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Master of Science in Elementary Education

Mission Statement
The master’s degree in elementary education at Emporia State is designed for career changers who are interested in teaching elementary school. With online courses and a clinical experience placement near you, you can earn a master's degree without changing locations. In as little as two years, you will be eligible for an elementary education teaching license.

Disclaimer
The program requirements contained within this document are subject to change and may be revised as deemed necessary.
Conceptual Framework of The Teachers College
Adopted: November 4, 2009

Mission
The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. 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 students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

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.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions
Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

Proficiency 1: Provides Service to Society.
The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. 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.

B. 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.

C. 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.
**Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.**
The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence of knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. Candidates exhibit knowledge of
   1. general education within an intellectual framework.
   2. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
   3. philosophical, historical, social, and theoretical foundations of education.

B. Candidates demonstrate practical ability to
   1. integrate knowledge across and within disciplines.
   2. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
   3. determine and assess what students need to know and be able to do in order to succeed.

C. Candidates exhibit dispositions that exemplify
   1. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
   2. the belief that educating children and adults requires the integration of multiple kinds of knowledge.

**Proficiency 3: Engages in Effective Practice.**
The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

A. Candidates exhibit knowledge of
   1. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
   2. teaching and learning as a dynamic, constructive, and metacognitive process.
   3. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. Candidates demonstrate practical ability to
   1. utilize creative planning and curriculum integration to promote learning of all students.
   2. create learning experiences commensurate with a student’s level of readiness.
3. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. Candidates exhibit dispositions that exemplify
   1. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
   2. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change.
The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

A. Candidates exhibit knowledge of
   1. ever changing educational needs of students living in a global society.
   2. appropriate technology and how it may be used to enhance teaching and learning.
   3. various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to
   1. use and support effective communication techniques in order to develop a positive learning environment.
   2. make use of appropriate technology to support student learning.
   3. integrate effective behavior management into all interactions with students.

C. Candidates exhibit dispositions that exemplify
   1. a commitment to challenge all students to learn and to help every child to succeed.
   2. an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection.
The Professional recognizes the importance of experience and the ability to reflect on one’s practice and its outcomes. Self-reflection includes elements such as, problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

A. Candidates exhibit knowledge of
   1. theories of human physical, cognitive, social, and emotional development.
   2. appropriate techniques for teaching and using self-reflection strategies.
3. a variety of assessment strategies to diagnose and respond to individual learning needs.

B. Candidates demonstrate practical ability to
   1. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   2. employ appropriate assessment techniques in order to measure student performance and growth.
   3. develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. Candidates exhibit dispositions that exemplify
   1. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
   2. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

**Proficiency 6: Belongs to Professional Community.**
The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

A. Candidates exhibit knowledge of
   1. professional ethics and standards for practice.
   2. teamwork and practices for creating healthy environments for learning and teaching.
   3. effective communication techniques in order to develop a positive learning environment.

B. Candidates demonstrate practical ability to
   1. respond respectfully to ideas and views of others.
   2. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
   3. utilize student learning standards to promote student learning and achievement.

C. Candidates exhibit dispositions that exemplify
   1. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
   2. a willingness to learn from other professionals in the field.
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: especially, 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 and 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.

Program Overview

The purpose of the program is to create a rigorous, innovative pathway to obtain an initial elementary education teaching license (K-6) that recognizes the needs of quality professionals with a bachelor’s degree. The candidate will learn to effectively teach diverse learners and move from theory to best practice in the field.

Program Goals and Objectives

Our graduates:
1. Provide service to society;
2. Apply interdisciplinary scholarly knowledge;
3. Engage in theory-based effective practice and decision making;
4. Respond to uncertainty and change caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate;
5. Rely on self-reflection to evaluate, synthesize information, and make decisions about how to modify teaching practices and appropriately assess student learning; and
6. Belong to a professional community of educators that work in schools to provide healthy environments for learning and teaching.

Application Process

Applicants must submit all required admissions documents and be accepted into the program by the department. Enrollment and financial aid awards may be dependent on admission process completion so it is crucial to complete the process properly and promptly. Contact Financial Aid for any questions or concerns related to your awards.

Admission requires a two-step process:

Step 1: Admission into Graduate School has been completed.

The graduate school guidelines we will follow to get you admitted to the ESU Graduate School: [https://www.emporia.edu/grad/admissions/](https://www.emporia.edu/grad/admissions/). There will be additional requirements for admission into the elementary education master’s are as follows:

Step 2: Admission into the Departmental Program (begin this step as soon while you wait for graduate school approval), is indicated below:

1. GPA with official transcripts (minimum of 3.00 on the last 60 semester hours of undergraduate study). **There is a two-year waiting period from the time you complete your undergraduate degree before you can apply to this program, unless you currently have a valid teaching license.**

2. Two (2) Disposition Assessments

3. Two (2) References

4. Signed Disposition Acceptance Form

5. Letter of Intent/Essay

6. Valid Kansas teaching license and Praxis scores, if applicable

7. Applicants may be required to complete an interview.

8. All supplemental materials should be loaded into your application portal or sent to gradinfo@emporia.edu

Only a completed file will be considered for admission to the master’s program. A student cannot obtain financial aid without admission to the program. **This program will not allow any hours to transfer, or substitute, from another program or university.**
Students who have obtained a degree from a foreign university/college must have a transcript evaluation from a recommended external source that is a member of National Association of Credential Evaluation Services (NACES). Students will not be allowed to enroll until the evaluation has been received in the Graduate School. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March 2005).

**Scholarships**

Current information about graduate scholarships can be found on the Graduate Scholarships and Aid website (http://www.emporia.edu/grad/scholarships-awards/).

**Degree Plan and Candidacy**

**Degree Plan**

Upon receiving the acceptance letter, the student is responsible for contacting the assigned advisor to complete a degree plan. The advisor and department chair must approve the degree plan. Degree plan form can be found in Appendix A.

**Degree Candidacy**

Degree candidacy is granted when a candidate admitted to graduate study has filed a degree plan with the department upon the completion of the 9 hours of coursework. The degree plan must be approved by the candidate's advisor and the department chair.

**Practicum and Clinical Experiences**

**Practicum Experience**

The practicum experiences allow candidates opportunities to demonstrate teaching competence by integrating theory and practice. Candidates will apply, refine and synthesize knowledge, technique, and skills learned in the coursework. Candidates will complete 140 hours minimum professional experiences in classroom setting. These hours are flexible. Candidates must successfully complete a portfolio in the practicum course (EL 819).

**Clinical Experience**

The last semester of the program is a clinical experience (EL875). The clinical experience is designed to create a shadowing/residency type setting for Candidates. A clinical experience is a minimum of 12 -14 weeks (490 contact hours) in the educational setting designed to provide an opportunity for the Candidate to integrate and demonstrate professional teaching skills. The Candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities (including daily teaching routines, planning and teaching of lessons, classroom management, and meeting the needs of all learners in a K-6 classroom setting).

The Candidate will fulfill all practicum and clinical requirements by working in an accredited elementary school setting, grades kindergarten through six (setting should not be content-specific) which has been approved by the program director. An on-site observation may be completed by the clinical supervisor, or a video of activities will be
required for evaluation. The Candidate’s cooperating/mentor teacher will also complete two evaluations: one at midterm and a final evaluation.

In addition, the candidate must successful completion of the KPTP - http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP

Additional requirements for earning a Kansas Teaching License in this pathway include:

- Completed coursework on the approved Plan of Study
- Passing score on the Praxis II (Elementary Education: Curriculum, Instruction, and Assessment; ETS test number 5017)
- Passing score on the Praxis PLT (Principles of Learning and Teaching: Grades K-6: ETS test number 5622)

**Out-of-state candidates are responsible for checking with their state department of education to determine what additional requirements must be met. All Praxis II and PLT scores should be sent to ESU, as well as your state department of education.

**Intent to Graduate**

Notice of intent to graduate must be received by the Graduate School the semester preceding graduation. The Intent to Graduate form is due the semester before you plan to graduate, March 1 for summer graduates, July 1 for fall graduates, and November 1 for spring graduates. Failure to give notice of intent to graduate may cause a delay in graduation. The intent to graduate form must be submitted online at: http://www.emporia.edu/grad/graduate-forms/.

**Coursework**

**Step 1 - Foundations**
- EL 751 Application of Developmental Theories (3)
- EL 892 Teaching/Learning Models (3)
- EL 750 Classroom Management and Student Motivation (2)
- *IT 727 Integrating Educational Technology into Teaching (2)
- *EL 725 Differentiating Instruction (2)

**Step 2 - Methods/Practice**
- EL 803 Best Practices in Elementary Science (3)
- EL 801 Best Practices in Elem LA (3)
- EL 804 Best Practices in Elem SS (3)
- EL 802 Best Practices in Elementary Mathematics (3)
- EL 721 Reading Theory and Practice Elementary (3)
- EL 819 Practicum Experience (2) (fall/spring semesters only)

**Step 3 – Clinical/Student Teaching**
- EL875 Clinical Experience (4) (fall/spring semesters only)
* These courses can be taken in any of the steps and may be used to help balance hours for financial aid. All other courses must be completed prior to entering Step 3 - Clinicals.

You may not transfer or substitute courses in this degree program.

All coursework is aligned with Kansas State Department of Education Professional Licensure Standards

Standard #1:
The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands, and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.

Standard #2:
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3:
The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science.

Standard #4:
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies.

Standard #5:
The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6:
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Description of Courses

A description of courses can be found at: https://www.emporia.edu/regist/catalog/.
Admission and Retention Policies:

Admission
Knowledge and compliance with the requirements for any graduate degree are primarily
the responsibility of the candidate. Consequently, careful reading and study of the
Graduate Policy Handbook should be a self-imposed prerequisite for all candidates
applying for admission to graduate study. The Graduate Policy Handbook is available
online at www.emporia.edu/grad/docs/policyhandbook.pdf.

Application for admission must be made on a form provided by the Graduate School.
Official transcripts of all college credit must be supplied. (Transcripts must include all
earned baccalaureate degrees and master’s degrees.)

Upon satisfactory completion of the graduate school and departmental admission
requirements, the candidate will be admitted to the program of the degree being sought
and will be assigned an advisor. Candidates shall continuously demonstrate personal
characteristics appropriate to the profession and maintain a 3.0 GPA or better
throughout their program.

Decision points:
1. Admissions to the University/ESU Graduate School
2. Admission to the MS in Elementary Education Program/Stage 1 (Decision Point 1)
3. Admission to Stage 2: Methods/Practice (Decision Point 2)
4. Admission to Stage 3: Clinicals (Decision Point 3)
5. Program Completion (Decision Point 4)
6. Alumni/Employer Survey (Decision Point 5)

Decision Point 1: Admission to Program/Stage 1: Foundations.
* GPA of 3.0 on the last 60 hours of college course work for those completing a master’s
degree or 3.0 on the last 30 graduate hours from a previously completed master's
program.
* Official transcripts of all college work, including Praxis scores, and other relevant
documentation.
* Two references from supervisors or individuals who have had the responsibility of
evaluating your academic or professional performance.
* Statement of Introduction
* Completed Disposition Form
* Signed Disclosure Form
* Faculty Evaluation and/or Personal Interview (prerogative of admissions committee)
* Current copy of teaching license. (If the individual does not currently hold a teaching
license, there will be a two-year waiting period between the completion of the last
bachelor degree program and consideration for admissions into the master program.)
* Candidate must pass a background check.

Decision Point 2: Admissions to Stage 2: Methods/Practice
* Maintain a 3.0 GPA in all coursework, maintaining a B or higher in all foundation
coursework.
* Maintain current background check with no concerns.
Decision Point 3: Admission to Stage 3: Clinicals
* Maintain a grade of B or higher in all methods coursework.
* Receive acceptable ratings of 3 or higher on the Lesson Plan Evaluation Form (math, language arts, social studies, science)
* Receive acceptable ratings on a disposition assessment completed at the end of Stage 2.
* Receive a B or higher in the practicum course portfolio.
* Maintain current background check with no concerns.

Decision Point 4: Clinical/Program Completion
* Receive an overall rating of "effective" or higher on the Student Teacher Evaluation Tool throughout the semester based on the mentor teacher and university course instructor evaluations.
* Achieve a 3.0 G.P.A. or higher
* Receive acceptable ratings on a disposition assessment completed at the end of Stage 3.
* Successfully pass the Praxis II Principles of Learning and Teaching (PLT) test and the Praxis II content test(s)
* Receiving a passing rating on the Kansas Performance Teaching Portfolio (KPTP).
* Completion of Exit Survey

Decision Point 5: Annual Alumni/Employer Survey
For those candidates with knowledge, skills or disposition concerns identified during any point in the program, an effort will be made to remediate the candidate through use of an individualized remediation plan. This plan will identify the concerns, provide suggested remediation and expectations, and indicate consequences for failure to meet the expectations of the remediation. For students who struggle on the Praxis Content and PLT exams, resources will be made available to assist them with exam preparation.

Length of Program
All coursework for graduate degrees at Emporia State University must be completed within seven years from the date of the first enrollment. In the case of compelling circumstances, the department offering the degree may consider a petition from the candidate for a one-year extension of old course work. The Graduate Council may consider a petition, with departmental approval, to validate course work within the ninth and tenth year, dating from the first enrollment.

For more information on the petition process, please see the Graduate Policy Handbook.

Retention
Candidates must earn a B or higher in all courses used for the degree. Candidates with a grade lower than a B must retake the course. A Candidate can only retake a course one time. Candidates can retake up to two different courses on their degree plan. If a candidate retakes a course and does NOT earn a B or higher on the second attempt, this may lead to dismissal from the program.

The cumulative GPA calculation procedures for repeated coursework is as follows: All grades will remain on the student’s transcript, but only the last grade will be used in determining grade point averages, and only the course hours in one course may apply toward the degree. This policy applies regardless of where the course was originally taken, or repeated (University Policy Manual, 4E.1307)
**Incomplete**

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 (University Policy Manual, 4E.1304).

**Appeal to Grades**

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 1 semester after the semester in which the issue occurs. The purpose of this policy is to ensure that due process is observed.

For more information on the petition process, please see the University Policy Manual, 4E.1306.01.

**PROCEDURES OF DUE PROCESS FOR EARLY TERMINATION OF AN OFF-CAMPUS TEACHER EDUCATION ASSIGNMENT***

(Revised 2009)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College in clinical field placements. Hereafter in this document, student teachers will both be referred to as candidates. The following steps shall apply unless the 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.

1. 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 and document the date of occurrence. **If this meeting does not occur, the candidate will contact her/his university supervisor to determine a plan of action.**
2. For deficiencies or problems that continue, the mentor teacher, candidate, and university supervisors shall within two weeks of the date of occurrence documented in step 1 jointly detail in writing the candidate’s deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. The candidate will be informed in writing that not meeting the expectations specified could result in early termination of his/her teaching assignment or an unsatisfactory grade. If this meeting does not occur, the candidate will contact her/his education supervisor to determine a plan of action.

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor will notify the Director or designee of the deficiencies or problems, and the Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. Following the meeting, 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.

4. On or before the date by which expectations must be met, as specified in the contract, the candidate will be informed by the 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 be given notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures.

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 three (3) working days after receiving the notice of withdrawal from an assignment. The candidate will not be allowed to continue an assignment during the appeal process.

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.

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
   • 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. 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 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 cannot attend, the Associate Dean of The Teachers College will approve a substitute.

A parent or guardian may attend the hearing. 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.
   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.
   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 determine if the conditions have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for an assignment.

12. The candidate shall be informed in writing of the findings and decision of the Committee within 48 hours following the meeting of the Committee.

*Assignment will usually refer to a clinical teaching field 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.
Additional Resources

Graduate School Policy Handbook – Students should review the policy handbook for graduate students prior to admissions. The policy handbook can be found at http://www.emporia.edu/grad/docs/policyhandbook.pdf

Admissions – Distance students at ESU are held to the same admission standards as traditional on-campus students and must follow the same process for admission. Admission for graduate programs can be found at http://www.emporia.edu/grad/admissions/

Registration – Distance students who wish to enroll in classes should consult their graduate or undergraduate advisor to discuss course selection and sequencing. Registration is available for all students via the BuzzIn Portal. The process is the same for distance students. To register, distance students can call the Distance Education Office at 620-341-5385 to get enrolled or self-enroll following the instructions at http://www.emporia.edu/grad/one-stop-registration.html

Financial Aid – Financial Aid information is available to all students through ESU’s financial aid website at http://www.emporia.edu/finaid/index.html. Scholarship information for graduate students is located at http://www.emporia.edu/grad/scholarships-awards/

Advisors – In order to assist distance students, all department contacts are listed at http://www.emporia.edu/grad/contact/department-contacts.html. The website contains the Department name, Undergraduate and Graduate Advisor and email of the contact.

Transcript Requests – Go to: http://www.emporia.edu/regist/trnscpt/info.html to order a copy of your official ESU academic transcript.

Library – A wide range of electronic resources are available from the WAW Libraries. ESU ensures that all students have access to adequate and appropriate learning resources through electronic and traditional resources. The library outlines its services to distance students at http://www.emporia.edu/libsv/library-services/distance-services.html

Smarthinking – ESU provides distance students online tutoring services through Smarthinking. Information can be found at the following link: http://www.emporia.edu/distance/smarthinking.html

Academic Dishonesty Policy – All students are required to comply with ESU’s Academic Dishonesty Policy, which states, “Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the
case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.”

**Student Disability Services** – Distance students with a documented disability should contact the Disability Services Office to discuss appropriate accommodations. The website for Disability Services is [http://www.emporia.edu/disabilityservices/](http://www.emporia.edu/disabilityservices/) or call 620-341-6637.

**ESU Mobile App** – ESU is pleased to announce that a mobile app specific for ESU students, faculty, & staff is now available! Download the ESU Mobile App at [http://www.emporia.edu/it/mobile/](http://www.emporia.edu/it/mobile/)

**BuzzIn** – BuzzIn is Emporia State University’s web portal. BuzzIn will allow all users to personalize and customize displayed content to suit their information needs. BuzzIn integrates all university systems. Access BuzzIn at: [http://www.emporia.edu/distance/geninfo/buzz.html#1](http://www.emporia.edu/distance/geninfo/buzz.html#1)

**ESU Email** – All Emporia State University students enrolled in ESU courses are REQUIRED to maintain an email account through Emporia State University. Click on this link to find information on accessing your email: [http://www.emporia.edu/distance/geninfo/stumail.html#1](http://www.emporia.edu/distance/geninfo/stumail.html#1)

**The Bulletin** - As Emporia State University’s student newspaper, The Bulletin is the primary source of the university community news. The website is found at [www.esubulletin.com](http://www.esubulletin.com)

**Additional Graduate Forms** - [http://www.emporia.edu/grad/graduate-forms/](http://www.emporia.edu/grad/graduate-forms/)
Appendix A:

DEGREE PLAN: Master of Science
Elementary Education
Department of Elementary Education/Early Childhood/Special Education

Name: ____________________  E-Mail Address: _______________________
Mailing Address: ____________________  License: ____________________ Praxis Scores: ____________________
Student ID #: ___________  Phone: ____________________  2nd Phone: ____________________

**Foundations (12 credit hours)**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>#</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>EL</td>
<td>751</td>
<td>Application of Developmental Theories</td>
<td>3</td>
<td></td>
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<tr>
<td>EL</td>
<td>892</td>
<td>Teaching/Learning Models</td>
<td>3</td>
<td></td>
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<tr>
<td>EL</td>
<td>750</td>
<td>Classroom Management and Student Motivation</td>
<td>2</td>
<td></td>
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<tr>
<td>IT</td>
<td>727*</td>
<td>Integrating Educational Technology into Teaching</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>725*</td>
<td>Differentiating Instruction</td>
<td>2</td>
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</tbody>
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*These courses can be taken in any of the steps and may be used to help balance hours for financial aid. All other courses must be completed prior to entering Clinical student teaching.

**Methods & Practice (17 credit hours)**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>#</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>GRADE</th>
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<tr>
<td>EL</td>
<td>721</td>
<td>Reading Theory and Practice Elementary</td>
<td>3</td>
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<tr>
<td>EL</td>
<td>801</td>
<td>Best Practices in Elem Language Arts</td>
<td>3</td>
<td></td>
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<tr>
<td>EL</td>
<td>802</td>
<td>Best Practices in Elementary Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>803</td>
<td>Best Practices in Elementary Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>804</td>
<td>Best Practices in Elem Social Studies</td>
<td>3</td>
<td></td>
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<tr>
<td>EL</td>
<td>819</td>
<td>Practicum Experience (fall/spring semesters only)</td>
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**Clinical Student Teaching (4 credit hours)**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>#</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>GRADE</th>
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<tr>
<td>EL</td>
<td>875</td>
<td>Clinical Experience (fall/spring semesters only)</td>
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</tbody>
</table>

**Advisor Signature:** ____________________  **Date:** ____________________

**Chair Signature:** ____________________  **Date:** ____________________

Candidates must earn a B or higher in all courses used for the degree. Candidates with a grade lower than a B must retake the course. A Candidate can only retake a course one time. Candidates can retake up to two different courses on their degree plan. If a candidate retakes a course and does NOT earn a B or higher on the second attempt, this may lead to dismissal from the program.