

# STEP

## Handbook



**Sterling Teacher Education Program**  
Sterling, Kansas

Revised 8-2-2012

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# Unit Vision and Mission

## STEP VISION

The Sterling Teacher Education Program will change the world by developing professional educators who exemplify the characteristics of servant leadership.

## STEP MISSION

The mission of the Sterling Teacher Education Program is to disciple teacher candidates into \***IDEAL** Servant-Leader Educators who are called, caring, competent, and committed.

\***IDEAL** Servant-Leader Educators possess personal attributes becoming of a professional educator. STEP identifies these attributes as **I**ntegrity, **D**ependability, **E**ffective Communication Skills, **A**ppropriate Attitude, and **L**eadership. These dispositions are so important to the growth of an educator that they are assessed at every level of the program.

## Framework

The STEP Logo provides a framework for the Beliefs and Goals of the STEP Unit:



Sterling College, with the institutional mission, vision, and values, provides the ultimate support for the STEP unit and teacher education

Servant-leadership, integral to the mission, vision, and values of both the institution and the unit, is placed in the logo as a foundation upon which all other elements of the program build.

Goals one through four are pillars of the program. A solid back-ground in planning and preparation, classroom environment, effective instruction and professional responsibilities enables candidates the opportunity to “*change the world*” through impacting the classroom.

Called is a core value identified by the institution and expanded upon through the teacher education program. STEP believes that an **IDEAL Servant-Leader Educator** is definitely **called** to this position. The STEP unit incorporates field experiences into each level of the program as one way of helping teacher candidates determine if professional education is indeed their **calling** in life. When a candidate discovers and pursues the **calling** of professional educator, he/she can truly change the world.

Caring servant leadership is inherent in the institutional value of community. As a principal ideology shared by effective educators, STEP believes it is vital that each teacher candidate in the STEP unit display that trait. Teacher candidates are provided multiple opportunities to demonstrate the characteristic of **caring** as they assume personal responsibility for student progress, insure student achievement through putting a high degree of effort into planning and instruction, display sensitivity and understanding of students’ varied cultural

backgrounds within the classroom community and set high learning expectations for all students. (Blair, 2003; Gay, 2000)

**Competent** educators are imperative in today's society. The **competent** expectancy placed on teacher candidates by the STEP Unit is a natural extension of the Sterling College Mission; to develop creative and thoughtful leaders. As teacher candidates meet the needs of all students through the incorporation of differentiated instruction and culturally responsive pedagogy into planning and preparation, classroom management, and instructional strategies, (Danielson, 1996) they demonstrate their ability to be **competent**, creative and thoughtful leaders in the classroom.

**Committed**, a term directly related to Sterling College's core value of Service, is an important descriptor of a professional educator. There are numerous professional responsibilities (Danielson, 1996) expected of quality educators. Continuing education is an important **commitment** undertaken by any dedicated professional educator. Additionally, serving students, family, community and their school denotes some of the areas where a servant-leader educator **commits** his/her on-going time and effort.

## Unit Philosophy

The philosophy of the education department encompasses a wide range of beliefs that affect the entire teacher education program design as well as specific classroom activities and instruction. This philosophy is ingrained within our professional lives and is the driving force behind all decisions made within the unit.

The philosophy of the Sterling Teacher Education Program reflects the performances of **IDEAL servant-leader educators** who are needed to serve the diverse student population of today's classrooms. STEP faculty is committed to creating quality learning experiences, consistently showing respect, caring about the success of students, and willing to interact with students in a variety of settings. These commitments result in the development of competence, autonomy, purpose, and integrity (Chickering & Reisser, 1993). The STEP faculty also accepts and practices Chickering and Reisser's notion that influential faculty are not therapists or personal friends, but experienced professionals that are intellectually alive and capable of pursuing problems and sharing experiences with those still testing their competence (p. 317).

The specific beliefs that are foundational to the program and our desire to disciple **IDEAL servant-leader educators** are:

1. Teaching and learning are active processes.
2. Teaching and learning are life-long processes.
3. Teaching and learning occurs best in a culturally responsive environment.
4. Teaching and learning are facilitated through cooperation with others.
5. Teaching and learning are strengthened through thoughtful reflection.
6. Servant Leadership and discipleship are foundational to teaching.

# Goals and Outcomes

## **GOAL 1: The Candidate will be Knowledgeable in Planning and Preparation**

This goal defines how a teacher organizes the content that the students are to learn. **Caring** and **Competent IDEAL servant-leader educators** will develop a deep understanding of content and pedagogy and successfully design instructional activities and assessments appropriate to the diverse needs of students.

### **Knowledge (K) Outcomes**

The teacher candidate will:

- K–A. demonstrate proficiency in his/her major content certification area.
- K–B. demonstrate an understanding of the importance of teaching and learning resources including technology.
- K–C. show understanding of local, state and national curriculum standards and their application and integration to instruction.

### **Skills (S) Outcomes**

The teacher candidate will:

- S–A. design integrated lessons and units.
- S–B. plan engaging instruction that will address the needs of diverse students.
- S–C. align learning activities, instructional materials, and assessments.
- S–D. utilize formative and summative assessments effectively.

## **GOAL 2: The Candidate will Foster an Engaging Classroom Environment**

This goal defines the instructional and non-instructional interactions that occur in a productive learning community. **Caring** and **Competent IDEAL servant-leader educators** will develop an understanding of how to create a culturally responsive classroom.

### **Knowledge (K)Outcomes**

The teacher candidate will:

- K–A. develop an effective and consistent approach to classroom management.
- K–B. understand the diverse needs of students.
- K–C. be able to enthusiastically communicate the importance of the content taught.

### **Skills (S) Outcomes**

The teacher candidate will:

- S–A. develop skills necessary to facilitate a productive and unified learning community.
- S–B. display genuine caring and respect for all students.
- S–C. manage time and transitions effectively.
- S–D. develop skills necessary to respond effectively to misbehavior.

### **GOAL 3: The Candidate will Demonstrate Effective Instructional Strategies**

This goal defines the instructional methods that involve students in content and enhance learning. **Caring, Competent and Committed IDEAL servant-leader educators** will plan and deliver lessons that use a variety of engaging strategies and are designed to meet the needs of all students.

#### **Knowledge (K) Outcomes**

The teacher candidate will:

- K-A. recognize the importance of sound pedagogy and effective instructional strategies.
- K-B. use a model of instruction that appropriately matches the content of the lesson.

#### **Skills (S) Outcomes**

The teacher candidate will:

- S-A. facilitate engaging instruction that will address the needs of all students.
- S-B. utilize higher level questions and thinking skills throughout instruction.
- S-C. incorporate technology that will appropriately enhance the quality of the lesson.
- S-D. use effective verbal and nonverbal communication techniques with students.
- S-E. be responsive to student needs and questions by providing quality and timely feedback to students.

### **GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities**

This goal defines the importance of reflection and continued growth in the education profession. **Called, Caring, Competent, and Committed IDEAL servant-leader educators** will develop an understanding of what it means to be a professional educator.

#### **Knowledge (K) Outcomes**

The teacher candidate will:

- K-A. demonstrate professional growth and development.
- K-B. demonstrate knowledge of the importance of accurate record keeping.
- K-C. know how to effectively work with various support staff.

#### **Skills (S) Outcomes**

The teacher candidate will:

- S-A. regularly reflect on his/her teaching practices and set goals for continued improvement.
- S-B. interact professionally with colleagues and the school community.
- S-C. communicate appropriately with families.

## **GOAL 5: The Candidate will Reflect Servant Leadership and Professional Attributes**

This goal is foundational to STEP and permeates every aspect of the program. **Called, Caring** and **Committed IDEAL** servant-leader educators will practice servant leadership and display professional attributes.

**Servant Leadership:** Many of the attributes of a professional educator are also manifested in a servant leader. The Sterling College Community and STEP believe very strongly in servant leadership. The education department has implemented an opportunity for service at every level of the program with increasing degrees of leadership opportunities.

- LEVEL I Freshmen participate in a service project coordinated by general education studies.
- LEVEL II Cultural Diversity students participate in a soup kitchen
- LEVEL III Teacher Candidates at this level will participate in a service project with their declared major.
- LEVEL IV Clinical Teaching Experience offers a variety of opportunities to serve. Teacher Candidates are required to participate in a service project in association with the school where they are placed.

IDEAL Professional Attributes: A **Called, Caring, Competent** and **Committed IDEAL servant-leader educator** is expected to exemplify the dispositions and attributes of a professional educator. The education department, along with our professional community and our teacher candidates, has identified several essential attributes for a professional educator. The attributes identified include **Integrity, Dependability, Effective Communication, Appropriate Attitude, and Leadership (IDEAL)**. The **IDEAL** Professional Attributes and indicators are identified below.

### **1. Integrity**

- Honest
- Confidential

### **2. Dependability**

- Reliable attendance
- Punctual
- Timely and quality preparation
- Responsible

### **3. Effective Communication**

- Listening
- Speaking
- Writing
- Self reflection

### **4. Appropriate Attitude**

- Culturally responsive
- Diplomatic
- Collegial
- Cooperative
- Caring
- Enthusiastic

### **5. Leadership**

- Hardworking
- Adaptable
- Organized
- Collaborative
- Dresses appropriately
- Lifelong learner

## **Professional Responsibilities**

### **CLASS ATTENDANCE:**

As a professional courtesy, teacher candidates or pre-candidates are requested to notify the STEP Unit instructor prior to any absence. Candidates or pre-candidates are not exempt from class responsibilities or assignments due to tardiness or absences. Candidates or pre-candidates are responsible for getting and making up all course material and assignments for class time missed. Habitual tardiness or absences are not acceptable. Candidates or pre-candidates continually demonstrating these dispositions will be reported to the Academic Dean.

### **TURNING IN ASSIGNMENTS:**

Turn in assignments by due date. Late work is not acceptable. Candidates or pre-candidates with habitually late work may be put on Academic Alert.

### **ACADEMIC INTEGRITY:**

Academic integrity is highly valued at Sterling College. It is expected that all work submitted is the work of that student, and it has been completed in accordance with the expectations associated with academic integrity. If any words or ideas are used in assignments that do not represent your original words or ideas, you must cite all relevant sources on a reference page, within any written assignment, and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Failure to follow the Academic Integrity Policy of the College (see Sterling College Catalog) will not be tolerated. Furthermore, the Dean of Academic Affairs will be notified of any such occurrences.

## **Program Levels**

There are four levels within STEP. **Level Ia** is **when candidacy** to the teacher education program has been declared. Candidacy is achieved through declaration of a major with an endorsement in teacher education. All of the performance standards and requirements associated with Level Ia must be met prior to formal **acceptance** to STEP. **Level Ib** is a continuation of the professional education curriculum as well as advancement in the content area majors. All performance standards and requirements of Levels Ia and Ib should be satisfactorily completed prior to moving to Level II. **Level II** is comprised of the professional education methods coursework necessary to prepare for the Clinical Teaching Experience (CTE) and further study within the content area major. All of the performance standards and requirements of Level II must be met in order to obtain approval for the Clinical Teaching Experience (CTE) in Level III. **Level III** consists of approximately 525 hours of supervised clinical teaching in an educational setting appropriate for the licensure that is being sought by the candidate. All of the performance standards and requirements of Level III must be met prior to graduation. **Level IV** is post-baccalaureate work required by the State of Kansas for licensure. Performance standards on the licensure exams must be met in order to obtain an initial license.

**CANDIDATE PROFICIENCIES AND PERFORMANCE STANDARDS:**

<b>STEP Level</b>	<b>Candidate Proficiency Measure</b>	<b>Performance Standard</b>
Ia	Cumulative GPA	$\geq 2.5$
Ia	College Credit	24 credit hours
Ia	Pre-Professional Skills Tests (all) Writing, Reading, Math <i>OR (no mixing of tests)</i> ACT Scores (all) Reading, English, Math Post Baccalaureate Degree	172, 173, 172  20, 19, 18 GPA $\geq 2.5$
Ia	Classroom Management Plan (ED206)	Rating of Basic or Higher on the rubric ( $\geq 70\%$ )
Ib	Cumulative GPA	$\geq 2.5$
Ib	Professional Education GPA with no grade below a C	$\geq 2.75$
Ib	Content Area GPA	$\geq 2.75$ (if 12+ hours)
Ib	KPTP Task 2 (ED219)	Rating of Basic or Higher on the rubric ( $\geq 70\%$ )
II	Cumulative GPA	$\geq 2.5$
II	Professional Education GPA with no grade below a C	$\geq 2.75$
II	Content Area GPA	$\geq 2.75$
II	KPTP Tasks 1 and 2 (ED400)	Rating of Basic or Higher on the rubric ( $\geq 70\%$ )
II	Classroom Management Plan (ED490)	Rating of Basic or Higher on the rubric ( $\geq 70\%$ )
II	Interview for Clinical Teaching Experience (CTE)	Pass/fail
III	Cumulative GPA	$\geq 2.5$
III	Professional Education GPA with no grade below a C	$\geq 2.75$
III	Content Area GPA	$\geq 2.75$
III	Kansas Performance Teaching Portfolio (KPTP) Tasks 1, 2, 3, 4	State cut-off score of 20
IV	Principles of Learning and Teaching (PLT)	State cut-off score of 160 (new test beginning fall 2011)
IV	Praxis II Content Tests	State cut-off scores Vary by content area

See Appendix A: STEP Criteria Sheet

See Appendix D: Elementary Course Sequence

See Appendix E: Professional Course Sequence

# Advising

## **THE ELEMENTARY EDUCATION MAJOR:**

The Elementary Education Program prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a self-contained kindergarten through sixth grade elementary classroom.

### Professional Courses

ED195	Introduction to Education	2 credits
ED201	Field Experience in Education	2 credits
ED205	Cultural Diversity in Education	2 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children, and Youth with Special Needs	3 credits
ED219	Instruction and Assessment	4 credits
ED272	Educational Psychology	3 credits
ED356	Technology in the Classroom	2 credits
ED357	Reading and Writing in the Content Area	3 credits
ED400	KPTP Field Experience Lab	1 credit
ED490	Seminar in Education	1 credit
ED497	Kansas Performance Teaching Portfolio	3 credits
ED498	Clinical Teaching Experience	12 credits
<b>Total:</b>		<b>40 credits</b>

### Elementary Education Courses

#### **Required General Education Courses:**

BS115	Principles of Sociology	3 credits
HI101	History of World Civilization I <b>or</b>	
HI211/212	U.S. History I or II	3 credits
PH110/L	Physical Science w/Lab <b>or</b> any physical science course w/lab	5 credits

#### **Core Requirements: (must be completed with a C or higher)**

AR275	Elementary Art Methods	3 credits
BI101/L	Principles of Biology w/Lab <b>or</b>	
BI125/L	Environmental Science w/Lab <b>or</b>	
BI170/L	Zoology w/Lab	4 credits
EL151	Fundamentals of Teaching Reading	3 credits
EL153	Language Arts for Elementary Teachers	2 credits
EL256	Child and Adolescent Literature	3 credits
EL330	Methods of Teaching Elementary Math I	3 credits
EL333*	Methods of Teaching Elementary Science	2 credits
EL335*	Methods of Teaching Elementary Social Science	2 credits
EL337*	Methods of Teaching Elementary Math II	3 credits
ES344	Curriculum and Methods of Teaching PE Elementary (K-6)	3 credits
EL350	Reading Testing and Diagnosis	3 credits
EL356*	Methods of Teaching Elementary Reading and Language Arts ( <u>Writing Intensive</u> )	4 credits
HG240	World and Regional Geography	3 credits
MU243B	Elementary Music Methods	2 credits

\*Offered as a block only

**TOTAL: 40 credits**

**A minor in Adaptive Special Education, available through ACCK, will provide either K-6 or 6-12 endorsement in that area.**

*The IDEAL Servant Leader Educator is called, caring, competent, and committed.*

**THE SECONDARY EDUCATION 6-12 AND PRE-K-12 LICENSURE PROGRAM:**

STEP provides a “professional studies” curriculum for teacher candidates who are seeking education licensure to teach 6-12 or preK-12, within the following content areas:

See the individual Department Major/Content Area(s) for licensure requirements.

<b>Content Major</b>	<b>State Licensure Names</b>
<b>Early Adolescence through Late Adolescence (6-12)</b>	
Biology	Biology
Chemistry	Chemistry
Communication and Theatre Arts	Speech/Theatre
History and Government	History and Government
Language and Literature	English Language Arts
Mathematics	Mathematics
<b>Early Childhood through Late Adolescence/Adulthood (PreK-12)</b>	
Art	Art
Exercise Science	Health/PE
Music	Music

Professional Courses

ED195	Introduction to Education	2 credits
ED201	Field Experience in Education	2 credits
ED205	Cultural Diversity in Education	2 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children, and Youth with Special Needs	3 credits
ED219	Instruction and Assessment	4 credits
ED272	Educational Psychology	3 credits
ED356	Technology in the Classroom	2 credits
ED357	Reading and Writing in the Content Area	3 credits
ED400	KPTP Field Experience Lab	1 credit
ED490	Seminar in Education	1 credit
ED497	Kansas Professional Teaching Portfolio	3 credits
ED498	Clinical Teaching Experience	12 credits
		Total: 40 credits

Secondary Education Courses 6-12 and PK-12

Prior to clinical teaching experience, secondary teacher candidates must have completed all coursework in the Professional Education component. This includes the appropriate content area methods course(s) taken through ACCK.

Methods for Teaching Natural Science	3 credits
Methods for Teaching English	3 credits
Methods for Teaching Speech and Drama	3 credits
Methods for Teaching Social and Behavioral Science	3 credits
Methods for Teaching Math	3 credits

Art, Music, and Physical Education/Health (PK-12) majors have both elementary and secondary methods courses in their major programs that are taught on Sterling College campus.

## **ADAPTIVE SPECIAL EDUCATION ENDORSEMENT:**

An endorsement in Adaptive Special Education is available through the Associated Colleges of Central Kansas (ACCK). The program in Special Education offers Adaptive Special Education (K-6) and Adaptive Special Education (6-12) endorsements. The Special Education programs are undergraduate programs built upon a bachelor's degree and licensure in education at the elementary or secondary level.

Candidates seeking Adaptive Special Education endorsement at the elementary level will be licensed to teach children with intellectual disabilities, behavior disorders and learning disabilities in grades K-6. Elementary Education majors with Adaptive Special Education K-6 licensure may also be approved for Secondary Adaptive Special Education by meeting additional requirements. Candidates seeking secondary licensure 6-12 or preK-12 may complete the program in Adaptive Special Education, which allows endorsement to teach youths in the areas of intellectual disabilities, behavior disorders, and learning disabilities in grades 6-12.

All Special Education classes, with the exception of SE210, are hybrid classes with the majority of the classwork completed online. The courses are taught by ACCK Special Education faculty and when classes meet (two or three times in a semester) they meet in late afternoon or evenings. *See the Special Education Handbook, available from the Education faculty at ACCK, for requirements for the Special Education program.* The Sterling College Business Office may make reimbursement for mileage to ACCK classes.

[See Appendix F: General Education Planner](#)

[See Appendix G: Professional Education Check Sheet](#)

[See Appendix H: Elementary Education Check Sheet](#)

Advising is an important part of STEP. When candidates or pre-candidates declare education as a major (elementary) or an endorsement (secondary) with the registrar, an advising file is started in STEP. Completed courses are recorded on advising sheets for general education, professional education, and Elementary Education licensure (other licensure areas are kept by their major advisors). The advising sheets are used to determine the sequence of courses that need to be taken each semester. As competencies are met for each level in STEP, the competency completion dates are recorded on a **“STEP Criteria Sheet”** (see [Appendix A](#)) which is a part of the advising file.

Candidates seeking secondary or preK-12 licensure will be assigned two advisors, an advisor in the major content area in addition to a STEP Unit Faculty person. **Both advisors must approve the enrollment plan for registration.** Elementary education majors will be assigned a STEP Unit Faculty advisor with elementary background. Candidates seeking endorsement in Special Education will be assigned two education advisors, their STEP Unit Faculty advisor and an advisor from the ACCK Special Education Faculty.

## **STEP PROGRAM RETENTION POLICY**

To remain in the Sterling Teacher Education Program (STEP) as an education candidate, a candidate must achieve the following standards:

- 1) Maintain a 2.5 minimum overall GPA
- 2) Maintain a 2.75 minimum GPA in both major and professional coursework
- 3) Show progress through field work and learning over time
- 4) Perform all duties assigned to the best of one's ability
- 5) Show a professional attitude and character in all areas of education, both academic and clinical
- 6) Display appropriate IDEAL Attributes as evaluated by both professors and public school teachers

Should a candidate, in the opinion of TEC, fail to achieve these standards, an official letter from STEP will be sent, indicating dismissal from the program. Dismissal from the program means a candidate will not:

- 1) enroll in future education classes.
- 2) participate in future field work or clinical practices.
- 3) be a program completer eligible for licensure.

Should the candidate wish to appeal a dismissal decision, they may follow the stated appeal process.

Any questions concerning the program should be directed to the Director of Teacher Education.

### **REMEDIAL OPTIONS:**

STEP faculty work in conjunction with Student Life to ensure the academic success of all students. Candidates not meeting academic expectations will be put on Academic Alert and will be referred to the Dean of Student Life.

Specific to STEP, teacher candidates not meeting the criteria at Level Ia may not be allowed to move to Level Ib if they:

- Have ACT scores below required acceptance levels AND have not taken the PPST tests required for acceptance.
- Have an over-all grade point average below the required 2.5 GPA.
- Earned less than a C in one of the basic professional education courses at Level Ia and need to retake the course.

Exceptions:

- Transfer students may be placed in Level Ib courses with the understanding that by the end of their first semester, they must provide documentation of passing scores needed for admission into STEP prior to enrolling in additional Level Ib courses.
- In the event Level Ia classes are closed or schedules do not permit, candidates may be enrolled in Level Ib. By the end of that semester, they must provide documentation of passing scores needed for admission into STEP.

Teacher candidates may not move from Level Ib to Level II without having met all the criteria at Level Ia. If teacher candidates do not meet all the criteria, the education advisor works with them to determine whether or not they wish to:

- Retake general education coursework that may be keeping them from a 2.5 overall GPA.
- Retake professional education course work where they have a grade lower than a C.
- Retake professional education courses that may be keeping them from a 2.75 GPA in their professional coursework.
- Retake courses in their major that may be keeping them from a 2.75 GPA in their major coursework.
  - Requests from students asking for exceptions to the above are taken to the Teacher Education Council for recommended action.

Teacher candidates electing to stay in the program are ‘put on hold’ ,with continued support from their education advisor, until all criteria are in place. They then move to the next level.

Teacher candidates choosing not to make the required changes that will allow them to meet the criteria are counseled out of the teacher education program.

Candidates for Level III, Clinical Teaching Experience (CTE) must meet all the course requirements at Level II as well as pass an interview with the Teacher Education Advisory Council. If teacher candidates are unsuccessful in the interview, they have the option to reapply and re-interview with the Teacher Education Advisory Council.

Level III consists of Clinical Teaching Experience during which teacher candidates must meet the coursework requirements prior to graduation. Candidates at risk for not successfully completing CTE may follow steps 1-4 in the procedure described in the **Termination of Placement Policy (Appendix J)**.

# Field Experiences

STEP teacher candidates or pre-candidates are required to participate in extensive field experiences prior to the clinical teaching experience semester. These Field Experiences must be as varied as possible with placements being in schools with diverse student population and in districts of varying size and location. Teacher candidates in both traditional and online courses will participate in these experiences as specified in course syllabi.

STEP Unit personnel coordinate the placements to ensure teacher candidates or pre-candidates are placed in appropriate settings and levels. Teacher candidates or pre-candidates complete assignments and reflections based on STEP goals and Teaching Standards for Kansas Educators during field experience. For more detail, see [STEP Field Work Coordination Guide \(Appendix I\)](#).

## Professional Education Field Experience

Field Experiences required for Professional Education coursework include the following:

- ED201 Field Experience 30 hours+  
+or 3 months documented classroom experience as a substitute teacher or para-educator
- SE210 Introduction to Special Needs 20 hours
- ED205 Cultural Diversity in the Classroom 10 hours
- ED272 Educational Psychology 15 hours
- ED357 Reading and Writing in the Content Area 10 hours
- 6-12 and P-12 Methods\* 15 hours (minimum)

*\*Courses within these majors often require additional Field Experience hours.*

## Elementary Education Major Field Experience

In addition to the Professional Education Field Experience requirements, Field Experiences required for completion of an Elementary Education major include the following:

- ES 344 Methods for Teaching Elementary PE 10 hours
- MU 243 Methods for Teaching Elementary Music 10 hours
- ED350 Reading, Testing and Diagnosis 15 hours
- EL 333, 335, 337 and 356 Elementary Methods Block 80-120 hours\*

*\*This number may vary for non-traditional students with previous classroom experience.*

For purposes of continuity and decreased classroom interruptions, it is recommended that the Elementary Methods Block Field Experience hours be completed in the same classroom whenever possible.

**Elementary Education majors must have Field Experiences at both primary (K-2) and intermediate (3-6) levels.** Placement for Elementary Methods Block Field Experience should be at a level opposite of that preferred by the candidate for his/her Clinical Teaching Experience.

## **PRE-CANDIDATE / CANDIDATE RESPONSIBILITIES AND REQUIREMENTS:**

- As soon as possible, contact the host teacher to schedule observation times.
- For the first observation, arrive at the school at least 20 minutes early and report to the principal's office to introduce yourself. Each time you enter the school building, check in with the office and remind the staff of who you are and what you are doing.
- **Dress professionally.**

Professional dress is important because it reflects on you, future job acquisitions, the education department, and Sterling College. Even more importantly, you will be a role model to the students you will be working with in the classroom. Therefore STEP has set up the following guidelines:

1. Professional dress includes slacks, skirts (ladies), dress shirts, polo or oxford shirts.
  2. It is **not** professional to wear:
    - Shorts, jeans, miniskirts, tee-shirts, tank tops, hats, etc.
    - Low necklines and bare midriffs.
    - Jewelry associated with body piercing (except for ladies single earrings) i.e. – eyebrow, belly button, tongue, nose, etc.
    - Clothing that does not cover all tattoos.
  3. Clothing should be modest. Plan a wardrobe that meets these requirements.
- Be on time for your scheduled field experience. Enter and leave the classroom with as little disruption as possible.
  - Communicate with the host teacher about your role and participation in the classroom. Be alert and show interest in the class and students. When a teacher asks for your assistance, respond enthusiastically. Your experience may include working with small groups and tutoring students.
  - Remember you are a guest and conduct yourself in such a way that those working in the school will be glad to have another observer. Be friendly and get to know the school staff.
  - Understand the importance of confidentiality. Do not discuss students or school personnel. Your role is not to evaluate the host teacher’s performance but to observe and reflect on educational practice for your own personal growth and learning.
  - **Notify the host teacher and college professor ahead of time if you are going to miss an observation** for any reason and make arrangements for completing the time missed. The host teacher is planning on you being there.
  - Say “good-bye” in some way as you leave each observation session. Express your appreciation for the cooperation of the host school staff and teachers by verbal comments during the visits and a written thank you note when the field experience is completed.

[See Appendix J: Termination of Placement Policy](#)

[See Appendix K: Procedure for Appeal](#)

### **SERVICE PROJECTS:**

STEP candidates or pre-candidates will participate in service projects at every level of the program with increasing degrees of leadership opportunities.

- |            |  |
|------------|--|
| Level Ia:  | General Education Requirement:<br>Project with the GD105 Foundations of Servant Leadership Class |
| Level Ib:  | ED205 Cultural Diversity:<br>Low Socio-economic experience approved by course professor          |
| Level II:  | Major Content Area Service Project   |
| Level III: | ED498 CTE:<br>Minimum of 8 volunteer hours at placement school                                   |

Candidates will report on their service projects and complete a service project survey at the CTE exit interview.

# General Information

## **STEP HANDBOOK:**

All education candidates are required to be familiar with the contents of the STEP Handbook. Neither the STEP Handbook nor the Sterling College Catalog is a contract. It is probable that STEP requirements may change while a candidate is attending Sterling College. The Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE) periodically change requirements for institutions that provide teacher training, and STEP will incorporate those changes, regardless of what is stated in any given handbook or college catalog.

## **DECLARE AN EDUCATION MAJOR**

Students wishing to become teacher candidates must see the registrar to declare education as their major or as an endorsement. STEP Online students declare Elementary Education, History, or Mathematics as their major upon enrollment or pursue only Professional Education Coursework leading to an endorsement in their previously earned major.

[See Appendix B: SC Registrar's Office Major Declaration Form](#)

After declaring an endorsement in education or an elementary education major at the registrar's office, students must also declare candidacy in the Sterling Teacher Education Program. This process is described below.

## **TWO OPTIONS FOR EDUCATION MAJORS**

STEP offers two routes to receiving a degree in education:

1. STEP Traditional on-campus program for traditional students
2. STEP Online Sterling Online STEP for non-traditional students

Regardless of the route, all teacher candidates must declare candidacy and meet program requirements to be accepted and continue in the program.

## **DECLARATION OF CANDIDACY**

KSDE requires that teacher candidates be officially admitted into an institution's teacher education program. To declare candidacy in STEP, students must first declare a major or endorsement at the registrar's office (described above). Then, students complete an application packet, available from the STEP Administrative Assistant. This begins the process necessary for acceptance to the program. The required documents include the following, and are available in the Appendix.

- An application
- Sign a contract acknowledging their understanding of the criteria for completion of STEP
- A letter expressing their reasons for becoming a teacher

[See Appendix C: STEP Declaration of Candidacy](#)

## **TRANSFER CANDIDATE AND POST BACCALAUREATE CANDIDATE INFORMATION:**

### **Defined**

- Candidates who have attended an institution other than Sterling College and who are seeking a Bachelor's degree and licensure through STEP.
- Candidates with degrees from an institution other than Sterling College who are seeking licensure through STEP.
- Candidates with degrees from Sterling College who are now seeking licensure through STEP.

## Procedure

1. Contact Sterling Online or Sterling College Admissions Office and Office of Financial Services for applications, information and fees for attending Sterling College.
2. Complete or meet all Sterling College general education requirements, transfer requirements, and residency requirements (see Sterling College Catalog).
3. Complete or meet all STEP requirements at the time of entry or re-entry into the program (see the departmental major(s) and licensure requirements in the Sterling College Catalog). Candidates must take whatever courses are necessary in the professional education studies and licensure area(s) to meet licensure standards. Candidates who have successfully completed equivalent courses must produce **official** documentation (transcripts, syllabi, course descriptions, and/or other written forms) before Sterling College will accept the courses. STEP, major content area department(s), and the registrar will determine if courses taken elsewhere are equivalent to the Sterling College courses taken for teaching licensure and reserve the right to require additional hours of coursework. Candidates must submit **official** transcripts of all college coursework attempted and/or completed.
4. Confer with a STEP Unit faculty member, a major content area advisor, and the registrar to determine courses needed for licensure.
5. Declare candidacy, *and be accepted*, into the STEP before taking any Level II Education Methods Courses. Any persons wishing to attain a content area endorsement and who took their major coursework at another college or university, must successfully pass the content area Praxis test for their content area prior to taking any Level II professional education coursework.
6. Complete all courses necessary to meet the Kansas State Licensure Standards or produce sufficient evidence that courses were successfully completed elsewhere. 200 level courses or lower cannot be transferred in to count as 300 level courses or higher and candidates cannot repeat courses at Sterling College to remove grades of courses taken elsewhere.
7. Special education programs require additional coursework (see Sterling College Catalog).

## PASS OPTION:

The pass option cannot be used for any professional education courses.

## STEP GRADING SYSTEM:

A	100% -- 93%	4.00 TARGET
A-	92.9% -- 90%	3.70
B+	89.9% -- 87%	3.30 COMPETENT
B	86.9% -- 83%	3.00
B-	82.9% -- 80%	2.70
C+	79.9% -- 77%	2.30 BASIC
C	76.9% -- 73%	2.00
C-	72.9% -- 70%	1.70 UNACCEPTABLE
D+	69.9% -- 67%	1.30
D	66.9% -- 63%	1.00
D-	62.9% -- 60%	.70
F	59.9% -- 00%	.00

## TEXTBOOKS AND FEES:

1. Textbooks: Candidates or pre-candidates are strongly encouraged to buy the textbooks designated for all their courses and keep them. Candidates or pre-candidates are expected to read their texts to obtain information for class discussions, tests, and for field practices. These texts will serve as valuable reference/resource materials during clinical teaching experience and when studying for Praxis II assessments.

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2. Materials: A \$20 material fee for STEP will be assessed through financial services for each semester a pre-candidate or candidate is enrolled in any on-campus education class. Elementary Art Methods will be assessed an additional \$20 for the Art Department. If Elementary Art Methods is the only education class taken that semester the only assessed amount will be for the Art Department. This fee does not apply to candidates taking coursework through STEP Online.

**LIBRARY RESOURCES, MEDIA, SOFTWARE, MATERIALS COLLECTION:**

Current educational materials are housed in Mabee Library on the Sterling College campus.

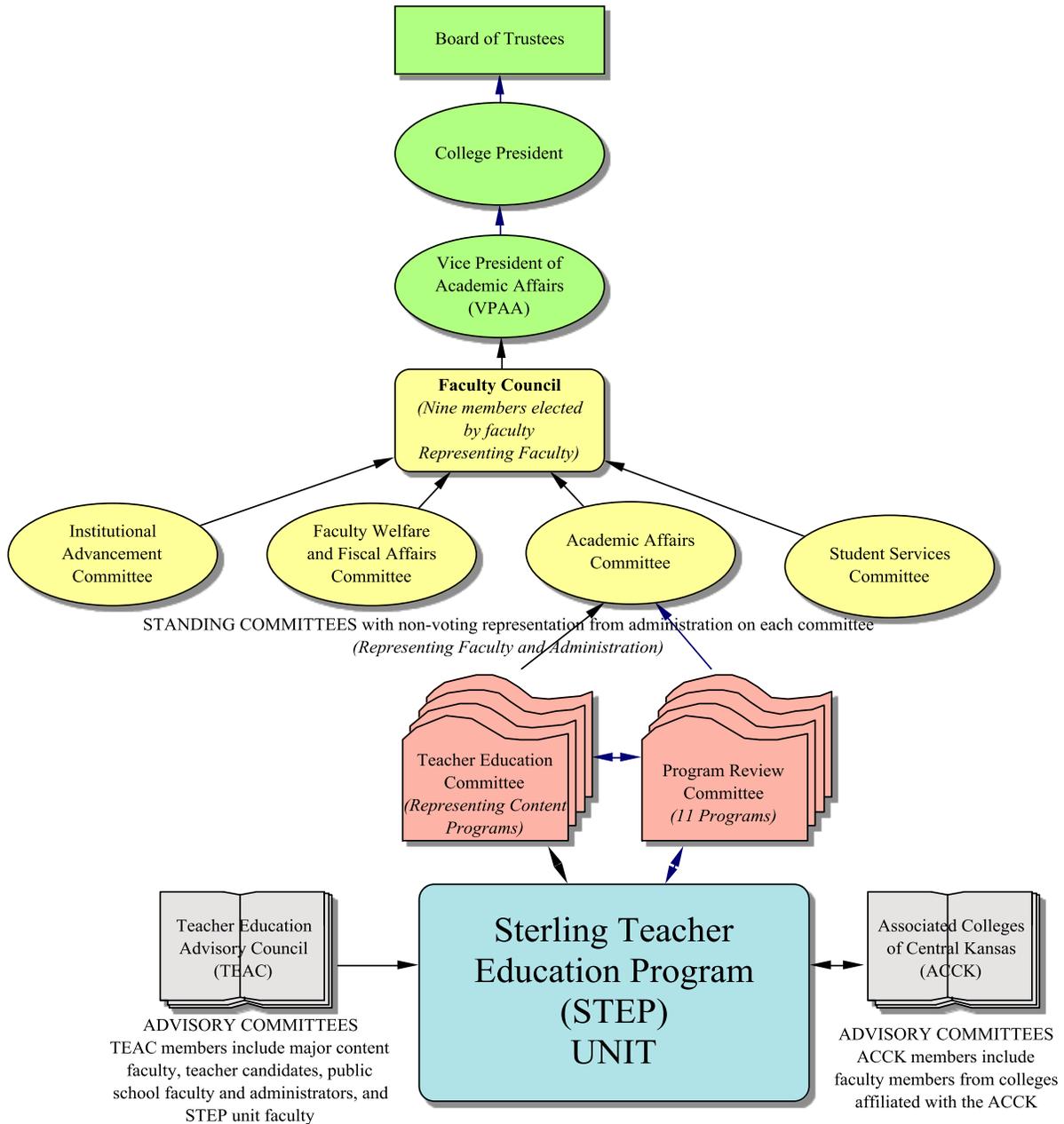
All teacher candidates are encouraged to use the resources available there including, online catalogs, print and on-line journals, data-bases, and inter-library loan.

<http://www.sterling.edu/academics/resources/mabee-library>

STEP maintains a work area for on-campus candidates in the Administration Building. Equipment such as laminators and paper cutters, and materials such as journals, resource books, project paper, and other media/resource materials are available for candidates to use. Computer labs and software are located in Thompson Hall and Mabee Library for on-campus candidate use. Additional instructional materials are available from ACCK and ESSDACK.

# Governance and Affiliations

## STEP UNIT LINE OF AUTHORITY:



## UNIT COMMITTEES:

The STEP Unit is responsible for all licensure programs offered on the Sterling College campus and through Sterling Online. The STEP Unit faculty works with the faculty from other departments throughout Sterling College to plan licensure programs that will meet Kansas State Board of Education standards for accreditation. The STEP Unit is responsible for several groups and resources. The STEP Unit faculty members serve as facilitators for three groups who provide guidance for the licensure programs:

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- Teacher Education Committee (TEC)
- Teacher Education Advisory Council (TEAC)
- Program Review Committee

### **Teacher Education Committee**

The Teacher Education Committee (TEC) serves as a policy-making committee for STEP. TEC approves or denies candidate acceptance into STEP. TEC also approves program and procedural changes. The STEP Unit recommends changes in program and courses first to TEC and then the Academic Affairs Committee (AAC). Approval for some of these changes may take place at the TEC level, others at the AAC level. TEC is comprised of full-time STEP Unit faculty, one representative from each program and two teacher candidate representatives, one elementary and one secondary. The Vice President of Academic Affairs is an ex-officio member. Other individuals, including adjunct STEP faculty, may be invited to serve as non-voting participants on TEC as appropriate. The STEP Director serves as or appoints a chair for TEC meetings.

### **Teacher Education Advisory Council**

The Teacher Education Advisory Council (TEAC) provides information to STEP about current public school practices and needs. Applicants for CTE are interviewed by TEAC and are subsequently granted approval or denial for CTE. In addition, TEAC gives suggestions for and assessments of STEP. TEAC membership consists of:

- members of TEC
- representatives from area elementary, middle level, and secondary schools (teachers, principals, school superintendents)
- local community

### **Program Review Committee**

The Program Review Committee consists of campus faculty who advise students in content area programs, and who are responsible for the program review process. This Committee meets at least once a semester to address specific information regarding STEP, share data, discuss program changes, give updates to the major content faculty and get feedback from the content areas regarding the STEP unit. These meetings enhance the communication and collaboration among the professional community on campus.

### **UNIT AFFILIATIONS:**

The unit is affiliated with two educational consortiums which provide educational opportunities to faculty and candidates. They are:

- Associated Colleges of Central Kansas (ACCK)  
(620) 241-5150  
<http://www.acck.edu>
- Educational Services and Staff Development Association of Central Kansas (ESSDACK)  
(620) 663-9566  
<http://www.ESSDACK.org>

Professional Memberships include:

- Kansas Association of Colleges of Teacher Education (KACTE)
- Kansas Association of Private Colleges of Teacher Education (KAPCOTE)
- National Council for the Accreditation of Teacher Education (NCATE)

## **ACCK**

ACCK is a consortium of six church-related institutions of higher education in central Kansas. In 1966 the institutions formed a consortium for the purpose of developing cooperative programs that would enhance academic areas. Participating institutions include Bethany College (Lindsborg, KS), Bethel College (North Newton, KS), Kansas Wesleyan University (Salina, KS), McPherson College (McPherson, KS), Sterling College (Sterling, KS), and Tabor College (Hillsboro, KS). ACCK offices are located at 210 South Main in McPherson. Computer technology and curriculum materials are some of the services provided by ACCK. The Special Education Media Center is a cooperative Special Education instructional materials center serving ACCK and the McPherson County Special Education Cooperative. Sterling College candidates and faculty may request materials.

STEP Unit faculty are members of the ACCK Teacher Education Committee, which meets monthly during the school year. The ACCK Teacher Education Committee oversees special education programs and secondary methods courses in content areas. The ACCK Teacher Education Committee and Special Education faculty recommend faculty hiring and program changes. Candidates enroll through Sterling College for classes taught at the ACCK offices.

Licensure programs in Special Education include Adaptive Special Education (K-6) and Adaptive Special Education (6-12).

## **ESSDACK**

Sterling USD 376, the local school district, is a member of ESSDACK. This membership affords Sterling College the privilege of membership with ESSDACK. ESSDACK is an association of approximately forty-one area school districts that was developed to provide quality staff development for teachers and administrators. Sterling teacher candidates and faculty may attend ESSDACK educational workshops at a reduced cost.

## **Scholarships**

Endowed scholarships are available to sophomores, juniors, and seniors. Candidates make application for the scholarships, which are awarded in May for the following year. Current scholarships include:

- Crouse Family Endowed Education Scholarship
- Kenneth and Virginia Fischer Endowed Education Scholarship
- Ollie and Florence E. Hill Endowed Education Scholarship
- Hugh Kelsey Endowed Scholarship in Education
- Klon and Jerry Matthews Endowed Education Scholarship
- Roy Ray Endowed Memorial Scholarship
- Maxine Robinson Endowed Scholarship
- Helen Swackhamer Endowed Scholarship
- Debra M. Thomas Endowed Memorial Education Scholarship
- S.T.E.P. Endowed Scholarship

Application forms are available from STEP at the beginning of each spring semester. The scholarships will be awarded by the STEP Director at the May Annual Awards Convocation.

[See Appendix L: Scholarship Application](#)

# Clinical Teaching Experience (CTE)

In addition to the completion of an academic program, the candidate must demonstrate teaching proficiency by successfully completing an extended CTE. The candidate must meet with STEP advisor to determine whether the requirements prerequisite to CTE have been met. All professional education coursework, as well as courses in the licensure area(s), should be completed prior to CTE semester. Approval for CTE is based on criteria from Level I, Level II and successful completion of the CTE Interview.

## **INTERVIEW FOR CLINICAL TEACHING EXPERIENCE:**

Applicants must complete an interview with three to five members of the Teacher Education Advisory Council consisting of STEP Unit faculty, content faculty and public school personnel. The interview is scheduled by the STEP Administrative Assistant and occurs the semester preceding the CTE. The interview is considered to be an important step in the approval process.

### **Before the Scheduled Interview:**

Applicants will provide the STEP Administrative Assistant with a packet which includes:

- Educational philosophy
- Two references
  - one from a professor in the major content area
  - one from a host teacher who has observed teaching skills or an employer
- Current résumé.

### **During the Interview:**

Applicants will be expected to:

- Be on time.
- Dress professionally, wear their STEP name tag, demonstrate good oral communication skills, and exhibit readiness to complete the clinical teaching experience successfully.
- Provide a brief introduction of him/herself,
- Answer open-ended questions such as: “Why do you want to teach?” or “What are your strengths and weaknesses?”

### **Following the Interview:**

Following the interview teacher candidates will watch a video recording of their interview and complete a self evaluation rubric. Candidates will then make an appointment with the STEP interview facilitator to discuss the interview. If accepted to CTE by the interviewing committee, the STEP facilitator will give them a placement form to complete and return to the Administrative Assistant as quickly as possible. While placement requests are considered, the final decision will be made by the unit. Prior diversity experiences will influence placement location. Preference will be given to those applications received first.

## **EXTRA-CURRICULAR GUIDELINES:**

CTE may be done either fall or spring semester. **CTE will take precedence over extra-curricular activities.** Candidates who participate in sports should plan their CTE semester with their advisors.

## **CLINICAL TEACHING EXPERIENCE INFORMATION:**

After the applicant has been approved for CTE, placement will be made.

Candidates are not allowed to teach in a school they have attended in the last seven years. Placements are made after satisfactory agreement has been reached among the parties concerned: teacher candidate, school district(s), STEP faculty, and content area faculty. Should termination be necessary, STEP will follow the Termination of Placement Policy.

### **Tuition and Fees:**

For the CTE semester, teacher candidates pay a full semester of tuition. In addition, all STEP teacher candidates are assessed a fee of \$200.00 for cooperating teacher honorariums, mileage, meeting materials, (etc.) costs. Candidates approved for a distance placement (outside the 75-mile radius) will be charged **all additional expenses** incurred during supervising of the placement. Candidates enrolled in special education practicum or special education clinical teaching experience are assessed additional fees as outlined in the ACCK Handbook available from the ACCK.

### **Traditional Placement:**

Teacher candidates are placed within a 75-mile radius of the College. Placement is based on availability of cooperating teachers. Sterling College content faculty will be involved in recommending a CTE placement.

### **Traditional Distance Placement:**

Distance placement for CTE is discouraged. However if a situation warrants, a request to teach outside the maximum radius must be accompanied by a formal letter submitted to TEC. Each applicant's request will be evaluated on an individual basis with consideration given to the candidates' GPA, demonstration of IDEAL Attributes and professionalism, and need. Supervision, mileage, and cooperating teacher fees for CTE outside the 75-mile radius, will be the responsibility of the teacher candidate.

### **Online Placement:**

STEP Online teacher candidates will be placed at a school or schools within driving distance of their home. Teacher candidates may request placement at one or more locations, and will furnish names of administrators to the STEP Administrative Assistant. Placements will be made with consideration of past field experience locations, including diversity of experiences. The Administrative Assistant will contact the administration and arrange placement for the teacher candidate.

### **Professional Liability Insurance:**

It is required that the teacher candidate have proof of professional liability coverage at the first pre-service for CTE.

### **Housing and Meals:**

Housing will be available for candidates required to report to campus prior to the College opening in August, January, or during spring break due to CTE responsibilities. The candidates are responsible for contacting the Director of Student Life prior to the CTE semester to make any special arrangements for housing. Candidates living in the dorms prior the college opening in August, January, or spring breaks are responsible for their own meals. Teacher candidates living off campus will be required to furnish their own housing and meals. Teacher candidates may not charge meals at their host schools. Teacher candidates will not be reimbursed for meals missed at the college cafeteria. Teacher candidates should consult cafeteria personnel for specific policies and go through the Student Life Office to set up a sack lunch program. All teacher candidates are responsible for furnishing their own transportation and expenses to and from their CTE.

**Alternative Placement:**

Teacher candidates choosing to do their CTE in an alternative placement must apply to TEC for approval. Possibilities for alternative placement include the Urban Life Center in Chicago, IL or a Department of Defense School. Education candidates who wish to do CTE through alternative programs will pay all costs incurred. If TEC approves a request from a candidate to participate in an outside program, the candidate will consult Sterling College Financial Aid to determine the amount of tuition that would apply toward the alternative placement. In addition to any additional tuition not transferred from Sterling College, the candidate will pay the outside program for all administrative costs, room and board, and any other fees connected to the program.

**Elementary/Secondary/preK-12 CTE:**

CTE is a semester long experience. The CTE in the fall semester begins at the time cooperating teachers report to their respective districts for the new school year. Those candidates teaching during the spring semester should begin their experience, after the holidays, at the time cooperating teachers report back to their respective districts for school.

The CTE time requirements are:

- 75 days for placement in a single setting.
- 80 days or more for special education (50 days in elementary, 30 days in special education or more depending on ACCK requirements).
- 80 days for placement in two (or more) settings.

**CTE Handbook:**

Additional details relating to the clinical teaching semester are provided in the CTE Handbook.

## Placement Services

**JOB PLACEMENT:**

A career services department is provided for all Sterling College students. In addition, when STEP receives notice of job vacancies, eligible candidates are notified of these positions.

Preparing résumés, writing a cover letter, and filling out applications are vital for a successful job search. The STEP Unit requires candidates to develop their credential file in their professional portfolio during ED490 Seminar in Education at Level III before CTE. This can be up-dated several months before graduation. Alumni should keep an updated file.

**ACCK TEACHER INTERVIEW DAY:**

Every spring ACCK hosts an interview day for teacher candidates looking for teaching jobs. School districts from all over Kansas participate. This is a free event for ACCK candidates and alumni.

*The STEP Unit encourages its candidates to take advantage of this opportunity, and encourages candidates to notify the Administrative Assistant upon acceptance of a job.*

# Licensure

## **INITIAL LICENSURE PROCEDURES:**

All graduates should apply for Kansas Licensure if they have met the licensure requirements. It is recommended that the candidate do the following during CTE:

1. Complete finger printing procedures (forms in Education Administrative Assistant's Office).
2. Submit an Application for Kansas **INITIAL LICENSE or ADDED ENDORSEMENTS** available online at <https://online.ksde.org/authenticationpublic/>.
3. The college licensure officer will check the online application for correct information, complete and submit the licensure application to the Kansas State Department of Education **after** the candidate has :
  - Completed STEP requirements
  - Completed Sterling College graduation requirements
  - Been awarded a degree
  - Passed all required Praxis II tests\*
  - Completed the online application
4. Candidate will submit an online payment or send a personal check, bank draft or money order payable to the Kansas State Board of Education when notified to do so by KSDE.

**\*All applicants for initial Kansas licensure must have met state cut-off scores for the Principles of Learning and Teaching test (PLT) and the Praxis Content Test(s) for their major area. STEP encourages candidates to take these tests during the CTE semester.**

[See Appendix M: Praxis Qualifying Scores](#)

The applicant must have successfully completed the requirements of the Sterling Teacher Education Program. **STEP reserves the right to deny recommendation for initial licensure if coursework or conduct warrants such action.**

**Note: Graduates completing an Application for Kansas Teacher's License must indicate "YES" or "NO" to the following questions:**

1. Have you ever been convicted of a felony?
2. Have you ever been convicted of **ANY** crime involving dishonesty, drugs, or a child?
3. Have you entered into a criminal diversion agreement after being charged with any offense described in question one or two?
4. Are criminal charges pending against you in any state involving any of the offenses described in questions one or two?
- 5-9. Additional questions relating to previous, licensed teaching experiences in KS or other states. See the Declaration of Candidacy Packet for a complete list of questions.

[See Appendix C: STEP Declaration of Candidacy](#)

## **ADDITIONAL ENDORSEMENTS:**

Graduates who hold initial licensure may wish to add additional endorsement areas to their licensure. Those holding initial licenses may add any additional content area except elementary education and special education when they score at or above the state standard on required Praxis II content exam(s).

# Nondiscrimination Policy

Sterling College admits candidates of any race, color, national origin, sex, or handicap without discrimination to all the rights, privileges, programs, and activities generally accorded or made available to candidates, and furthermore, does not discriminate in the administration of its educational policies, scholarships and loans, and athletic and other school-administered programs.

Although certain facilities are not accessible to handicapped persons, Sterling College will take the necessary action to ensure that no qualified handicapped person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination due to inaccessible facilities. Sterling College may meet federal standards through such means as reassignment of classes or other services to an accessible location, redesign of equipment, assignment of aides, alteration of existing facilities, and construction of new accessible facilities. Sterling College is not required to make structural changes in existing facilities where other methods are sufficient to comply with accessibility standards.

Because scheduling of classes and arranging of housing may require advanced planning, handicapped candidates accepted for admission should identify themselves one month before they start at Sterling College and indicate the kind of accommodations needed.

# Appendix

**Appendix A: STEP Criteria Sheet (revised 6/2/2012)**

**Appendix B: SC Registrar's Office Major Declaration Form**

**Appendix C: STEP Declaration of Candidacy**

**C1: Undergraduate Candidate**

**C2: Post Baccalaureate Candidate**

**C2: Declaration of Candidacy Reflection Question**

**Appendix D: Elementary Course Sequence**

**Appendix E: Professional Course Sequence**

**Appendix F: General Education Planner**

**Appendix G: Professional Education Check List**

**Appendix H: Elementary Education Check List**

**Appendix I: STEP Field Work Coordination Guide**

**Appendix J: Termination of Placement Policy**

**Appendix K: Procedure for Appeal**

**Appendix L: Scholarship Application**

**Appendix M: Praxis Qualifying Scores**

## Appendix A: STEP Criteria Sheet (revised 6/20/2012)

Name: \_\_\_\_\_ Major: \_\_\_\_\_

Education Advisor: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

### Declare Candidacy

- A. \_\_\_\_\_ Declare major at Registrar's office \_\_\_\_\_ Declared date
- B. \_\_\_\_\_ Declare candidacy to Education Program \_\_\_\_\_ Estimated CTE Semester
  - a. \_\_\_ Submit Declaration of Candidacy Packet to Administrative Assistant
  - b. \_\_\_ Submit official transcripts
- C. \_\_\_\_\_ Praxis II Content Test for Post Baccalaureate only (must have passing score)

### I a. Acceptance to STEP

(Declared Candidacy and A-G are required for acceptance to STEP. Acceptance to STEP is required to take Level II courses)

- A. \_\_\_\_\_ **ED195** Intro to Education (C or above)
- B. \_\_\_\_\_ **ED201** Field Experience in Education (C or above) **OR** \_\_\_\_\_ Reflection Packet \_\_\_\_\_ Date Sent
- C. \_\_\_\_\_ **ED206** Classroom Management: must be a declared candidate (C or above)
- D. \_\_\_\_\_ **SE210** Intro to Infants, Children and Youth with Special Needs: must be a declared candidate (C or above)
  - 1. \_\_\_ IDEAL Professional Attribute Rubric completed by special needs host teacher
- E. \_\_\_\_\_ Pre-Professional Skills:
  - 1. \_\_\_ **PPST Reading** (173) **OR** 4. \_\_\_ **ACT Reading** (20) \_\_\_\_\_ **ACT Composite**
  - 2. \_\_\_ **PPST Writing** (172) 5. \_\_\_ **ACT English** (19)
  - 3. \_\_\_ **PPST Math** (172) 6. \_\_\_ **ACT Math** (18)
- F. \_\_\_\_\_ Cumulative GPA of 2.5 or higher in all post-secondary work
- G. \_\_\_\_\_ Letter of acceptance to candidate

### I b. Continued Level I Coursework (Must be completed before moving to Level II courses)

- H. \_\_\_\_\_ **ED205** Cultural Diversity in Education: must be a declared candidate (C or above)
- I. \_\_\_\_\_ **ED219** Instruction and Assessment: must be a declared candidate (C or above)
  - 1. \_\_\_ IDEAL Professional Attribute Rubric completed by class instructor
- J. \_\_\_\_\_ **ED272** Educational Psychology: must be a declared candidate (C or above)
  - 1. \_\_\_ IDEAL Professional Attribute Rubric completed by Student Life
- K. \_\_\_\_\_ **ED356** Technology in the Classroom (C or above)
- L. \_\_\_\_\_ Cumulative GPA of 2.5 or higher in 24 hours or more of post-secondary work
- M. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in professional coursework
- N. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in major coursework after 12 hours of classes in major

---

### II Coursework and Requirements

- A. \_\_\_\_\_ **ED400** KPTP Field Experience LAB (all methods courses C or above)
  - 1. \_\_\_ KPTP Score (must pass before getting credit for ED400)
  - 2. \_\_\_ IDEAL Attribute Rubric completed by host teacher
- B. \_\_\_\_\_ **ED357** Reading and Writing in the Content Area (C or above)
  - 1. \_\_\_ IDEAL Attribute Rubric completed by host teacher
- C. \_\_\_\_\_ Cumulative GPA of 2.5 or higher in 24 hours or more of post-secondary work
- D. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in professional coursework
- E. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in major coursework
- F. \_\_\_\_\_ **ED490** Education Seminar (C or above)
  - 1. \_\_\_ Philosophy of Education
  - 2. \_\_\_ Up-to-Date Resume
  - 3. \_\_\_ IDEAL Professional Attribute Rubric completed by major content faculty
  - 4. \_\_\_ Two References from a major professor, and a host teacher who has observed your teaching or an employer
- G. \_\_\_\_\_ CTE Interview (accepted, accepted with reservations, or denied)  
Invitation to Interview, Advisory Council Interview, Acceptance, Application for Placement, Placement, Liability Insurance, TB Test

### III Clinical Teaching Experience and Graduation

- A. \_\_\_\_\_ **ED497** KS Professional Teaching Portfolio \_\_\_\_\_ KPTP Score (must pass before getting credit for ED497)
- B. \_\_\_\_\_ **ED498** Clinical Teaching Experience
- C. \_\_\_\_\_ CTE Exit Interview documents including IDEAL Professional Attribute Rubric completed by cooperating teacher(s), STEP supervisor, and content supervisor
- D. \_\_\_\_\_ Final Transcript
  - 1. \_\_\_\_\_ Cumulative GPA of 2.5 or higher in all post-secondary work
  - 2. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in professional coursework
  - 3. \_\_\_\_\_ Cumulative GPA of 2.75 or higher in major coursework
- E. \_\_\_\_\_ Sent copy of final transcript to student for their credential file

## Appendix B: Sterling College Registrar's Office Major Declaration Form

### Major Declaration/Request for Advisor Change

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

**I WISH TO DECLARE THE FOLLOWING MAJOR:** (Please mark darkly with an X)

<input type="checkbox"/> Art (AR) <input type="checkbox"/> Athletic Training (Requires dept. approval) (AT) <input type="checkbox"/> Behavioral Science (BS) <input type="checkbox"/> Biology (BI) <input type="checkbox"/> Business Administration (BUAD) <input type="checkbox"/> Chemistry (CH) <input type="checkbox"/> Christian Ministries (CM) __MI __EA __YO Concentration <input type="checkbox"/> Communication & Theatre Arts: Emphases: (Please circle) Communications (CTAC) <i>and/or</i> Theatre (CTAT)	<input type="checkbox"/> Computer & Information Science (CIS) <input type="checkbox"/> Elementary Education (ED) <input type="checkbox"/> English (ENG) <input type="checkbox"/> History (HI) <input type="checkbox"/> Independent Interdisciplinary Major (IDS)* Major Title _____ <input type="checkbox"/> Mathematics (MATH) <input type="checkbox"/> Music (MU) <input type="checkbox"/> Music Education (MUED) <input type="checkbox"/> Exercise Science (ES) <input type="checkbox"/> Religious & Philosophical Studies (RP)
---	--

\*Requires approval by Academic Policy Committee by the end of the first semester of the junior year.

<p><b>I WISH TO DECLARE THE FOLLOWING MINOR:</b></p> <input type="checkbox"/> Applied Mathematics (MA) <input type="checkbox"/> Art (AR) <input type="checkbox"/> Behavioral Science (BS) <input type="checkbox"/> Biology (BI) <input type="checkbox"/> Business Entrepreneurship (BUE) <input type="checkbox"/> Chemistry (CH) <input type="checkbox"/> Christian Ministries (CM) <input type="checkbox"/> Communication & Theatre Arts (CTA) <input type="checkbox"/> Computer & Information Science (CIS) <input type="checkbox"/> English (ENG) <input type="checkbox"/> Family Studies (FS) <input type="checkbox"/> Greek (GK) <input type="checkbox"/> History (HI) <i>and/or</i> <input type="checkbox"/> Political Science (PS) <input type="checkbox"/> Music (MU) <input type="checkbox"/> Exercise Science (ES) <input type="checkbox"/> Religious & Philosophical Studies (RP) <input type="checkbox"/> Social Entrepreneurship (SOE) <input type="checkbox"/> Special Education (SPED)	<p><b>I WILL BE SEEKING CERTIFICATION IN:</b></p> <input type="checkbox"/> Art <input type="checkbox"/> English <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Health & Physical Education <input type="checkbox"/> History & Government <input type="checkbox"/> Mathematics <input type="checkbox"/> Music <input type="checkbox"/> Psychology <input type="checkbox"/> Theatre Arts/Communication  <input type="checkbox"/> Undecided: Interested in more information  <u>For Office Use Only:</u> Concentration code for all of above: EDSC
--	---

**\*Please change my advisor from** \_\_\_\_\_

**to** \_\_\_\_\_.

**Additional advisors (double majors & secondary education)** \_\_\_\_\_.

\* The Registrar will have the final decision in determining who your new advisor/s will be.

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix C: STEP Declaration of Candidacy

	<p><b>Sterling Teacher Education Program (STEP)</b>  <b>125 W. Cooper Street</b>  <b>Sterling, Kansas 67579</b>  <a href="http://www.sterling.edu">www.sterling.edu</a>  <b>1-800-346-1017</b></p>	
---	--	---

### STEP DECLARATION OF CANDIDACY (page 1)

Name \_\_\_\_\_ Date \_\_\_\_\_

Interest Area: Elementary (K-6) \_\_\_ Secondary (7-12) \_\_\_ Art/Music/ExSci (K-12) \_\_\_

Major Area (secondary only) \_\_\_\_\_ Minor Area \_\_\_\_\_

**Special Education Area:**

Early Childhood Disability \_\_\_ Adaptive Sp. Ed. (K-6) \_\_\_ Adaptive Sp. Ed. (6-12) \_\_\_

**Projected Clinical Teaching Experience semester: Fall \_\_\_ Spring \_\_\_ Year \_\_\_**

**1. Check the most appropriate category for race/ethnicity:**

- |  |   |
|--|---|
| <input type="checkbox"/> Alaskan Native                | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> American Indian               | <input type="checkbox"/> Two or More Races      |
| <input type="checkbox"/> Asian, Black/African American | <input type="checkbox"/> White/Caucasian        |
| <input type="checkbox"/> Hispanic/Latino of any race   | <input type="checkbox"/> Prefer Not to Answer   |
| <input type="checkbox"/> Native Hawaiian               |   |

**2. Answer the questions on page two. These are the questions that will be asked by the state when you apply for licensure. Some may prevent you from obtaining a Kansas State Teaching License.**

**3. Submit this application, the contract, and the reflection question to STEP Administrative Assistant.**

\_\_\_\_\_  
 Student's Signature \_\_\_\_\_  
 Date

**FOR ADMINISTRATIVE USE:**

**ACCEPTED BY THE TEACHER EDUCATION COMMITTEE**

\_\_\_\_\_  
 Teacher Education Committee Chair \_\_\_\_\_  
 Date

## Appendix C (cont.):

### Kansas State Department of Education (KSDE) Licensure Questions (page 2)

- a. **Have you ever been convicted of a felony?**  
 NO     YES
- b. **Have you ever been convicted of ANY crime involving theft, drugs, or a child?**  
 NO     YES
- c. **Have you entered into a criminal diversion agreement after being charged with any offense described in question a or b?**  
 NO     YES
- d. **Are criminal charges pending against you in any state involving any of the offenses described in question a or b?**  
 NO     YES
- e. **Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?**  
 NO     YES
- f. **Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?**  
 NO     YES
- g. **Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?**  
 NO     YES
- h. **Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?**  
 NO     YES
- i. **Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?**  
 NO     YES

## Appendix C1:

### Declaration of Candidacy Contract Undergraduate Candidate \_\_\_\_ Traditional or \_\_\_\_ On-Line

I understand that in order to be **accepted** to the Sterling Teacher Education Program (STEP):

1. Transfer students must submit all **official** transcripts from my undergraduate degree.
2. I must have a 2.5 (2.7 is a B- average) overall grade point average.
3. I must complete the pre-professional skills:

- PPST Writing (172 or above)
- PPST Reading (173 or above)
- PPST Math (172 or above)

Or ACT with **all** scores of:

- Reading (20 or above)
- Literature (19 or above)
- Math (18 or above)

4. I must complete the following STEP Professional Classes

(Level IA) with a grade of C or higher:

- ED 195 Introduction to Education
- ED 201 Field Experience
- ED 206 Classroom Management
- SE 210 Introduction to Infants, Children, and Youth with Special Needs

4.0	A	<b>TARGET</b>
3.7	A-	
3.3	B+	<b>COMPETENT</b>
3.0	B	
2.7	B-	
2.3	C+	<b>BASIC</b>
2.0	C	
1.7	C-	<b>UNACCEPTABLE</b>
1.3	D+	
1.0	D	
0.7	D-	
0.0	F	

I understand in order to **proceed** to STEP Level II Professional/Methods Classes and STEP Level III Clinical Teaching:

1. I must maintain at least the following:
  - 2.50 in my overall grade point average (2.7 is a B- average)
  - 2.75 in my professional grade point average (3.0 is a B average)
  - 2.75 (12 or more hours) in my content grade point average (3.0 is a B average)
2. I must be accepted to STEP.
3. I must complete all my professional education courses with a grade of C or higher.
4. Elementary majors must complete all content education courses with a grade of C or higher.

\_\_\_\_\_  
(Teacher Candidate Print)

\_\_\_\_\_  
(Teacher Candidate Signature)

\_\_\_\_\_  
(Date)

## Appendix C2:

### Declaration of Candidacy Contract Post Baccalaureate Candidate – Initial License \_\_\_\_ Traditional or \_\_\_\_ On-Line

I understand that in order to be **accepted** to the Sterling Teacher Education Program (STEP):

5. During the first semester, I must take the Praxis Content Test (6-12 or PK-12) required for licensure with the understanding that the test must be passed prior to the Clinical Teaching Interview and subsequent Clinical Teaching Experience.
6. I must submit the final **official** transcript from my undergraduate degree.
7. I must complete the following STEP Professional Classes (Level IA) with a grade of C or higher:
  - ED 195 Introduction to Education
  - ED 201 Field Experience
  - ED 206 Classroom Management
  - SE 210 Introduction to Infants, Children, and Youth with Special Needs

4.0	A	<b>TARGET</b>
3.7	A-	
3.3	B+	<b>COMPETENT</b>
3.0	B	
2.7	B-	
2.3	C+	<b>BASIC</b>
2.0	C	
1.7	C-	<b>UNACCEPTABLE</b>
1.3	D+	
1.0	D	
0.7	D-	
0.0	F	

I understand that in order to **proceed** in STEP Level II Professional and Methods Classes and STEP Level III Clinical Teaching:

5. I must maintain at least the following:
  - 2.50 in my overall grade point average (2.7 is a B- average)
  - 2.75 in my professional grade point average (3.0 is a B average)
  - 2.75 (12 or more hours) in my content grade point average (3.0 is a B average)
6. I must be accepted to STEP.
7. I must complete all my professional education courses with a grade of C or higher.
8. Elementary majors must complete all content education courses with a grade of C or higher.

---

(Teacher Candidate Print)

---

(Teacher Candidate Signature)

---

(Date)

**Appendix C3:**

**Declaration of Candidacy Reflection Question**

**Reflection: Why I am choosing teaching as my professional career.**

\_\_\_\_\_  
(Teacher Candidate Signature)

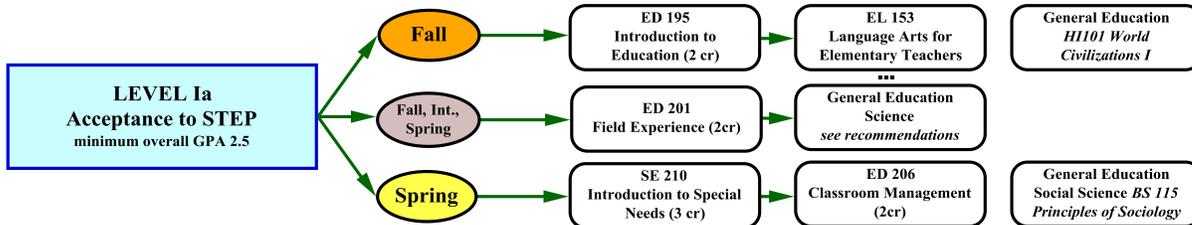
\_\_\_\_\_  
(Date)

# Appendix D: Elementary Course Sequence

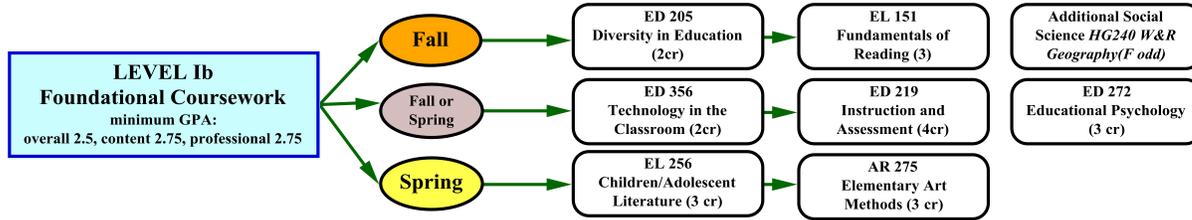


## STEP Elementary Education Professional and Major Course Sequence

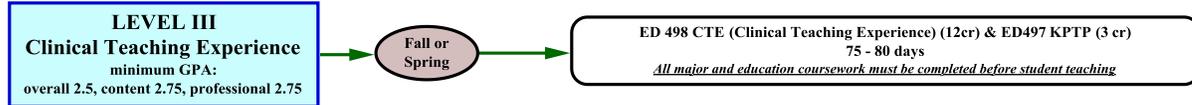
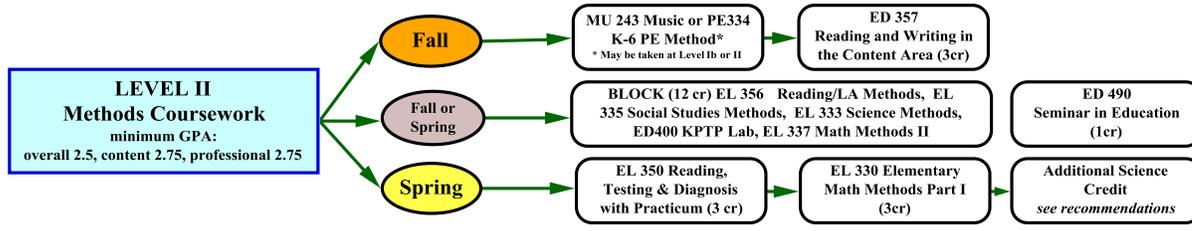
\*\*\*Candidates should Declare Education immediately to receive the best advising possible\*\*\*



You may apply to be Accepted to STEP after completing the above courses.  
 Additional Requirements: PPST Scores: Reading (173), Math (172) Writing (172) *or*  
 ACT Scores: Reading (20), English (19), Math (18)  
 Application Contract and Letter, 3 IDEAL Attributes.  
 Note: Candidates MUST have DECLARED Education as a major prior to taking Level Ib Courses



Candidates MUST be Accepted to Education PRIOR to taking Level II Courses



Revised 6-26-12 tg

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# Appendix E: Professional Course Sequence

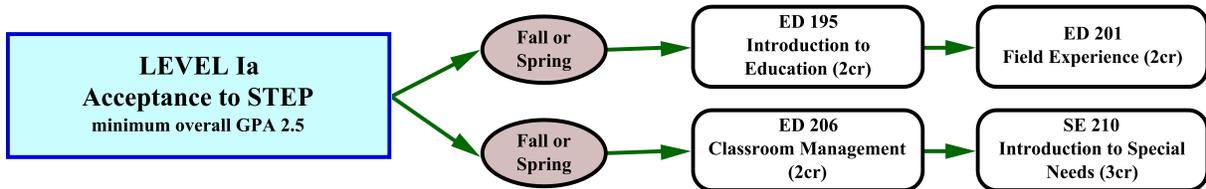


## STEP 6-12 and PreK-12 Education Professional Course Sequence

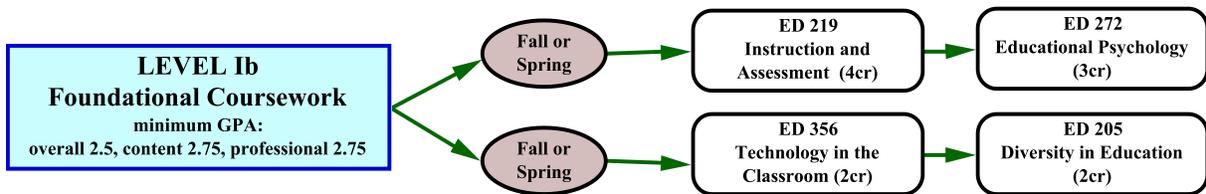
(See Catalog for Major Coursework Requirements)



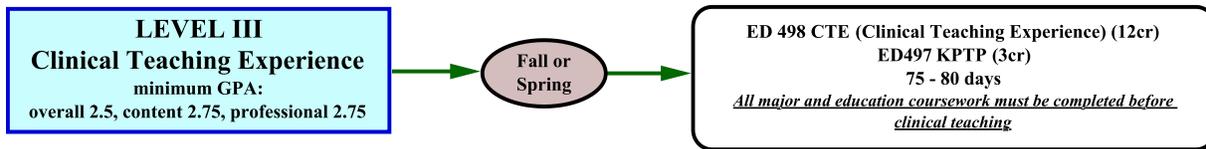
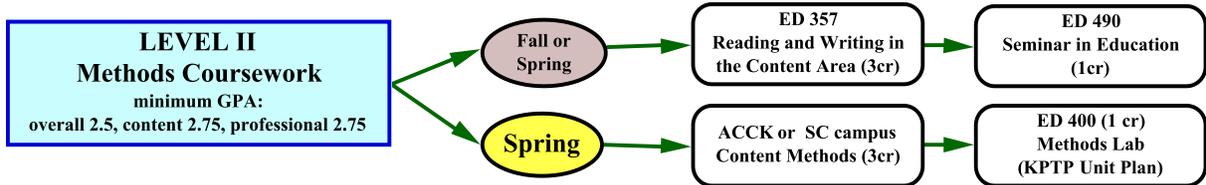
\*\*\*Candidates should Declare Education immediately to receive the best advising possible\*\*\*



You may apply to be Accepted to STEP after completing the above courses.  
**Additional Requirements:** PPST Scores: Reading (173), Math (172) Writing (172), or ACT Scores: Reading (20), English (19), Math (18)  
 Application Contract and Letter, 3 IDEAL Attributes.  
**Note:** Candidates **MUST** have **DECLARED** Education as a major prior to taking Level Ib Courses



**Candidates MUST be Accepted to Education prior to taking Level II Courses**



Revised 6-26-2012 tg

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## Appendix F: General Education Planner

### General Education Planner

Note: Students are required to take six general education classes in the freshman year. Requirements 1 and 6 must be taken in the first semester.  
*Requirements 1 - 5 represent basic skills necessary for all college students. Students are required to earn a minimum grade of C- in each of these classes to meet the basic skills requirement.*  
*Only one general education requirement can be fulfilled by a course.*

Class	Credits	Sem./Yr.	Grade
1. LL 101 College Composition I	3 credits		
.....			
2. Writing intensive courses (2) to be determined, at least one within the major	6 credits		
.....			
3. CT 101 Public Speaking <i>or</i>	3 credits		
CT 130 Oral Interpretation <i>or</i>	3 credits		
TM 245 Homiletics (TM and CM majors only)	3 credits		
BU140 Business Communication (BU and SM majors only)	2 credits		
.....			
4. Take <u>one</u> Math course from the following:			
MA 108 Contemporary Math	3 credits		
MA 110 College Algebra		3 credits	
MA 150 Pre-Calculus	5 credits		
MA 200 Calculus I	5 credits		
MA 240 Elementary Statistics		3 credits	
BS 196 Statistics for the Behavioral Sciences		3 credits	
<i>Math majors meet this requirement with courses in their major.</i>			
Students with a math ACT of 20 or lower must complete MA109A College Algebra with Review I <b>and</b> MA109B College Algebra with Review II.			
The combination of these two courses will meet the general education requirement for math.			
.....			
5. ES 101 Concepts in Physical Fitness and Health	2 credits		
.....			
<i>Note: Requirement 6 must be met in the first semester. Requirement 7 must be met every term during which the student is enrolled full-time.</i>			
6. GD 105 Foundations of Servant Leadership	1 credit		
.....			
7. GD 190 Chapel and Convocation	0 credit		
<i>(Attendance at a minimum of 14 chapels and 2 convocations during each semester of full-time enrollment)</i>			
<i>Like all other general education requirements, this is a requirement for graduation)</i>			
.....			
8. Take <u>one</u> Literature course from the following:			
LL 151 Introduction to Literature	3 credits		
LL 166 American Literature II	3 credits		
LL 251 World Literature I	3 credits		
LL 252 World Literature II	3 credits		
LL259 Monster Literature	3 credits		
<i>Note: the HR course are only open to Honors Program students</i>			
HR 201 Non-Western Culture and History I <i>or</i>	3 credits		
HR 202 Non-Western Culture and History II	3 credits		
<i>Language and Literature majors meet this requirement with courses in their major.</i>			

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9. Take one science course from the following.

BI 101/L Principles of Biology	4 credits
BI 110/L Human Anatomy and Physiology	5 credits
BI 125/L Environmental Science	4 credits
BI 170/L Zoology	4 credits
CH 151/L General Chemistry I	5 credits
PH 110/L Physical Science	5 credits
PH 210 /L Physics	5 credits
BI 110/L Human Anatomy and Physiology	5 credits
BI 125/L Environmental Science	4 credits
BI 170/L Zoology	4 credits
CH 151/L General Chemistry I	5 credits
PH 110/L Physical Science	5 credits

Class	Credits	Sem./Yr.	Grade
-------	---------	----------	-------

10. Take **one** of the following history courses:

HI 101 History of World Civilization I <b>or</b>	3 credits
HI 102 History of World Civilization II <b>or</b>	3 credits
HI211 U.S. History I <b>or</b>	3 credits
HI212 U.S. History II	3 credits

*Note: the HR course are only open to Honors Program students*

HR 201 Non-Western Culture and History I <b>or</b>	3 credits
HR 202 Non-Western Culture and History II	3 credits

*History majors meet this requirement with courses in their major.*

11. Take **one** Social Science course from the following:

BU 103 Economics	3 credits
BS 115 Principles of Sociology	3 credits
BS 125 General Psychology	3 credits
BS 131 Self and Society	3 credits
HG 240 World and Regional Geography	3 credits
HG 255 Comparative Government	3 credits
HG 262 World Religions	3 credits
HG 272 International Relations	3 credits
CT 365 Gendered/Intercultural Communication	3 credits

12. Fine Arts course or courses totaling three (3) credits. 3 credits  
 Course(s) must be chosen from Art, Music, or Theatre

13. TM 102 Intro to Old Testament **and** 3 credits  
 14. TM 103 Intro to New Testament 3 credits

15. TM 266 Basic Christian Doctrine 3 credits

16. TM 440 Philosophy for Faith & Life (Senior year capstone) 3 credits

## Appendix G: Professional Education Check Sheet

	<p><b>Sterling Teacher Education Program (STEP)</b>                  125 W. Cooper Street                  Sterling, Kansas 67579  <a href="http://www.sterling.edu">www.sterling.edu</a>                  1-800-346-1017</p>	
---	---	---

**Student Name** \_\_\_\_\_

**Major:** \_\_\_\_\_  
 (major curriculum planner should be attached)

**Education Advisor:** \_\_\_\_\_

**Content Advisor:** \_\_\_\_\_

<u>Professional Education for all Education Majors</u>	<u>Sem/Yr</u>	<u>Grade</u>
ED195 Intro to Education (2)	_____	_____
ED201 Field Experience (2)	_____	_____
ED206 Classroom Management (2)	_____	_____
SE210 Intro to Special Needs (3)	_____	_____
ED205 Cultural Diversity in Education (2)	_____	_____
ED219 Instruction and Assessment (4)	_____	_____
ED272 Educational Psychology (3)	_____	_____
ED356 Technology in the Classroom (2)	_____	_____
ED357 Reading/Writing in Content Area (3)	_____	_____
ED400 (concurrent with Methods Class*) (1)	_____	_____
ED490 Seminar in Education (1)	_____	_____
ED497 KS Prof. Teaching Portfolio (3)	_____	_____
ED498 Clinical Teaching Experience (12)	_____	_____
Secondary* Content Methods (3)	_____	_____

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## Appendix H: Elementary Education Check Sheet

	<b>Sterling Teacher Education Program (STEP)</b> 125 W. Cooper Street Sterling, Kansas 67579 <a href="http://www.sterling.edu">www.sterling.edu</a> 1-800-346-1017	
---	--	---

**Student Name** \_\_\_\_\_

**Faculty Advisor** \_\_\_\_\_

**Required General Education Courses**

		Sem/Yr		Grade
BS115 Principles of Sociology (S)	(3)	_____	_____	
HI101 History of World Civilization I (F)	(3)	_____	_____	
<i>Or US History I or II</i>				
PH110/L Physical Science w/Lab (F)	(5)	_____	_____	
<i>Or any physical science course w/lab</i>				

**Required Major Courses (must be completed with a C or higher)**

BI101/L Principles of Biology w/Lab (S/odd)	(4)	_____	_____	
<i>Or Zoology, Environmental Science w/lab</i>				
HG240 World and Regional Geography (F/odd)	(3)	_____	_____	
EL153 Language Arts for Elem Teachers (F)	(2)	_____	_____	
EL151 Fundamentals of Teaching Reading (F)	(3)	_____	_____	
MU243 Music Methods for Elem Teachers (F)	(2)	_____	_____	
EL256 Child & Adolescent Literature (S)	(3)	_____	_____	
AR275 Elementary Art Methods (S)	(3)	_____	_____	
EL330 Elementary Math Methods I (S)	(3)	_____	_____	
EL350 Reading, Testing & Diagnosis (S)	(3)	_____	_____	
ES344 Elem. PE Methods K-6 (F)	(3)	_____	_____	
EL 350 Reading, Testing, and Diagnosis (S)	(3)	_____	_____	

**Block**

• EL356 Reading & LA Methods	(4)	_____	_____	
• EL333 Science Methods	(2)	_____	_____	
• ED 400 KPTP Lab	(1)	_____	_____	
(Taken concurrently with ED333 Science Methods)				
• EL335 Social Sciences Methods	(2)	_____	_____	
• EL337 Math Methods II	(3)	_____	_____	

**Special Education**

(Separate sheet attached)

Adaptive Special Education (K-6)	(21)	_____	
Adaptive Special Education (6-12)	(21)	_____	

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## Appendix I: STEP Field Work Coordination Guide

The STEP has worked diligently to coordinate a variety of field experiences with many of the surrounding communities. This Field Work Coordination Guide serves as the guiding document for STEP faculty as they place teacher candidates in field experience opportunities related to specific courses. This guide includes field placements for all professional educational coursework, and all candidates participate in all of these experiences. Additional field experiences may be required for specific content programs, as described in program documents. In an effort to maximize the diversity of student placement opportunities for STEP candidates, the following arrangement has been implemented.

<b>Program Level</b>	<b>Professional Education Class</b>	<b>Field Work Location</b>	<b>Diversity Experience</b>	<b>Hours Required</b>
<b>Ia</b>	ED201 Field Experience*	Wichita / Hutchinson	Low SES Race/Ethnicity Urban Populations	30
<b>Ia</b>	SE210 Special Needs	Sterling	Exceptionalities Rural Populations	20
<b>Total Hours Level Ia (Admission to STEP)</b>				<b>All Students – 50</b>
<b>Ib</b>	ED205 Cultural Diversity	Wichita / Hutchinson	Low SES Race/Ethnicity	10
<b>Ib</b>	ED272 Educational Psychology	Nickerson	Rural Populations Allows observation of one student	15
<b>Total Hours Level Ib (Foundational Courses)</b>				<b>All Students - 25</b>
<b>II</b>	ED400 KPTP Field Experience Lab w/Methods	Lyons (Hutchinson if needed)	ELL Low SES Hispanic	Elem=120 Sec =15
<b>II</b>	ED357 Reading & Writing in the Content Area	Lyons/ Sterling	Content Specific work (4 <sup>th</sup> -12 <sup>th</sup> grade)	10
<b>Total Hours Level II (Methods Courses)</b>				<b>Elementary – 130 Secondary – 25</b>
<b>III</b>	ED497 Clinical Teaching Experience	Arranged – see list	Varied depending on previous experiences	Elem=75x7hrs/day Sec=80x7hrs/day
<b>Total Hours Level III (Clinical Teaching Experience) All Students – Minimum of 75 days</b>				<b>Elementary 525 Secondary 560</b>

*\*or 3 months documented classroom experience as a substitute teacher or para-educator*

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## Appendix J: Termination of Placement Policy

The following policy statement applies to candidates at Sterling College who are assigned by STEP for CTE, field experiences, classroom observation, and any other field placement. Early termination of placement is initiated as follows:

- **At the request of the Teacher Candidate:** In the event that a teacher candidate is unable to acclimate to the assigned classroom and/or cooperating teacher, the candidate should inform his/her STEP Professor as soon as any difficulties or concerns with the placement arise. The candidate may request a change of placement within the first four weeks of the placement. Prior to any changes, there should be sufficient evidence of efforts to rectify the situation and documentation of continued problems with the placement.
- **At the request of STEP:** In the event that STEP believes there is a problem with a placement, the teacher candidate may be reassigned or the placement may be terminated. The host or cooperating teacher, principal, or STEP supervisor must provide evidence of on-going problems of concerns. Sufficient concern and documentation of problem areas in the placement may result in a change of placement or termination of the experience as determined by the STEP Unit.

Prior to a change of placement or a termination recommendation, the following process should occur:

1. The teacher candidate and college supervisor(s) will meet with the host or cooperating teacher to determine the problem and review documentation. At the meeting, the teacher candidate will be asked to assist with a solution to the problem. This plan will be documented and given to the involved participants.
2. If the host/cooperating teacher is willing, the teacher candidate will be given a chance to follow through with the plan for remedying the problem.
3. If the host/cooperating teacher is unwilling, the teacher candidate will be placed in another situation and monitored by the college supervisor(s). The teacher candidate will be expected to complete the full requirements of the placement. If the teacher candidate is successful in the new placement, the grade will reflect documentation from the new placement.
4. If the second placement is documented as unsuccessful by both the host/cooperating teacher and the college supervisor (s), the teacher candidate will be notified in person and in writing by STEP that the placement has been terminated.
  - a. Candidates whose placement is terminated prior to the drop-add date will be dropped from the Clinical Teaching roster and receive no grade.
  - b. Candidates whose placement is terminated after the drop-add date receive an F in the course
5. If a teacher candidate has been removed from clinical teaching and wishes to take the class again in a subsequent semester, the candidate must repeat the interview process required by all CTE candidates.

**The candidate may be immediately removed from the placement for immoral conduct, behavior unbecoming a pre-service teacher, or insubordination.**

Upon termination of the teaching experience, the teacher candidate may appeal the decision following the appeal procedure (Appendix J).

## Appendix K: Procedure for Appeal

Appeal for any STEP policy or procedure follows these levels of authority:

1. STEP Director
2. TEC
3. Vice President for Academic Affairs
4. Academic Affairs Committee of the Faculty

All appeals should be typed and submitted in a formal format. Documentation for and results of any appeal process are kept on file in the office of the STEP Administrative Assistant.

## Appendix L: Scholarship Application

# APPLICATION FOR ENDOWED SCHOLARSHIPS IN EDUCATION

Scholarships will be given to sophomores, juniors, or seniors in education who will be full-time students at least one semester the following year. Applicants must have a cumulative GPA of 3.00 or above. Education Department faculty will make the selections. The names of scholarship recipients will be announced during spring convocation. The scholarships must be used the following year.

**THIS APPLICATION WILL NOT BE ACCEPTED IF IT IS NOT TYPED OR IF IT IS RECEIVED AFTER THE DUE DATE.**

Name \_\_\_\_\_ Class \_\_\_\_\_

Phone \_\_\_\_\_ Major \_\_\_\_\_ Cumulative GPA \_\_\_\_\_

Write a brief statement regarding your career goals.

Explain your IDEAL Attributes strengths and how these will benefit your career in education.

List campus and community activities in which you are involved.

Identify ways you could be a servant leader in the education department.

*-Host prospective students, help with special events/tasks, serve as a student representative on committees, others (explain below)-*

Signature \_\_\_\_\_ Date \_\_\_\_\_

**DEADLINE: \_\_\_\_\_ by 5:00 p.m. to the Administrative Assistant**

## Appendix M: Praxis Qualifying Scores

<b>Kansas State Board Established Qualifying Scores</b>		
<b>Test #</b>	<b>Test Name</b>	<b>Scores</b>
OO11	Elementary	163
OO41	English Language Arts	165
OO61	Math	137
OO81	History/Government	158
OO91	Physical Education	148
O113	Music	152
O133	Art	156
O220	Speech/Theatre	590
O235	Biology	150
O245	Chemistry	152
O353	Core Special Education	160
O542	Adaptive	169
O544	Functional	159
O550	Health	620
O522	PLT - Elementary K-6	160
O524	PLT - Secondary 6-12	160