees receive a plaque and a monetary award to be used to further professional skills. Pictures of the award recipients are placed on the east wall, second floor of Visser Hall, with a description of the achievement for which the faculty member

is being recognized. The purpose of this award program is not to create competition among faculty members, but rather to provide a means through which the faculty team can applaud the achievements of particularly deserving colleagues.

Awardees are chosen through a process that starts with a department nominating committee; a final selection is made by a college committee consisting of one selected representative from each department in The Teachers College and one appointed representative from each of the other colleges in the University. Committee members from the other colleges are solicited from their respective deans by the president of The Teachers College Dean's Advisory Council. Nominees submit portfolios for review by the selection committee. Award criteria are specific, and selection procedures are comprehensive and rigorous. Awards are given at the January faculty meeting.

Also awarded at the January faculty meeting is the Darrell E. Wood Service Award. This award is given to an individual or team in The Teachers College (faculty or staff) who have made significant contributions not reflected in the scholarly, instructional, or service-oriented endeavors recognized by The Teachers College Faculty Recognition Awards. The awardee receives a plaque and a monetary award to be used to further professional skills. A picture of the award recipient is placed on the east wall, second floor of Visser Hall, with a description of the service for which the faculty member is being recognized. Nominations for the award come from faculty and staff in the form of letters of recommendation and the awardee is chosen by the Dean's Advisory Council.

The Teachers College also coordinates the Ervay Family Award for Applied Scholarship to recognize an individual faculty member or a team of faculty members whose body of research/scholarly activities have resulted in either improvement in or creation of an education program. Award applicants complete a five-part application portfolio showing impact on an

education program. The associate dean establishes a selection committee consisting of at least three faculty members from different departments. After the selection committee identifies the recipient, a member of the Ervay family endorses the selection. The awardee(s) receives a plaque and a cash award at the January faculty meeting.

4G.01 Purpose of Awards

In order to recognize outstanding accomplishments and contributions of faculty members in The Teachers College on an annual basis, the Faculty Recognition Awards program has been established. There are several secondary purposes of the award program; they are as follows:

1. To promote excellence in the areas of instruction, scholarly activity, and service.
2. To provide a systematic method in The Teachers College for recognizing outstanding faculty contributions.
3. To promote collaborative efforts by The Teachers College faculty.

4G.02 Award Categories

A total of three awards are authorized each academic year.

Area	Number of Awards
Instruction	1
Scholarly Activity	1
Service	1

In order to promote collaborative efforts within The Teachers College, awards will be given to individuals or to teams of two to four people working together.

Each individual receiving a non-team recognition award will receive \$500.00* to be used for professional development. If a team receives an award, each team member will receive \$350.00* to be used for professional development. In addition to the monetary award, each recipient or team will receive a plaque appropriate to his/her/their outstanding accomplishments and their photos will be displayed in Visser Hall second-floor hallway award gallery. (*Funds

will be awarded using a Form C.)

4G.03 Eligibility

Awards will be presented for outstanding faculty accomplishments of faculty members with at least three years of higher education experience within The Teachers College at Emporia State University. Nominees may present a narrative pulled from up to a consecutive three-year period within the past six years.

All full-time members of the instructional and/or administrative staff of The Teachers College shall be eligible. To be considered for the award in instruction, one must have an instructional assignment of at least .50. Although faculty members may be nominated for recognition in more than one of the award categories, only one award may be granted to a faculty member in that year. A recipient of an award shall not be eligible for consideration in the same award category for the following two years.

4G.04 General Procedures

The nomination and selection process shall be a two-dimensional system utilizing a committee structure at two distinct levels for review and consideration of nominees for awards. More specifically, the committees will function as follows:

1. Department Faculty Recognition Committees

A faculty member may nominate one person or one team in each award category. Self-nominations may be considered.

A Department Faculty Recognition Committee (FRC)** will be formed for the purpose of reviewing nominations. The department committee will notify all eligible nominees in each of the award categories and ask if the nominee or team wishes to be considered further. If yes, the nominee or team will be asked to complete the Nominations

Acceptance Form (p. 9) and submit a professional portfolio supporting his/her/their nomination.

The FRC shall forward the names of nominees for each of the award categories to the department chair, who after review will forward the nominations to the College Faculty Recognition Committee.

**A faculty member who accepts a nomination for any of the recognition awards may not serve as a member of the Department or College Committees.

2. College Faculty Recognition Committee

A nine-member committee will be formed consisting of (1) the chair of each of the department committees and (2) a member of the current or retired faculty from each of the following: College of Liberal Arts and Sciences, the School of Business, and the School of Library and Information Management. Members of the Dean's Advisory Committee shall appoint the faculty members from the College/Schools noted.***

Consideration should be given to selecting faculty who have been recognized previously for their contributions to the University. It is within the purview of this committee to recommend less than three awards.

4G.05 Timeline for Faculty Recognition Awards

Step	Deadline	Activity
Step 1	August	Guidelines and Nomination Forms for Faculty Recognition Awards distributed to faculty
Steps 2-4	September 22*	Nomination forms due to Department Chair; Department Chair forwards nominations to Chair of Department Faculty Recognition Committee (FRC) Department FRC notifies all eligible nominees Nomination Acceptance Forms due to Chair of FRC. Department Chair sends list of nominees to coordinator of College Faculty Recognition Committee

Step 5	October 20	Nominees' electronic portfolios due to Chair of Department FRC for review
Step 6	October 27	Department FRC forwards electronic portfolios of nominees to Department Chair
Step 7	November 3	Department Chair forwards portfolios of nominees to coordinator of College Faculty Recognition Committee Nominees' reference forms due to coordinator.
Step 8	December 8	College FRC selection committee determines award recipient(s) for each category
Step 9	January	Recipients announced at The Teachers College spring semester faculty meeting

**Departments may set their own internal deadlines for these three steps as long as the nominees have been identified by September 22.*

4H.00 Searches and Employment

Specific information regarding recruitment and hiring procedures for unclassified personnel (faculty, administration and staff), including searches, screening and appointments is outlined in and section 3D.0108 of the *University Policy Manual*. Information on the employment of foreign nationals can be found in section 3F of the *University Policy Manual*.

Chapter 5 Relations with the Professional Field

The professional field, as the constituency of The Teachers College, plays a very important role in affecting decisions, program content, and planning for the future. All departments and offices of the College are sensitive to field needs and perspectives.

5A.00 Institutions That Host Field Experience Students

There are many kinds of field placements made by The Teachers College, and great care is taken to be certain such assignments adequately serve the needs both of the profession and candidates. It is the policy of The Teachers College to maintain a close working relationship with institutions that host field-experience candidates and to base relationships on contracted agreements. All such agreements shall contain an understanding of the responsibility of host schools and cooperating personnel, as well as the responsibilities of students and university supervisors.

5A.01 Policies on Placement of Student Teachers

Student teaching is one of the most essential and valuable components of a teacher education program. It provides candidates with an opportunity to practice what they have learned on the University campus and to continue their academic and professional growth.

A student teacher, no matter how competent a university student, is seldom equipped with all the skills necessary to demonstrate total competence in the classroom. Consequently, great care is taken in choosing a cooperating school or district. ESU advisors either recommend or approve field assignments based on their knowledge of school/district program and personnel. This knowledge is not comprehensive but it does take into account administrative willingness to accept responsibility for sharing the teacher education mission.

Acceptance of that mission is best demonstrated by the careful selection of host schools and cooperating teachers, and by viewing a student teaching assignment as an opportunity to nurture a student teacher toward becoming an effective and professional educator. Any circumstance in which a student teacher is seen as substitute for a teacher or coach would be considered unsatisfactory. The emphasis in our joint mission must be on student teacher growth.

Policies have been approved by Emporia State's Council on Teacher Education and The Teachers College Dean. In addition to university policies, Emporia State adheres to the regulations issued by the Kansas State Board of Education as printed in the [*Regulations and Standards for Kansas Educators*](#).

5A.02 Qualities of Host Schools

Supplementary studies included in the student teaching semester require students to have a basic understanding of legal, financial, and organizational principles involved in the total school program. The school should have sufficient course offerings to provide for a complete student teaching experience in any teaching field or combination of teaching fields. Where the school's curriculum is limited, special attention is given to the cooperating teacher's personal qualifications.

Additional criteria for school selection are determined by the academic supervisor in the student's discipline. Lists of site selections are available for elementary candidates through the Elementary Education Advising Office and for secondary candidates through the Office of Field Placement and Licensure.

5A.03 Geographical Location of Host Schools

Assignments to schools throughout the state of Kansas are appropriate. To assure quality supervision, student teaching assignments are generally made in schools within a 100-mile radius of ESU. Student teaching in another state or overseas may be approved on an individual basis. To

ensure that the student teacher's experience meets local, state, and national standards for preservice teacher education, the school to which the student is assigned must be accredited by the Kansas State Department of Education. Private or parochial schools may be used if they are KSDE accredited.

When a student teacher is assigned outside the convenient driving range of Emporia State campus supervisors, part-time field supervisors may be used. Field supervisors are qualified educators given special training to supervise the work of students teachers assigned to their areas.

The Office of Field Placement and Licensure carefully monitors the field experience of each secondary student teacher by reviewing evaluations from supervisors after each observation visit and by maintaining communication by email and phone. The office also sponsors training for cooperating teachers through an Internet-based, self-paced modular course.

5A.04 Role of the School Principal

The principal of any school to which student teachers are assigned will have a direct and significant impact on the success of the student teaching experience. Consequently, student teachers will be placed in schools in which the principal will:

1. assist in the selection of enthusiastic, competent, and understanding cooperating teachers;
2. inform the cooperating teacher as early as possible regarding the assignment of a student teacher;
3. provide for the introduction of student teachers and cooperating teachers;
4. provide orientation sessions for student teachers;
5. establish a favorable climate for student teachers by explaining the University's teacher education program to faculty, students, parents, and the community;

6. counsel with student teachers when appropriate concerning any problems that affect the student teachers' performance; and
7. report any unacceptable behavior or performance of a student teacher to the University.

5A.05 Cooperating Teacher Qualifications

The cooperating teacher should model positive behavior in teaching, which demonstrates to the student teacher desirable professional and personal characteristics. The student teaching experience offers the best opportunity for the student to identify positive behaviors and incorporate them into their own teaching style. The following criteria are considered in the selection of the cooperating teacher. The cooperating teacher should:

1. hold a bachelor's degree, and must be fully licensed in the subject area in which the student teacher is seeking licensure;
2. demonstrate above-average abilities as a teacher and should have at least three years of experience, one semester of which is in the host district;
3. demonstrate continuing professional growth;
4. demonstrate good interpersonal communication skills, communicate effectively and regularly with the student teacher, provide the student teacher with evaluations of his/her performance, and prepare mid-semester and final evaluations during the student teaching term;
5. demonstrate mastery of subject matter and provide an environment conducive to creative teaching;
6. accept the student teacher as part of the teaching staff and acquaint the student with the school facilities, policies and daily program; and

7. provide assistance to the student teacher with assigned professional studies necessary for completion of competencies¹.
8. counsel the student teacher when appropriate concerning any problems that affect the student teacher's performance and report these concerns to the University and/or academic supervisors.
9. report any unacceptable behavior or performance of a student teacher to the school principal and the Director of the Office of Field Placement and Licensure.

5A.06 Host School Special Services

Communication among professionals is increasingly important if the educational process is to be made meaningful for each public school pupil. To enhance this aspect of our program, sites are sought that utilize ancillary personnel such as counselors and psychologists, and teachers of reading and speech. Adaptive or remedial education specialists should also be present.

The student teacher is expected to become involved with pupils in the extra-curricular program of the school system. Working with students in settings such as clubs, organizations, performance activities, and student government is a necessary part of the student teaching experience.

5A.07 Community/School Support

A desirable school for the placement of a student teacher is one which provides experiences within a department, with the total school, and with the community. The school assists in integrating the student teacher into school and community activities. This may include assistance

¹Each Emporia State student teacher must complete a competency guidebook during the student teaching semester. Most of the information needed to complete this guidebook is provided by public school educators and university supervisors.

with housing, transportation, and other matters, which will help the student teacher function with the status of a regular faculty member.

The student teacher will participate in the curriculum and school activities in which the supervising teacher is involved, including contacts with parent groups. The community should support all facets of the school program as reflected by an active PTA, booster clubs, and attendance at school functions.

5A.09 Placement of Advanced Program Field Experience Candidates

A number of advanced programs require field experiences in schools or other agencies. Much of the information provided above regarding student teachers applies to advanced level programs, but the placement requirements for advanced programs vary widely. Since advanced program field experiences are not all the same, departments and the Office of Field Placement and Licensure (OFPL) work cooperatively to assure placements are appropriate, that supervisors are qualified, and that candidates are evaluated. Advanced program candidates contact their departments or OFPL to determine field experience requirements and placement procedures.

5B.00 Education Service Centers

In Kansas, there are many consortia of school districts organized to coordinate and improve staff development, cooperative purchasing, sharing of instructional resources, and administrative services. The Teachers College has long maintained a good working relationship with all service centers in the University's region. These interactions cause opportunities for the joint sponsorship of programs, products, and innovative activities.

5C.00 State Agencies and Associations

State-level groups are capable of generating initiatives that can impact preparation programs in both structure and content, and sponsoring national organizations are even more inclined to make everything from minor shifts to major adjustments. Because of this, The Teachers College maintains close ties with the Kansas State Department of Education, Kansas-National Education Association, Kansas Association of School Boards, United School Administrators of Kansas, Kansas Association of American Educators, and many other field-specific associations in the state. It is considered important for all faculty members to remain in active dialogue with their respective professional organizations.

5D.00 The Master Teacher Program

The Master Teacher Program is a highlight of each academic year, as seven outstanding teachers from Kansas are chosen based on recommendations from their colleagues and honored on the Emporia State campus. Faculty members serve this activity in a variety of ways. Some contribute as planning committee members, while others encourage their students to attend the Master Teacher Seminar. Everyone associated with The Teachers College is encouraged to attend the Master Teacher Banquet.

The Master Teacher Day is ordinarily conducted in early April. Selected master teachers are invited to speak with classes and participate in other special functions during the following summer and academic year.

Appendix A
Locations of Information within University Policy Manual (UPM)

[Click here to go to the online Employee Policy Manual](#)

SYLLABI RELATED INFORMATION:

PROVIDING STUDENTS WITH SYLLABI (UPM 4E.06)

ACADEMIC DISHONESTY POLICY (UPM 3D.0801)

*Required in all syllabi

STUDENT ACCOMMODATIONS POLICY (UPM 4K)

*Required in all syllabi

STUDENT ABSENCES (UPM 4E.12)

*Syllabi should have statement on attendance policies and student conduct impact on grade

PLUS/MINUS GRADING SYSTEM (UPM 4E.1301.01)

*Statement on Grading required in all syllabi

FACULTY INITIATED STUDENT WITHDRAWAL (UPM 4E.14)

INCOMPLETE “I” (UPM 4E.1304) and In Program “IP” (UPM 4E.1301.02) GRADES

*See Appendix B for policy and form

FACULTY OFFICE HOURS (UPM 4E.07)

DEFINITION OF A CREDIT HOUR (UPM 4E.0501)

LOW ENROLLMENT POLICY (UPM 4E.0502)

FINAL EXAMINATION (UPM 4E.1501)

VOLUNTARY OR INVOLUNTARY WITHDRAWAL FROM THE UNIVERSITY FOR SERIOUSLY DISRUPTIVE BEHAVIORS (UPM 3D.09)

REPORTING SEXUAL ABUSE (UPM 3AA)

INFORMATION TECHNOLOGY USAGE POLICY (UPM 3J)

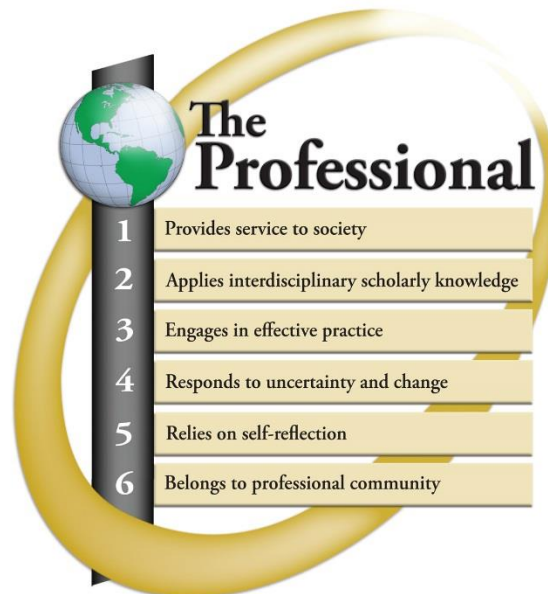
SOLICITED AND UNSOLICITED TEXTBOOKS AND MATERIALS (UPM 4E.0302)

APPENDIX B
Conceptual Framework Syllabus Version

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



This course addresses the following Knowledge, Skills, and Dispositions outcomes: (*Instructor should specify which Knowledge, Skills and Dispositions of the Conceptual Framework are outcomes for the course. No need to list all KSD; only those linked to course. No need to present by proficiency.*)

Appendix C Incomplete Grades & IP Grades Policy and Agreement Form

REVIEW OF INCOMPLETE “I” GRADE POLICY (UPM 4E.1304)

The grade “I” (incomplete) is given only for personal emergencies which are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester.

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline). During the initial extension period, a student may submit a written petition for an extension of one additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the department chair, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or college in which the course was offered. (The granting of an extension will not be routine.) Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of “F” entered on the transcript and will be required to re-enroll to earn credit in the course.

REVIEW OF IN PROGRESS “IP” GRADE POLICY (UPM 4E.1301.02)

In Progress “IP” grade extensions are used in graduate and undergraduate classes identified by the college/school as requiring graduate or undergraduate work that extends beyond one semester. “IP” grades may be extended each semester at the discretion of the faculty member in charge. A final course grade must be submitted for the course(s) by the end of the semester the student graduates. Upon the graduate student’s completion of a non-thesis degree program, any thesis credit hours for which a grade has not been received will be transformed from “IP” to “W” grades. FSB 03007

BANNER AUTOMATED “I” TO “F” PROCESS (effective Fall 2012)

- Faculty will enter grades in SSB.
 - Enter the grade of “I” for Incomplete and Last Attended Date on the initial screen.
 - After all grades have been entered, click the submit button at bottom of page and the second screen becomes available for the “I” grades.
 - On the second screen, the Incomplete Final Grade defaults to “F”. You can enter an alternate grade to be awarded if no further work is submitted.

- The Extension Date defaults to the end of the following term. This can be shortened by the instructor if the student is to be allowed less time to complete the work.
- Point of Contact must enter grades in SFAALST (not SFASLST).
 - You will enter the grade of “I” for Incomplete and Tab - the Incomplete Final Grade will populate with an “F” grade. This can be changed to give the student an alternate grade if no further work is submitted.
 - The Extension Date also populates with the end of the following term. This can be shortened if the student is to be allowed less time to complete the work. Double click on the date and adjust to the desired date.
 - Tab over to enter the last attended date.
 - When complete – submit as usual.
- Incomplete Grade Record Form – this form is to be utilized by faculty when recording an “I” grade. Triplicate form – copy for instructor, student and chair. (Records Room does not need a copy.)
- All “I” grades will convert to “F” grades at the end of the following full semester, unless instructor enters an alternate grade that will be awarded if no further work is submitted.
- Faculty can shorten the time allowed for the student to complete the work at the time final grades are entered.
- Any requests for extension of “I” grades must be received prior to the end of the following full semester.
- The first request for extension of an “I” grade must be approved by the Department Chair.
- The second request for extension of an “I” grade must be approved by the Dean of the School or College in which the course was offered.
- The Incomplete Grade Agreement Form (see below) can be used so that students who are approved for a grade of “I” have a clear understanding of what they must submit by the deadline either established by the faculty member or the end of the following term, whichever occurs first.



INCOMPLETE GRADE AGREEMENT FORM

A final grade of INCOMPLETE "I" has been recorded for the following student:

(Student Name)	(EID)	(Semester & Year)
(CRN, Course # and Section)	Course Title	(Cr. Hrs.)

The work to be completed is as follows: (Describe in sufficient detail so that, the work can be evaluated by another faculty member if need be.)

All work must be completed by the following date: _____ (See Note)

Note: Except for graduate research, thesis or the equivalent, all work must be completed by the end of the following full semester. Instructor may establish an earlier deadline. If work is not completed by the deadline, the grade of "F" will be entered on the student's transcript and the student will be required to re-enroll to earn credit in the course.

Complete form and provide one copy to the student and one copy to the chairperson.

APPENDIX D

GUIDELINES FOR WALL, RAILING, AND PILLAR DISPLAYS IN VISSER HALL

*(Approved ALC, May 19, 2010)

Rationale: 1) Any hole put into the wall also is put into the wall paper. The wall paper will not be replaced for a while. 2) There is an aesthetic to the building we are charged to protect. This is done in a number ways including a competent custodial staff, enforcement of room policies on food and drink, reminding outside groups who use the building to take care of the building (Associate Dean does this based on the weekly report of building use), and follow up on work orders to ensure prompt repair of problems. Visitors frequently comment on how good the building looks. We are entrusted to keep it that way.

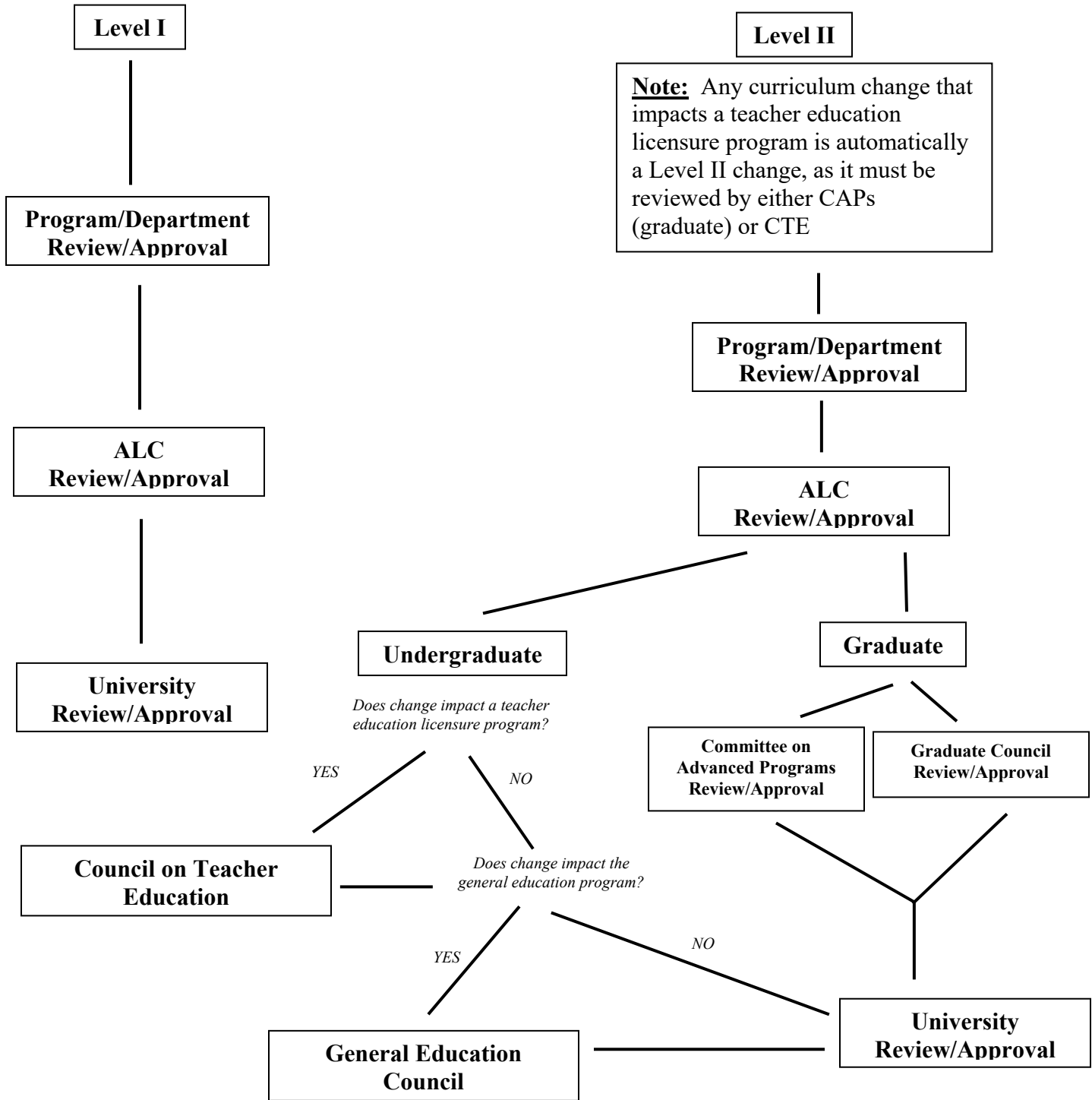
Displays in the Department

1. The department should reserve a permanent display only for something very special.
2. The department presents for ALC review what the display is and what it will look like.

Displays in the Atrium

1. The atrium from floor to ceiling is the most public of spaces and belongs to everyone. Anything to be placed on the walls of any floor or to be hung from the railings or the pillars needs to be approved by the department and ALC.
2. Temporary (one month or less) displays (e.g., balloons to commemorate the memory of a student) can be approved by the Dean's Office if approved by the department.
3. Railing displays will be removed at the end of the academic year.

APPENDIX E
Curriculum Changes for The Teachers College



Note: Following University Approval (confirmed via email from the Provost’s Office), an Official Curriculum Record form must be completed for any curriculum change request impacting a course. An Official Curriculum Record does not need to be completed for a program change. (See note below.)

Level I Curriculum Changes	Level II Curriculum Changes
<p>*Note that any curriculum change impacting either a <u>teacher education preparation licensure program</u> or <u>general education</u> is automatically a <u>Level II</u> curriculum change.</p> <p>A Level I change is used for modifications to course that affect only the department where the course is housed and does not require review by any other governing body. Changes are minor where course description and course content remain essentially the same.</p> <p>Modifications include:</p> <ul style="list-style-type: none"> • changing course number within same level (ex. 100 level to 100 level) • changing course title • changing course prerequisite(s) • changing number of hours for course (If this impacts program hours, send through program curriculum change request at same time as course hour change request.) • deleting course (If this impacts program, send program change request through at same time.) 	<p>Level II changes are used for any major curricular change including:</p> <ul style="list-style-type: none"> • new degree • a new major • a new program • a new specialty under an existing degree • adding a new course • changing a course number to different level (ex. 100 level to 200 level) • changing a course or degree program/concentration/minor/certificate that affects another department • an extensive modification to an existing course • any change that needs approval by any of the governing bodies, such as Council on Teacher Education, General Education Council, Committee on Advanced Programs or Graduate Council

Completing the Official Curriculum Record Form:

If a curriculum change request has to do with a course (adding, deleting, modifying, etc.), then after university approval has been granted an email is sent by the Provost's office with the approved request as an email attachment. The department will then need to submit an Official Curriculum Record which has both the chair's and Dean's signatures. (These forms should be routed through the Dean's office.)

If a curriculum change request has to do with a program (name change for program, total hour change for a program, concentration change, etc.), it starts as all other curriculum change requests at Level II. Once it has university approval, an email is sent by the Provost's office with the approved request as an email attachment. An Official Curriculum Record does not need to be completed for a program change. Rather, the Registration office will make the changes in the system from the copy of the approved request change form. A copy of this change will also be sent to Degree Analysis.

APPENDIX F

CONTINUING EDUCATION UNIT (CEU)

**Presented by Dr. Jim Williams – Vice President and Associate Provost
Dr. Kathy Ermler – Dean, Graduate School and Distance Education**

Emporia State University offers the opportunity for Continuing Education Unit (CEU) to individuals who may be participating in professional workshops or training activities. The document outlines the details on the nature of the CEUs, processes for creating the CEU courses and offering the CEUs, costs, and persons to be involved.

Continuing Education Units

Continuing education units (CEU) refers to any type of post-secondary education used to: obtain additional certification; receive CEUs required to maintain a license; or for personal or professional enrichment. *Note: In no instance, shall a CEU be equated with college credits applicable toward a degree, certificate or license. Students may not earn both academic credit and CEUs for the same activity.*

CEUs are designed exclusively for adults who already possess a college or university degree. Continuing education may take the form of workshops, seminars, conferences, or hands-on training. There is no specific format or length for a continuing education program: some may take a weekend, while others can span several weeks. In continuing education, students do not receive university academic credit, as the courses cannot be considered part of the undergraduate or graduate educational structure.

Prior approval to offer CEUs is required for the awarding of CEUs. The university requires that events for which CEUs is desired be presented to the Dean of Graduate School and Distance Education, the School or College Dean and/or Department Chair, for review and addition to the course schedule no later than the conclusion of the academic term (fall or spring) prior to the date of the proposed event.

Continuing Education Units

The Continuing Education Unit (CEU) is a measurement of professional growth and development based upon participation in some professional workshop or event. The CEUs require active participation of the student, and completion of all required course activities. It is not uncommon for both CEU seeking and non-CEU seeking students to participate in the same conference, workshop or professional event.

One CEU is awarded for each ten-hours of event time. A fractional part of a CEU may be awarded when appropriate. For example, a workshop that meets for 11 hours is eligible to receive 1.1 CEU; a ten-hour class receives 1.00 CEU. Costs for the CEUs (outlined below) will be figured as fractional parts of a CEU as well. Note that CEU courses are graded on a CEU/no CEU basis. No letter grades are awarded.

Participants wishing to earn CEUs must attend the full number of instructional hours; out-of-class work is not required. Students will receive documentation verifying completion of the CEUs.

Creating a CEU Course

Persons wishing to create CEU courses should contact the ESU Office of Distance Education. A proposal form will be provided, to be completed and submitted by the person responsible for the course. The proposal will be reviewed and; (a) approved; (b) declined; or (c) returned for additional information. The proposed course cannot be advertised until approval is provided by the Dean of Graduate School and Distance Education, the School/College Dean and/or Department Chair. The proposal form will request such information as: name and contact information of the sponsor of the proposed course; title of the proposed course; dates and locations of instruction; individual(s) providing the instruction; course outline and objectives; and a listing of activities that will result in the awarding of CEUs. All CEU Courses MUST be approved by the KBOR (per Appendix F of KBOR policy manual) and as a result, courses must be approved no later than the semester prior to the proposed event.

A student may register for the CEU Course in a variety of ways. The student may pre-register for the class online at the Distance Education CEU website, phone distance education, mail registration form to Distance Education or register the day of the class. If the student registers the day of the class, the sponsoring organization will be responsible for enrolling and collecting fees from those individuals wishing to receive CEUs. The enrollment forms and payment must be returned to ESU Office of Distance Education. A roster of any student who has pre-registered through the Office of Distance Education will be sent to the individual responsible for the course the day before the course is scheduled to begin.

Students may not be enrolled once the event has begun. Enrollment forms and payments will be processed through the Office of Distance Education, and a final course roster will be provided to the individual responsible for the course (the person who has submitted the course request). After the course is complete, the Office of Distance Education will provide each participant with a Document of Completion, which will be emailed as a locked pdf or mailed to the participant.

Fee Information

Minimum cost per CEUs: \$60.00 – Programs may set CEU rates at individual industry standards. Note, 75% of the revenue generated from the CEUs charges will be returned to the department hosting the workshop/program. Of the 75% of the revenue returned to the hosting department, 25% of this revenue must be returned to the instructor of the CEU course. The instructor revenue will be transferred to a restricted account within the department for professional use by the faculty member that adheres to university expenditure policy. If more than one faculty member is teaching the CEU, the 25% will be distributed equally to all instructors.

Each CEU requires ten contact hours of instructional time. Each hour of instructional time beyond the ten-hour minimum will require an additional 10% of the per-CEU fee.

The minimum amount of CEU offered per workshop, conference or event is one CEU.

Thus, a workshop participant enrolled in 11-hour workshop illustrated above would pay \$66.00 for 1.1 CEUs. The department would keep \$49.50 (the department would keep \$37.13 – 50% and instructor would receive \$12.37).

CEU courses are not considered part of faculty load but departments may consider including teaching CEU courses as meeting service expectations in departmental FRC documents.

Please Note: CEU Courses are NOT financial aid, Title IV eligible.

CEU Procedures

1. Complete CEU Proposal Approval form per policy. (Available through Distance Education)
2. Forward CEU Proposal Approval form to appropriate individuals for academic and administrative approval
3. Forward academic and administrative approval along with the CEU Proposal Approval form to Distance Education Administrative Assistant to have course set up for registration and receive KBOR approval.
4. A copy of the approved proposal will be sent to the instructor of record.
5. All CEU courses must adhere to all ESU policies and inform students of the ESU policy on non-discrimination and student accommodations.
6. Set-up online registration for each CEU course. Distance Education will be responsible for creating the online registration form.
7. Create a paper registration form to be used by instructor of the course for students registering the day the course begins.
8. Send a roster of all students pre-registered for the course the day before the course begins.
9. Maintain a copy of the roster of each CEU course in the Office of Distance Education.
10. Send each participant a Verification of Completion document after the course is over.

Distance Education will not be responsible for the following items associated with CEUs.

1. Advertising or marketing of the workshop or course
2. Registration the day of the event – Distance Education will set up pre-registration on the web, provide instructor with a roster of all students pre-enrolled, sign students up via the phone.
3. Set up for the day of the event. Anything related to the event is the responsibility of the department running the course.

APPENDIX G

Timelines

Time Line for Promotion and Tenure, Sabbaticals & Phased Retirement; On or before:

- September 1 Department chair distributes "Policies and Procedures for Promotion/Tenure," including Nomination Form I and application Form II, to all department faculty.
- September 1 Sabbatical leave policies and procedures are distributed to faculty.
- September 15 Faculty shall vote whether to provide peer review for promotion and tenure and sabbaticals.
- September 20 Department shall have elected the Faculty Recognition Committee (FRC).
- September 20 Applicants for sabbatical leave must have submitted their completed applications to the FRC.
- October 1 FRC shall have reviewed the sabbatical applications and forwarded its recommendation(s) to the department chair.
- October 15 Nominations for promotion/tenure are due to the department chair (Form I).
- October 15 The department chair shall forward his/her recommendation on sabbatical applications to the Dean along with the committee report [copies to the FRC and candidate(s)].
- October 15 Changes in departmental and school/college faculty recognition policies are due to the Provost.
- October 20 Department chair forwards Form I to Nominee(s) (Tenure & Promotion) for response.
- November 1 Nominee(s) for tenure and promotion shall have returned completed Form I to department chair.
- November 15 Candidate(s) for tenure and promotion shall have submitted Application, Form II and accompanying documentation to FRC.
- November 15 The Dean submits sabbatical recommendation(s) along with report(s) of the FRC and the recommendation(s) of the chair(s) to the Provost and informs the candidate(s).
- November 19 Phased retirement requests are due to the Dean.
- November 20 FRC conducts its first meeting related to tenure and promotion prior to this date.
- December 1 Phased retirement recommendations are due to Provost by Deans.
- December 10 FRC shall have submitted its recommendation regarding tenure and promotion decisions to department chair with a copy to candidate(s).
- January 10 Department chair discusses tenure and promotion decision with candidate.
- January 15 Department chair shall have submitted his/her tenure and promotion recommendation(s) to the dean with a copy of the candidate(s) and the FRC.
- February 25 Promotion and tenure recommendations are submitted to Provost by Deans.

March 1 Notice of non-reappointment made for first year faculty in tenure track appointments and first year administrative employees in probationary appointments.

Timeline for Merit Evaluation and Faculty Evaluation & Letters; On or before:

- September 15 Chairs are to give their faculty the option, by a secret ballot process, of being involved in faculty recognition (promotion and tenure and/or merit). If faculty involvement is elected, procedures must ensure that any committees formed for such involvement be democratically constituted.
- September 20 Department representatives will be elected to each committee identified for peer review. (For some departments, the FRC and Merit Committees may be the same committee.)
- October 1 Chair will distribute Faculty Evaluation/Merit Document to all second and sixth year probation faculty.
- November 1 Each second year probationary faculty will submit completed Faculty Evaluation/Merit Document evaluation forms as well as assessment of goal achievement materials for the year being evaluated along with appropriate data and documentation to the department chair and (if appropriate) to the department's duly constituted promotion and tenure and/or merit committee.
- November 15 Each sixth year probationary faculty will submit completed Faculty Evaluation/Merit Document evaluation forms as well as assessment of goal achievement materials for the year being evaluated along with appropriate data and documentation to the department chair and, if appropriate, to the department's duly constituted promotion and tenure and/or merit committee. (All promotion and tenure documents are due November 15 as well to department FRC.)
- November 15 Appropriate department committee(s), if formed, will submit to department chair a Merit evaluation of each department second year probationary faculty member.
- November 15 Department chair will distribute Merit Document and Faculty Evaluation Policy and Procedures to all other faculty assigned to the department. Faculty will begin to respond to elements of Merit Document, as well as assess level(s) of achievement for all current goals; faculty will also begin to develop individual goal statements, goal achievement strategies, and goal assessment criteria for the next evaluation term.
- November 22 Department chair will submit to the Dean an evaluation letter for each second year probationary faculty member.
- December 8 Second year evaluation letters are due to the Provost.
- December 10 Appropriate department committee(s), if formed, will submit to department chair an evaluation of each department sixth year probationary faculty member. (FRC recommendations to the department chair for tenure and promotion candidates are due at this time as well.)
- December 15 Notice of non-reappointment made for faculty in second year in tenure track appointments and second year administrative employees in probationary appointments or if appoint terminates during the academic year, 6 months in advance of its termination.

- January 1 All first, third, fourth, and fifth year probationary faculty will submit completed Merit Document, assessment of current goals, and statement of planned goals, strategies and assessments to the department chair; if a department merit committee has been established, probationary staff will also submit the materials to that faculty committee. Department chair will establish conference dates with probationary staff.
- January 20 If a department merit committee has been established, written evaluations and recommendations for each first, third, fourth and fifth year faculty member will be submitted to the department chair.
- January 20 All tenured faculty will submit completed Merit Document, assessment of current goals, strategies and assessments to the department chair; if a department merit committee has been established, these materials will also be submitted to that faculty committee. Department chair will establish conference dates with tenured faculty.
- January ** Department chairs will submit annual letters to the Dean for probationary faculty in their first, third, fourth, and fifth years.
(to be third Friday in January)**
- February 1 Faculty evaluation letters are sent by the department chair to first, third, fourth, and fifth year faculty in probationary positions following approval by the Dean.
- March 1 Notice of non-reappointment made for first year faculty in tenure track appointments and first year administrative employees in probationary appointments or if appointment terminates during the academic year, 3 months in advance of its termination..
- March 15 Department chair will provide a written summary of the evaluation conference to each tenured faculty member. (The letter may be a combined merit/annual evaluation letter for tenured faculty.)
- March 24 All department faculty should receive a merit letter from chair. This may be a combined merit/annual evaluation letter.
- March 25 Department chair will submit to the Dean merit rankings for total department faculty.

Notice of non-reappointment must be given least 12 months before the expiration of an appointment after 2 or more years in the institution.

Important Dates from Provost Office

- October 15 Departments shall establish a committee to evaluate candidates who have been identified by the department chair as candidates for tenure. (For TTC, this should be completed no later than September 20.)
- October 15 Changes in departmental and school/college faculty recognition policies are due to the Provost.
- November 15 Sabbatical leave applications are due to Provost.
- December 1 Phased Retirement requests are due to appropriate Provost/Vice President.
- December 8 Second year evaluation letters are due to the Provost/Vice President.

- December 15 Notice of non-reappointment made for faculty in second year in tenure track appointments and second year administrative employees in probationary appointments.
- December 17 Program Review materials are due to the Provost/Vice President.
- February 1 Faculty evaluation letters are sent by the department chair to first, third, fourth, fifth, and sixth year faculty in probationary positions.
- February 25 Promotion and tenure recommendations are submitted to Provost by Deans.
- March 1 Notice of non-reappointment made for first year faculty in tenure track appointments and first year administrative employees in probationary appointments.
- April 1 Deans submit faculty emeritus status recommendations to Provost.

APPENDIX H

Procedures for Non-Peer Reviewed Journal Approval

On April 27, 2011, The Teachers College Dean's Advisory Council amended the tenure and promotion scholarly activity guidelines to allow for the acceptance of one non-peer reviewed scholarly activity from a list of approved activities towards tenure and/or promotion. For non-peer reviewed activities to be considered for approval, the following form, *Non-Peer Reviewed Journal Approval Request*, should be completed by the requesting faculty member(s) and submitted to the department chairperson. The request should be reviewed and voted upon by the department faculty. If approved by the department faculty, the request should then be submitted to the Dean's Advisory Council, the Academic Leadership Council and the Dean of The Teachers College for consideration. Once all entities have reviewed the request, approved items will be added to the list of approved activities.

List of Approved Activities (as of 8/2012):

- *ASCD* (approved 4/2011)
- *Athletic Training Education Journal* (approved 12/2012)
- *Educational Leadership* (approved (4/2011)
- *Phi Delta Kappan* (approved 4/2011)
- *District Administration* (approved 10/2011)

Activities submitted and not approved:

- *University Business* (denied 4/2011)

**Emporia State University
The Teachers College**

Non-Peer Reviewed Journal Approval Request

Name of Person Submitting Request

Department _____ Applicable Program(s)

Name of Journal

Description of the Journal (e.g., online, printed, traditional format, newsletter, newspaper style, etc.):

Rationale for Approval: This must be a very convincing rationale and information from the journal's website must be attached.

Attach a sample copy of the journal. If the journal is online, print a sample from the website and include the website here

Signatures:

Departmental Approval:

Dean's Advisory Council Approval:

Academic Leadership Council Approval:

Dean's Approval:

W:\TC\Faculty\DeanAdvisoryCoun\Forms\NonPeerReviewJournalApproval

Appendix I

Email for ESU Retirees

Retirees may request an email account provided by the university; however, this will NOT be their Outlook account and it is NOT an automatic process. The account must be requested when they retire. The account will be set up through the student Gmail/Google email system and will have a format of username@g.emporia.edu. Outlook mail, contacts or another other information will NOT be moved to the new account automatically. Any information from the Outlook account to the new account must be moved by the retiree PRIOR TO the last day of employment.

For more information, review <https://sites.google.com/a/g.emporia.edu/google-emporia-state-university/retirees/overview-of-retired-employee-account>.

**Appendix J
Focus Group Questions on
Conceptual Framework**

**Appendix 1 Focus Group Questions
Program:**

Please rate your effectiveness meeting the six proficiencies of The Teachers College Conceptual Framework on your job using a scale of 1 (no effectiveness) to 5 (optimal effectiveness). Circle your rating.

1. As a Professional, I provide service to society.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

Comments:

2. As a Professional, I apply interdisciplinary knowledge.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

Comments:

3. As a Professional, I engage in effective practice.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

Comments:

4. As a Professional, I respond to uncertainty and change.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

Comments:

5. As a Professional, I rely on self-reflection.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

effectiveness)

Comments:

6. As a Professional, I belong to professional community.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness)

Comments:

7. Overall, please rate the following statement using a scale of 1 (strongly disagree), 2 (disagree), 3 (neither disagree or agree), 4 (agree), 5 (strongly agree): My program at Emporia State University helped me grow as a professional.

1 (strongly disagree) 2 (disagree) 3 (neither disagree or agree) 4 (agree) 5 (strongly agree)

Comments:

Conceptual Framework Questionnaire for Focus Group Employers

Program:

Please rate the effectiveness of your Emporia State University-prepared employee meeting each of the six proficiencies of The Teachers College Conceptual Framework on the job using a scale of 1 (no effectiveness) to 5 (optimal effectiveness) with 6 indicating not enough evidence:

1. As a Professional, my ESU-prepared employee provides service to society.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

2. As a Professional, my ESU-prepared employee applies interdisciplinary knowledge.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

3. As a Professional, my ESU-prepared employee engages in effective practice.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

4. As a Professional, my ESU-prepared employee responds to uncertainty and change.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

5. As a Professional, my ESU-prepared employee relies on self-reflection.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

6. As a Professional, my ESU-prepared employee belongs to a professional community.

1 (no effectiveness) 2 3 4 5 (optimal effectiveness) 6

Comments:

7. Overall, using a scale of 1 (not competent) to 5 (very competent), please rate the professional competence of your ESU-prepared employee.

**1 (not competent) 2 3 4 5 (very competent)
6**

Comments: