



# **Teacher Preparation Program Policy Manual**

**Revised - 2010**

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**Andrews University**  
**School of Education**  
**Department of Teaching, Learning, and Curriculum**  
**Teacher Preparation Program**  
**Policy Manual**

In this policy manual, when a policy applies to both undergraduate and graduate programs it extends across the page. Where there are differences, see the appropriate column.

**Policies Relating to Students**  
**Admission Standards**

**Undergraduate**

All undergraduate students must meet the requirements of the University as found in the current bulletin.

Students must have a minimum overall GPA of 2.75 in order to be admitted into the Teacher Preparation Program. In addition, once admitted into the program, students must maintain a GPA of 2.50 in each of the following areas with no grades of C- or lower:

- 1) major(s)
- 2) minor(s)
- 3) Professional Education courses
- 4) Overall GPA

**Graduate - Post-Baccalaureate**

All graduate students must meet the requirements of the University as found in the current bulletin. Full time graduate students register for eight to twelve credit hours per semester. Permission from the Dean is required for overloads.

**Retention**

Retention of graduate students is based on the student's maintaining a 3.0 grade point average. Students not meeting this requirement will not be granted a degree or retained indefinitely in the program.

**Pre-Teacher Preparation Status**

1. Teacher Preparation at Andrews University is a four-phase process. Students proceed through the Teacher Preparation Program by successfully completing a series of formal applications and evaluations. The four phases of the program are:

- a. Admission to the Program
- b. Admission to Student Teaching
- c. Completion of Student Teaching
- d. Program Completion with recommendation for certification

2. Students who desire to enter the teacher education program are considered to be in a Pre-Teacher Preparation Status until they are formally admitted into the Teacher Preparation Program. Each student must apply to the Teacher Preparation Program. Applications are kept in the Department of Teaching, Learning, and Curriculum. See the bulletin section on "The Teacher Education Program and Certification Procedures" for details.

**Advisory Services**

All students are assigned an advisor in the Department of Teaching, Learning and Curriculum and a content area advisor in the specialty area(s) from the College of Arts and Sciences. In addition to consulting with advisors, each student should be familiar with requirements as listed in the bulletin.

## Appeals

A student who feels s/he has a legitimate grievance concerning a grade or treatment in a particular class may appeal to the teacher of that class. If a satisfactory solution to the problem cannot be reached, the student may take his/her complaint to the department chair, the dean, the provost, and the president.

An additional process available to the student is to take his/ her problem to the Ombudsperson. The Ombudsperson is a presidential appointee who is available to help university students resolve complex problems which remain unsolved after the student has followed normal channels for handling such matters or has encountered an obstacle in doing so. The Ombudsperson will advise the student on possible further steps to take, negotiate a solution, or find out the reasons why the problem is insoluble. No student shall suffer any penalty for seeking assistance from the Ombudsperson and all information presented to him/her by persons seeking assistance shall be considered confidential.

The Ombudsperson is aware of the chief causes for student concerns and is expected to make recommendations to the appropriate person for eliminations of these causes consistent with the fundamental purposes of the University.

## Independent Studies

Students normally complete curriculum requirements via the regular course offerings. However, upon rare occasion, a student may petition to enroll in an independent study course. Criteria for acceptance include:

- A. A regular course in the same subject matter is not currently offered or available to the student before graduation.
- B. The instructor of the proposed independent study has expertise in this field.
- C. The student has maintained the appropriate grade point average.
- D. The student has gained permission for the independent study from the proposed instructor and from the chair of the Department of Teaching, Learning, and Curriculum.

## Monitoring Student Progress

All students admitted to the Teacher Preparation Program are closely monitored in the areas of knowledge, skills, dispositions, and behaviors to insure quality performance. Grade point averages, recommendations from other departments' faculty, and the Department of Teaching, Learning, and Curriculum faculty evaluations are periodically checked. After a person has met the requirements for admission to the program, a **second** set of requirements/standards must be met before entering student teaching. A **third** set of requirements/standards must be met at the end of the Student Teaching experience before recommendation for certification is made. (These requirements are listed later in the manual). The student's overall progress is also jointly monitored through routine checks by the Department of Teaching, Learning, and Curriculum and the Records Office.

## Field Experiences and Practica Courses

All students admitted to the Teacher Preparation Program are required to participate in a significant number of field experiences. These field based experiences are designed to provide students with opportunities to relate within a multicultural/multilinguistic classroom environment in both rural and urban settings. In addition students gain experience with exceptional and diverse learners.

Some certification endorsements require specialized practica; such should follow the following guidelines:

- A. Application for practicum must be submitted one semester before the practicum is to be done.
- B. The Director of Student Teaching coordinates arrangements for placement in school(s). The student should not make these contacts on their own without direct permission of the director of field experiences.
- C. A semester before the practicum is to begin, the student is to make final arrangements with the Supervising Teacher regarding the field experience.
- D. A pre-practicum visit to the school by the student with the supervising teacher and principal is essential before placement is finalized.

## **Attendance**

Regular and punctual attendance is expected at all classes and other required sessions such as laboratories, seminars, etc., as stipulated by the AU bulletin and the course instructor. Students enrolled in courses with field experiences and/or practica are expected to follow the agreed upon guidelines between the school and the university faculty involved. The number of absences exceeding three will have to be made up at the end of the field experience. In accordance with University policy, as detailed in the AU bulletin, whenever the number of absences exceeds twenty percent of the total field appointments, the student may receive a failing grade. Students must notify the appropriate individuals in the Department of Teaching, Learning, and Curriculum and the field setting in the event of any absence. Neglecting to do so may result in the student being withdrawn from the field experience and/or given a failing grade.

## **Communication**

Students are responsible for providing current and accurate contact information to the Department of Teaching, Learning and Curriculum including mailing address, phone number, and e-mail address. Students are expected to respond to departmental communications within one business day.

The Certification Officer will use the most current information on file to contact students and send to certification agencies.

## **Corporal Punishment**

Andrews University students enrolled in clinical courses are not permitted to administer corporal punishment as a means of discipline.

## **The Student Teaching Experience**

### **Outside Activities**

Student Teaching is a whole semester experience. Because of the intensity of the experience students may not be employed during this time. Student Teachers and First Days of School Experience students are not allowed to have employment or be enrolled in other courses during their fieldwork experience. Students in specialized practicum field experiences other than Student Teaching and the First Days of School Experience are strongly discouraged from working and enrolling in other courses during this portion of the field work experience. Course and/or work obligations will not be acceptable as excuses for impaired performance during these field experiences.

### **Performing as a Substitute**

Student Teachers cannot be used as substitute teachers until after 7 weeks of Student Teaching experience and then only in their own classroom with the permission of the Director of Student Teaching and the principal at the school.

### **Professional Conduct**

Andrews University practicum students are expected to conform to standards of professional conduct and dress as specified by the Department of Teaching, Learning and Curriculum and the assigned school's teacher handbook or administrator in charge.

### **Non-completion or Removal from Field**

If difficulties of an unresolvable nature, i.e. attendance, being unprepared, personality conflicts, are encountered

tered, a student teacher may be removed and /or reassigned after consultation with appropriate parties. If a student teacher is unable to complete the experience for extenuating circumstances, an Incomplete (I) or Deferred Grade (DG) is appropriate.

### **Repetition of Student Teaching Experience**

- A. If a student is unsuccessful or has to withdraw because of illness or injury, due consideration will be given for repetition of student teaching. This may or may not be the semester immediately following the withdrawal.
- B. The student must be made aware of his/her status in terms of a written plan for improvement/completion. The Director of Student Teaching, along with advisors, should collaborate with the student in developing an adequate plan for improvement.
- D. A student must repeat the student teaching seminar, EDTE487, when the student teaching assignment is repeated.
- E. In the case of secondary education students, the content advisor should be consulted by the Department of Teaching, Learning and Curriculum when a student is removed from the student teaching assignment.

### **Seminars - EDTE487**

- A. Attendance at and participation in weekly seminars is required. The seminar content is vital to the full preparation of the teacher candidate.
- B. The Director of Student Teaching may arrange seminars on a case by case basis for student teachers placed at distant sites.
- C. Portions of the Seminar may be conducted on-line.

### **Seventh-day Adventist Certification - Multi-grade Experience**

For the Seventh-day Adventist Elementary Teaching endorsement, multigrade teaching experience is required. This is accomplished by completing the Multi-grade course and field component. The field component can be fulfilled in one of the following ways:

- A. By doing regular student teaching in a multigrade classroom (minimum of three grades).
- B. By doing a fifty hour field experience in a multigrade classroom.
- C. Substitute teaching in multigrade classrooms (minimum of 20 full days).
- D. Other appropriate, verified, and satisfactory experience may fulfill this requirement. Requests for consideration of other experiences must be made to the Certification, Screening and Petitions Committee on a petition form available at the office of the Department of Teaching, Learning, and Curriculum. Such petitions should be applied for and granted at least one semester before student teaching is begun. The applicant must consult with her/his advisor and the Director of Student Teaching who will present and make a recommendation on the request.

### **Dispositions and Retention**

- A. Students must meet and maintain the established professional dispositions set forth in the Department of Teaching, Learning and Curriculum Statement of Professional Conduct in order to remain in the Teacher Preparation Program. Students will be asked to sign this statement when applying to both the Teacher Preparation Program and to Student Teaching.
- B. Department of Teaching, Learning and Curriculum faculty will monitor student dispositions (see appendix for disposition evaluation sheet) throughout the student's tenure in the Teacher Preparation Program and formally assess dispositions at the time of application to the Teacher Preparation Program and to Student Teaching. Dispositions will also be assessed by the department faculty and the Supervising Teacher during the Student Teaching Experience. The dispositions on which students will be assessed are:
  - Believes that all students can learn,

Values fairness,  
Values respectful communication,  
Values diversity,  
Recognized personal leadership responsibility,  
Values personal and professional growth,  
Is committed to inquiry  
Is committed to service.

- C. When it is determined that a student is not maintaining one or more of these dispositions the following procedures will be followed:
1. First occurrence - The student will be issued a letter of concern from the faculty member and/or the Chair of the Department of Teaching, Learning and Curriculum.
  2. Second occurrence - The student will be issued a letter of serious concern and will be required to meet in a conference with the academic advisor and department chair to discuss the issue(s) and develop an improvement plan. The student will be advised that additional occurrences will be cause for dismissal from the Teacher Preparation Program.
  3. Third occurrence - The student will be dismissed from the Teacher Preparation Program.

## **Teacher Preparation Standards**

Generally, a student is required to maintain the standards of the bulletin year in which he/she entered. However some current standards newly established by the denomination and/or state are based on program exit requirements and will override bulletin requirements.

## **Certification Denial/Revocation**

### **Fraudulent Application**

Certification may be denied for fraud, material misrepresentation, or concealment in the application for a certificate.

### **Ineligibility and Immoral Conduct**

Certification may be denied for failure or ineligibility of the applicant to meet the criteria for the certificate or conviction as an adult of a felony. In addition that the following must be reported to the state and may be cause for denial of certification:

- \*Criminal sexual conduct or attempt to commit criminal sexual conduct in the fourth degree
- \*Child abuse or attempt to commit child abuse in the third or fourth degree
- \*Cruelty, torture, or indecent exposure involving a child
- \*Delivery of a narcotic to a minor or student withing 1,000 feet of school property.
- \*Breaking and entering
- \*Knowingly allowing a minor to consume or possess alcohol or a controlled substance at a social gathering
- \*Accosting, enticing, or soliciting a child for an immoral purpose
- \*Larceny from a vacant dwelling
- \*Assault; assault and battery
- \*Assault; infliction of serious injury
- \*Selling or furnishing alcoholic liquor to a person less than 21 years of age.

(For complete details see Michigan Public Act 451 of the Public Acts of 1976 (as amended)).

In addition, dismissal from the University may be cause for denial of certification.

### **Conviction Record Request**

The Department of Teaching, Learning and Curriculum requires information on a student's conviction record

as a part of the application process to the Teacher Preparation Program and to Student Teaching. A background check including fingerprinting is required. More details on the current procedures are available from the Director of Student Teaching.

## **Notice of Status to Cooperating Schools**

If a convicted individual is admitted to any practicum or field work courses in the Department of Teaching, Learning and Curriculum, the cooperating school and/or school district will be advised of the individual's conviction status.

## **Notice of Status to Applicant**

A convicted applicant admitted to the Teacher Preparation Program will be advised in writing by the Chair of the Certification, Screening and Petitions Committee that the State Board of Education has the authority to deny a recommendation for certification based upon previous conviction. This assumes that the Department of Teaching, Learning and Curriculum has been informed regarding the individual's record.

## **Notification of Status to**

### **State Department of Teacher Preparation and Certification**

The Certification Officer will report directly to the State Department of Teacher Preparation and Certification any certification applicants who are known to have been convicted of a misdemeanor (other than minor traffic violations) or felony.

## **Policies Relating to the Teacher Preparation Program**

### **Admission to the Teacher Preparation Program**

1. Students may apply for admission to the Teacher Preparation Program once they have successfully completed one year. Applications are available from the Department of Teaching, Learning, and Curriculum.

2. A student may only take the following education courses before being admitted to the Teacher Preparation Program:

#### Undergraduate

- EDTE 165 Social and Philosophical Foundations
- EDTE 302 Educational Psychology
- EDTE 228 Exceptional and Diverse Learners
- EDTE 408 Principles of Teaching

#### Graduate/MAT

- EDTE 630 Social and Philosophical Foundations
- EDPC 514 Psychology of Learning
- EDPC 525 Psychology and Education of Exceptional Children
- EDTE 408 Principles of Teaching or
- EDCI565 Improving Instruction

3. Admission to the Teacher Preparation Program must be obtained before the student can apply for student teaching.

### **Criteria for Admission to the Teacher Preparation Program**

A student must submit the Application for Admission to the Teacher Preparation Program, available at the Department of Teaching, Learning, and Curriculum, in order to be considered for admission to the Teacher Preparation Program. The Certification, Screening, and Petitions Committee will grant admission if a student:

- A. Has chosen appropriate teaching major(s) and/or minor(s) from the approved list.
- B. Has a minimum grade-point average of 2.75 overall and 2.50 in each of the following areas:
  - 1. Major(s)
  - 2. Minor(s)
  - 3. Professional Education courses
- C. Has grades of C or higher for every course in each of the following areas:
  - 1. Major(s)

2. Minor(s)
  3. Professional Education
- D. Has satisfactorily completed the EDTE 165/EDTE630 Philosophical and Social Foundations of Education and passed the Basic Skills Examination of the Michigan Test for Teacher Certification (MTTC).
- E. Has submitted two favorable recommendations, including a positive assessment of dispositions, from the following:
1. EDTE 165/EDTE630 Instructor
  2. Teaching, Learning, and Curriculum or content area professor
  3. The Supervising Teacher in the EDTE 165/EDTE630 field experience will also make a recommendation for program admission, in the form of a report submitted as the final evaluation of the field experience.
- F. Has a developing professional teaching portfolio in LiveText approved by the EDTE 165 Instructor (See Portfolio Handbook for specific requirements).
- G. Has satisfactory clearance in regard to conviction as an adult involving moral turpitude. The clearance form is contained in the application packet.

## Admission Requirements for Student Teaching

Undergraduate students must:

- A. Have maintained a minimum grade-point average of 2.75 overall and 2.50 in each of the following areas:
  1. Major(s)
  2. Minor(s)
  3. Professional Education courses
- B. Have grades of C or higher in all courses for each of the following areas:
  1. Major(s)
  2. Minor(s)
  3. Professional Education
- C. Have completed satisfactorily EDTE 165 Philosophical and Social Foundations of Education

Graduate students must:

- A. Have maintained a 3.0 grade point average. Students not meeting this requirement will not be admitted to Student Teaching.
- B. Have grades of C or higher in all courses for each of the following areas:
  1. Major(s)
  2. Minor(s)
  3. Professional Education
- C. Have completed satisfactorily EDTE 630 Seminar: Philosophical and Social Foundations of Education

All students must submit the Application for Student Teaching, available in the Department of Teaching, Learning, and Curriculum, in order to be approved for Student Teaching. The Certification, Screening, and Petitions Committee approves Applications for Student Teaching if a student:

- A. Has been admitted to the Teacher Preparation Program and is currently in good standing.
- B. Has submitted three favorable recommendations, including a positive assessment of dispositions, from the following:
  1. Teaching, Learning, and Curriculum Advisor
  2. A methods area Instructor or other Professor from the Department of Teaching, Learning, and Curriculum
  3. A Professor in the major(s) and/or minor(s) area
- C. Has a completion plan approved by Major/Minor(s) and Teaching, Learning, and Curriculum Advisors in which all course work is to be completed successfully prior to the student teaching semester.
- D. Has the professional teaching portfolio approved by the Teaching, Learning, and Curriculum Department.
- E. Has satisfactory clearance in regard to convictions as stated previously. The clearance form is contained in

the application packet available at the Teaching, Learning, and Curriculum Office. A background check with fingerprinting is required. (See the Director of Student Teaching for current procedures.)

## **Placement of Student Teachers**

- A. The Certification, Screening & Petitions Committee gives final approval for Student Teaching.
- B. All Student Teaching placements will be made through the Director of Student Teaching.
- C. Applications for Student Teaching are to be submitted to the Department of Teaching, Learning, and Curriculum no later than the beginning of Thanksgiving break. Late applications will be assessed a \$50 late fee if turned in before the end of the fall semester. From the end of the semester through January 31 the late fee is \$100. After January 31 the fee is \$200 and a petition must be included stating the circumstances that led to the application being late and stating why it should still be considered.
- D. The Director of Student Teaching will conduct an informational meeting during a special assembly during October for students who plan on teaching during the next academic year. (Students are responsible to watch for announcement of place and time). Students who plan to apply for Student Teaching for the following academic year should attend this meeting. Student Teaching applications and a timetable of deadlines will be distributed during the assembly.
- E. Students should meet with their appropriate Advisors after the October assembly to obtain the necessary approvals for the admission to Student Teaching.
- F. The following placement schedule will be used for students who have been approved for Student Teaching:
  1. Student arranges placement interview with the Director of Student Teaching no later than the end of February of the academic year prior to student teaching. The following items are covered in the interview:
    - a. Student contact information
    - b. Review of application materials for errors
    - c. Review of MTTC results
    - d. Prerequisites Review
    - e. Completion Plan Review
    - f. Portfolio Completion Review
    - g. Type of certification(s) and special endorsements confirmed
    - h. Recommendations reviewed
    - i. Dispositions reviewed
    - j. Conviction clearance reviewed
    - k. Student Teaching level, grade, and/or subject area are confirmed
    - l. Possible placement locations are discussed
      - i. The Director of Student Teaching will allow students to request three placement preferences during the placement interview, however, it is not always possible to honor each request.
      - ii. Ordinarily placement will be made in a school within an hour's drive of the university.
      - iii. Students who request placement farther than an hour's drive of the university, with the exception of Lake Union Conference secondary schools, will be assessed an additional fee if approved.
    - n. Step-by-step placement procedure is reviewed
  2. The Director of Student Teaching initiates placement procedures, considering the overall appropriateness of the placement.

## **Placement Procedures**

- A. The Director of Student Teaching communicates with the principal of the prospective cooperating school to arrange for a placement interview.
- B. When the principal informs the Director of Student Teaching that the placement interview has been authorized, the Director in turn informs the student. The student then arranges for and completes the placement interviews with the principal and prospective supervising teacher(s). The professional portfolio

lio is to be presented by the student to the principal and /or prospective supervising teacher during the interview.

- C. The student arranges for the placement interview form to be returned either personally or by mail to the Director of Student Teaching.
- D. The Director of Student Teaching informs the student by email of the school personnel's decision of whether or not the student is accepted for student teaching. If the school personnel decides not to accept the student, the Director of student teaching will make a maximum of two additional attempts to place the student at other schools.
- E. The Director of Student Teaching confirms the placement with the supervising teacher.
- F. The Director of Student Teaching confirms the Student Teaching placement at least one month before the Student Teaching semester.
- G. The placement procedure can be terminated by the Director of Student Teaching, the School Administrator, or the Cooperating Teacher at any point in the process.

## **Criteria for Selection of Placement**

- A. Approved School
  - 1. Schools in which Student Teaching is to be done for state certification must be approved by the State Department of Education.
  - 2. Schools in which Student Teaching is to be done for Seventh-day Adventist certification must be approved by the North American Division of Seventh-day Adventists and by the State Department of Education.
- B. Certified Supervising Teacher
  - 1. A supervising Teacher in the Seventh-day Adventist system must hold valid denominational and state teaching certificates for the grade level and subject specialty area(s) taught.
  - 2. A supervising Teacher in the public school system must hold a valid state teaching certificate for the grade level and subject specialty area(s) taught.
- C. The Supervising Teacher must also meet the following criteria:
  - 1. A minimum of three years of successful teaching experience.
  - 2. At least one full year of teaching experience in the school where currently employed.
  - 3. Approved as a master teacher by the appropriate administration of the school system.
  - 4. Be orientated on mentoring AU Student Teachers by the Director of Student Teaching during the 3-way conference.

## **The Student Teaching Semester**

### **Students Engage in Schools as Invited Guests**

The University and the school of placement enter into an agreement of "practice." The student is placed in the school and continues in the field experience at the will and convenience of the school authority.

### **Calendar for the Student Teaching Semester**

The Student Teaching Semester consists of fifteen weeks of observation, participation, and teaching under the supervision of an elementary or secondary school teacher. The beginning and ending dates of the experience may not coincide with the university semester calendar. When this is the case the Student Teaching calendar takes precedence over the university calendar. The pattern for the incremental induction into full-time teaching is at the discretion of the Supervising Teacher. However, the student teacher is expected to have the responsibility of full-time teaching for a minimum of twelve weeks.

### **Employment and Course Work**

In order to assure success, the student teacher must give full attention to the experience. Thus the student is

not allowed to enroll in additional courses or engage in employment or any other major responsibility during the Student Teaching semester.

## **Attendance**

The time the student teacher spends at school is to coincide with the supervising teacher's hours, and the experience is to be one of total involvement in the broad scope of responsibilities required of a teacher. The only exception to this expectation is for students to attend the regularly scheduled on-campus seminar on selected evenings, and to be excused from activities which may conflict with religious convictions.

If student teacher is ill or has an emergency will result in an absence or tardy, the school secretary at the school where they teach must be notified, who in turn will inform the Supervising Teacher of the situation. The Director of Student Teaching must also be notified so that the University Supervisors will be informed.

The duration of the Student Teaching experience will be extended by the total number of days missed when the student teacher is absent for more than three days due to illness or other emergencies. If circumstances should arise which make it impossible to complete the Student Teaching requirements, such as a serious illness, arrangements will be made to complete Student Teaching during the following semester if possible.

Absences for any reason, other than illness or an emergency, must be pre-arranged with the Director of Student Teaching. Only after this approval has been granted may the student make the request to the Supervising Teacher.

## **Understanding of the School Setting**

The student teacher is expected to acquire an understanding of the total school program and to recognize the school's responsibility and relationship to the community it serves. It is the student's responsibility to become acquainted with the school, its mission and the community that supports it.

## **Weekly Schedule of Planned Student Teaching Experiences**

Each week the student teacher is required to submit a schedule of planned activities for the coming week. This schedule is to be completed after consultation with the supervising teacher and submitted to the Department of Teaching, Learning and Curriculum Office **no later than 8:00 a.m. each Monday**. Information about the main activity planned for each class period, and the student teacher's involvement are to be provided. Any changes in the previous week's schedule should also be noted.

The student teacher is encouraged to keep copies of these schedules for personal reference. A schedule for each week of Student Teaching must be on file at the Teaching, Learning and Curriculum office at the conclusion of the semester.

## **Scope of the Clinical Practice Activities**

The student teacher is expected to rely on content mastery and pedagogical technique acquired during the course of study to perform the assigned duties during the student teaching semester. In addition, the student teacher is expected to attend all pre-school faculty sessions held in the school building and all regularly scheduled faculty meetings during the student teaching semester.

Throughout the student teaching experience, the candidate is expected to plan lessons, assist the cooperating teacher with extracurricular activities and committee assignments, and meet with students' parents as needed or required.

## **Documentation for Planning**

It is important for the student teacher and the supervising teacher to coordinate instructional planning. Weekly schedules, weekly plans and daily lesson plans support and guide what actually happens in the classroom day by day. Copies of these documents also provide evidence of the learning environment for students in K-12 and the work the student teacher has done to prepare for learning and for the presentation of lessons. Candidates

are expected to maintain a planning binder where week by week these documents are organized and maintained, current and up to date.

## **Certification: Seventh-day Adventist and State of Michigan**

Students planning to qualify for a teaching certificate are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Any exception is by formal petition to the Teaching, Learning and Curriculum Department. (See forms in appendix)

When the requirements, as stated in the Andrews University Bulletin (current State of Michigan requirements), are met, teacher certification will be recommended through the School of Education. Requirements include a certifiable major and minor, plus a baccalaureate degree and other specific requirements from the School of Education.

### **Steps to Secure Certification**

- A. Degree requirements fulfilled.
- B. A minimum grade-point average of 2.50 in each of the following areas, including all courses taken at Andrews University and those transferred from other institutions:
  1. Major(s)
  2. Minor(s)
  3. Education Courses
  4. Overall (3.0 for MAT)
- C. No grades of C- or below in any course in the following areas.
  1. Major(s)
  2. Minor(s)
  3. Education Courses
- D. Michigan Test for Teacher Certification -Passing score on the subject area tests of the MTTC:
  1. Elementary Education Majors - Elementary Education Test; (Tests in Major and/or Minor area(s) are optional)
  2. Secondary Education Majors - Test in Major area; Test in Minor area
- E. Successful completion of Student Teaching with a positive recommendation from the supervising teacher.
- F. A positive recommendation from the Teaching, Learning, & Curriculum Department.
- G. Satisfactory clearance in regard to conviction as an adult involving moral turpitude.
- H. A positive assessment of dispositions by Supervising Teacher and University Supervisors.
- I. Current Red Cross or American Heart Association certification in First Aid and CPR.
- J. It is the responsibility of the student who is working towards a teaching certificate to make sure that his/her program is one of the programs approved for teacher certification at the appropriate level. The student should seek the advice of the appropriate Department of Teaching, Learning and Curriculum advisor early. Students should not assume that completing a degree qualifies them for a specific teaching certificate.
- K. Students must apply for the teaching certificate which is granted to them after graduation. The application is filed at the Teacher Certification office located in the Department of Teaching, Learning and Curriculum. Students qualifying for Seventh-day Adventist certification will receive a letter of eligibility which will be honored by the Union Conference in which they first take a teaching position. The State of Michigan will send the recommended applicant a bill for a Provisional Teaching Certificate which must be paid directly to the State **before** the certificate is issued.

### **Criteria for Waiver, Transfer, Substitution**

All requests for waivers, transfers, or substitutions of required work shall be reviewed by the chair and /or appropriate faculty. Criteria for acceptance of requests include:

- A. Congruence to Andrews University course in question.
- B. Reputable origin of previous work being offered as rationale for petition.

- C. Scope and range of previous work being offered as rationale for petition.
- D. Strength of supporting documentation submitted with request.
- E. Number of credit hours already waived or substituted.

All waivers, transfers, and substitutions must be approved by the Advisor, Chair, and appropriate Dean/Director.

### **Program Evaluation**

The faculty in the Department of Teaching, Learning and Curriculum at Andrews University shall use the School of Education assessment system to conduct an on-going review of the statement of goals, objectives, and practices of the undergraduate teacher preparation programs. The purpose of the review shall be to insure the effectiveness, appropriateness, and consistency of offerings.

The faculty in the Department of Teaching, Learning and Curriculum and the Teacher Education Council shall conduct program evaluation and follow-up studies for the undergraduate programs. The purpose of this systematic review shall be:

- A. Evaluation of program strengths and weaknesses.
- B. Assistance to graduates who remain in the field.
- C. Data collection regarding certified graduates who change professions.

There will be continuous evaluation of all Department of Teaching, Learning and Curriculum courses and other program components. Evaluation consists of the following:

- A. Periodic student evaluations.
- B. Exit interviews of Student Teachers.
- C. Internal evaluations - faculty discussions of courses/programs.
- D. External evaluations - public/private school personnel, follow-up surveys, accreditation bodies.

### **Experimentation and Innovation Policy**

The curriculum is based on the unique needs of the Seventh-day Adventist school system and educational research. Every attempt is made to remain current, and to incorporate the best practice of recent literature and research. Experimentation and innovation are seen as welcome concepts. However, all changes in established programs, procedures, and policies must be reviewed by the faculty of the Department of Teaching, Learning and Curriculum, the Academic Policies and Procedures Committee and the faculty of the School of Education.

### **Relationships with Units Outside the School of Education**

The faculty in the Department of Teaching, Learning and Curriculum initiates networks between itself and other departments for the purposes of cooperative planning, decision making, academic advising, and problem solving. The faculty in the Department of Teaching, Learning and Curriculum also initiates dialogue with the Teacher Education Council, the Lake Union and Michigan Conferences of Seventh-day Adventists and surrounding private and public schools for the purpose of cooperative planning, student teacher placement, field experiences and discussion.

### **Recruitment/Responsibility**

It is the charge of the Enrollment Management Office to institute and carry out an on-going program to recruit prospective students. The faculty in the Department of Teaching, Learning and Curriculum works cooperatively with the Enrollment office to enhance exposure of its programs to these students.

### **Committee for Certification, Screening and Petitions**

The Committee for Certification, Screening and Petitions includes faculty from both the initial teacher preparation program and the graduate programs in the School of Education. The purpose of the Committee is:

- A. To consider and determine approval of applications for admission to the Teaching Preparation Program.

- B. To consider and determine approval of petitions and applications for field experiences in Student Teaching and practica in other programs.
- C. To hear appeals from students to decisions made by the committee.
- D. To consider and determine approval of requests of both State and Seventh-day Adventist certification.
- E. To assist the Teacher Preparation Program in meeting accreditation standards.