



Student Handbook

Division of Education

**BETHEL UNIVERSITY
TEACHER EDUCATION STUDENT HANDBOOK
TABLE OF CONTENTS**

Table of Contents

Bethel University Mission Statement 3

Education Program Mission Statement..... 4

Conceptual Framework of the Teacher Education Program..... 4

 Teacher Education Program (TEP) Process 5

 Teacher Education Governance 6

 Teacher Education/Quality Improvement Committee 2017-2018 6

 Teacher Licensure Programs..... 6

Field Experience and Student Teaching 7

 Requirements for Admission to Undergraduate Teacher Education Program..... 8

 Process with Key Transition Points (Initial Licensure) 8

 TEP I – Entry (Sophomore Year) 8

 TEP II – Midpoint (Junior and Senior Year) 8

 TEP III – Final Transition Point (Final Semester) 9

 Initial Licensure for Undergraduates..... 9

 Requirements for Admission:..... 9

 Appeals Process..... 9

 Requirements for Admission to Student Teaching 10

Directory 12

Bethel University Mission Statement

Bethel's mission is to create opportunities for members of the learning community to develop to their highest potential as whole persons - intellectually, spiritually, socially, and physically - in a Christian environment.

Definitions

By the words, *create opportunities*, the University offers the means for persons to have choices and options open before them and to develop the confidence and maturity to choose appropriately.

By the term, *learning community*, the University extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, *whole persons*, the University intends that, in the true spirit of the liberal arts education, the undergraduate education encompasses all dimensions of the human being, which are, in reality, inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, *Christian environment*, the University draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

Education Program Mission Statement

The mission of the education program of Bethel University is to uphold the mission of the University and to prepare students for careers in public education. The education program is designed to instill a love of lifelong learning and service through teaching others.

Relationship of the Program Mission to the University Mission

The education program is designed to encourage lifelong learning and a love of serving others through careers in the teaching profession. Educational ethics, leadership skills, critical thinking, effective communication, and appreciation of cultural diversity are taught as major aspects of good teaching.

Conceptual Framework of the Teacher Education Program

Teachers as Reflective Servant Leaders

The 2009 revised theme of the Bethel University conceptual framework is *Teachers as Reflective Servant Leaders*. The current framework has a central focus on the teacher candidate qualities that we wish to encourage.

Our conceptual framework is designed to create a knowledge base that encourages our teacher candidates to practice effective teaching, leadership, and service in their personal and professional lives.

The conceptual framework is a knowledge-based collaboration that is continuously evaluated and updated during regularly scheduled unit meetings and Teacher Education Committee meetings. The framework outlines the various paths of development for teacher candidates by providing direction, goals, outcomes, and evaluations.

Figure 1 illustrates the circle of learning and teaching that is pursued by reflective servant-leaders. The open hands represent the cohesiveness of the education unit with the Bethel University mission to create a caring community that is committed to service based upon unbiased reason and reasonable faith. The hands embrace an appreciation of common perspectives in global diversity as they encompass the globe. The light emanating from the globe represents the continuous pursuit of knowledge by our teacher candidates, thereby serving to light the way for others through leadership in the profession. The tree growing from the top of the globe demonstrates the concept that the overall goal of teaching, serving and leading is to promote the intellectual, affective, social, aesthetic, psychomotor and spiritual growth of our teacher candidates.



Figure 1

Teacher Education Program (TEP) Process

The process for approving students for enhanced student teaching assesses preparation for supervised classroom performance. Evaluation of student teaching assesses preparation for autonomous classroom performance.

The teacher education faculty emphasizes to its students that upon graduation they will have only the potential, preparation, and performance capabilities to begin the career-long process of cultivating the skills, insights, and attitudes of an accomplished teacher. Much of this continuing development depends upon the teacher's self-analysis, self-motivation, and self-direction. Local school systems have an obligation to foster continuous development. The education faculty is developing more effective processes for providing support to first-year teachers in conjunction with the employing school systems. The Master of Arts in Education (M.A.Ed.) program at Bethel is designed to serve practicing teachers in their continuing pursuit of mastery.

Educational Leadership

The teacher education faculty emphasizes to students and practicing professionals their obligation to make contributions of leadership to the profession. Some of these obligations include helping to train future teachers in field experiences and student teaching; offering assistance to first-year teachers and other colleagues; serving on committees and as team leaders and department heads; and participating in local, state, and national teacher associations. For some, it will mean becoming administrators or supervisors.

Education students begin to develop this sense of obligation through their Student Tennessee Education Association (S.T.E.A.) chapter, working in Special Olympics, taking presentations to public schools, and assisting local classroom teachers.

Citizenship in the Community

A professional has obligations as a citizen of his/her community to participate in democratic processes of government service through civic activities. Bethel University's Division of Education's slogan, *Teachers as Reflective Servant Leaders*, indicates the value that the university places on cultivating a sense of service to others. The education program embraces and promotes this concept of service in its courses and experiences.

Continuing Personal Development

To fulfill the expectations of this profession and to be fulfilled by this profession, the teacher must continue growing as a well-educated, well-rounded, well-adjusted person. The need for intellectual, physical, social, emotional, and spiritual growth continuously evolve throughout life.

Students involved in the Teacher Education Program are assessed after field experience observations and again at the completion of each student teaching placement in the area of dispositions for teaching. Ethical considerations and positive attitudes toward working with students, teachers, and parents are encouraged as students develop their own personal teaching style.

Teacher Education Governance

The governing body of the education program is the Teacher Education Committee. The TEC sets policy and hears appeals concerning education matters. The TEC is appointed each year by the Academic Dean. The members include all education faculty, a faculty member representing each of the licensure programs, an educational practitioner, and two education students. You may address TEC concerns to the Division of Education Directors.

Teacher Education/Quality Improvement Committee 2017-2018

Mr. Michael Poore	Director, Division of Education
Dr. Robin Salyers	Director, Division of Education
Dr. Rosetta Burford	Associate Professor of Education
Dr. Shannon Godwin	Associate Professor of Education
Mrs. Karen McCaleb.....	Instructor of Education
Dr. Janet Reid	Professor of Education
Ms. Beth Sisson	Instructor of Education
Mr. D.J.Culp	Professor of Music
Dr. Sarah Kidd	Professor of History
Ms. Sarah Keller.....	Biology
Ms. Teresa Rose.....	Associate Professor of English
Ms. Malissa Vaughn	Assistant Professor, Health & PE
Dr. Sara Rognstad.....	Assistant Professor of Math
Ms. Deborah Noble.....	Registrar
Student.....	Camille Alexander
Student	Name
Practitioner.....	Name

Teacher Licensure Programs

Bethel University offers ten teacher licensure programs that students may pursue in preparation for a career in teaching. Each of these programs has three components: a general education core (Common and Program Core), a major in the subject area, and a minor in professional education.

The licensure areas, each with its own general education core requirements, are as follows:

- Biology, grades 7-12: Major in General Biology and minor in Professional Education: Subject Areas.
- Chemistry, grades 7-12: Major in General Chemistry and minor in Professional Education: Subject Areas.
- Elementary, grades K-5: Major in Child Learning and Development and minor in Professional Education: Elementary.
- English, grades 7-12: Major in English and minor in Professional Education: Subject Areas.

- History, grades 7-12: Major in History and minor in Professional Education: Subject Areas.
- Mathematics, grades 7-12: Major in Mathematics and minor in Professional Education: Subject Areas.
- Music, grades K – 12: Major in Music Education and minor in Professional Education: Subject Areas
- Physical Education, grades K-12: Major in Physical Education and minor in Professional Education: Subject Areas.
- Exceptional Learning and Development: Interventionist K-8: Major in Exceptional Learning and Development and minor in Professional Education: Special Education.
- Exceptional Learning and Development: Interventionist 6-12: Major in Exceptional Learning and Development and minor in Professional Education: Special Education.

A curriculum map of course requirements for your program may be obtained from any education advisor or the Education Office.

FIELD EXPERIENCE AND STUDENT TEACHING

Description of Field Experience

As part of your course requirements, education majors must participate in at least two separate field experiences. Each field experience consists of thirty clock hours of documented practice in a public school classroom and attendance at weekly seminars. Field experience students are placed in local public schools by Bethel's Director of Field Experiences. Students engage in a variety of learning opportunities, including observation and participation in classroom activities in a K-12 setting; examination of various foundational influences in practice, and limited teaching practice in a K-12 setting. *Foundations of Education*, EDU 210, must be completed with a C or better prior to taking any field experience.

Description of Student Teaching

After admission to the Teacher Education Program and passing all PRAXIS II exams, including PLT, you will participate in a semester of student teaching. This includes full-day classroom teaching in two different school settings and a scheduled student teaching seminar. During your teaching experience, you will apply theory, methods, curricula, and materials to your classroom teaching. This is accomplished through the development and implementation of lesson plans, detailed journal and log entries, and selection and use of materials/resources.

The student teaching seminar complements the classroom teaching experience. During the seminar, students review lesson planning, teaching methods, and evaluation techniques used in student teaching practice. Students are encouraged to discuss their various experiences and observations. Topics such as media usage, K-12 curricular patterns, cultural diversity, and current issues are also presented and discussed.

Requirements for Admission to Undergraduate Teacher Education Program

Process with Key Transition Points (Initial Licensure)



TEP I – Entry (Sophomore Year)

Students must complete all requirements below before proceeding to TEP II

- Students meet with advisor to discuss Curriculum Map
- Students must complete the following courses:
 - EDU 210 Foundations of Education (Students complete TEP application, Philosophy paper and take CORE PRAXIS if ACT is below 21)
 - EDU 341 Instructional Technology (Begin ePortfolio)
 - EDU 318 Strategies K-12 (Students enroll in STEA)
 - EDU 334 Assessment (Students complete TBI background check)
 - ELD 314 Survey of Children with Exceptionalities
 - EDU 323 Educational Psychology
- Meet with advisor and TEP Director to begin the Teacher Education Program application process
 - Submit 2 letters of recommendation
 - Submit 2 Dispositions
 - 2.75 GPA (Remediation if needed)
 - TBI background check
- TEP Candidacy Interview #1

TEP II – Midpoint (Junior and Senior Year)

Students must complete all requirements below before proceeding to TEP III

- Students must complete all coursework as stated in the Bethel University catalog and advising Curriculum Map
- Maintain 2.75 overall GPA, liability insurance, STEA membership
- After completion of 60 credit hours, see advisor and University Registrar to apply for Plan of Study
- Dispositions of concern are reviewed by TEP Committee
- Provide CPR certification documentation or take HEA 312 First Aid & Safety
- Update TBI background check if record is 2+ years old
- Minimum grade of "C" for Professional Education minor

- Pass Praxis II content area exams and Principles of Learning and Teaching PRAXIS (prior to edTPA)
- Apply to student teach (Sept. 30 for spring; Jan. 30 for fall)
- Complete Student Teacher Interview #2

TEP III – Final Transition Point (Final Semester)

- 2.75 GPA
- Student Teaching Semester
- Student teaching evaluations
- Cooperating teachers' evaluations
- E-Portfolio review

Exit exams and surveys

Initial Licensure for Undergraduates

Before students can take upper level education courses (i.e., restricted education courses), they must be admitted into the Teacher Education Program. Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee.

Requirements for Admission:

1. Application form completed, signed, and on file.
2. Favorable recommendations on file from two Bethel University instructors (one education instructor and one not in education).
3. Acceptable essay on applicant's interest in teaching.
4. Scores on the PRAXIS I Core Academic Skills for Educators will be the required test for entrance. Scores on the Core Test must be higher than or equal to: Reading 156, Writing 162, Math 150. The PRAXIS I is waived for students who score 21 or higher on the ACT or 1020 or higher on the SAT. (Students attempting to qualify for admission to a restricted education course must have scores on all sections of PRAXIS I on file at Bethel College prior to the first day of class.)
5. Satisfactory approval by the Teacher Education Committee
6. Fingerprint and TBI background check clearance

Appeals Process

Students who fail to pass the PRAXIS I after having taken it twice may appeal to the Directors of the Division of Education for a review of application for admission. Students who present strong credentials/evidence on all other admission criteria may be considered by the Directors of the Division of Education for conditional admission to the Teacher Education Program.

Requirements for Conditional Admission:

1. Student must maintain a cumulative grade point average of 2.75
2. Conditional admission status will be changed to rejection status when:
 - a. The student's cumulative grade point average falls below 2.75, or
 - b. The student is placed on disciplinary probation.

Requirements for Admission to Student Teaching

The student will be ready for student teaching after successful completion of the professional education sequence and 80% of the major. Application for student teaching (TEP IV) must be filed with the director of student teaching at the *beginning of the semester prior to* the student teaching semester. Applications must be filed no later than September 15 for spring semester student teaching or January 30 for fall semester student teaching. (NOTE: An application must be filed even if you previously filed applications and then withdrew from student teaching.)

Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term.

Candidates for Student Teaching must meet the following criteria:

1. Admitted to the Teacher Education Program, passed background check
2. Minimum cumulative grade point average of 2.75.
3. Minimum grade point average of 2.75 in the major field.
4. Minimum grade point average of 2.75 in the Professional Education minor.
5. All Professional Education requirements must be completed or in progress and 80% of the major must be completed or in progress.
6. No grade lower than a "C" may be applied toward a Professional Education Minor.
7. Successful interview with the Teacher Education Committee.
8. All PRAXIS II exams must be passed before the beginning of student teaching

Specialty area tests required as of 2017 are listed below:

(Subject to change; see your advisor.)

Secondary Content Areas:

5235	Biology Content	148
5245	Chemistry Content	152
5038	English Lang. Content	167
5941	World & U.S. History Content	157
5161	Math Content	160

PLT for the above secondary students:

5624	7-12 PLT	157
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Music and P.E. Students have the choice of one of the following PLTs in addition to the Content Area tests:

5095	P.E. Content & Design	169
5114	Music Content and Instruction	162

5622	K-6 Principles of Learning and Teaching	160
5624	7-12 Principles of Learning and Teaching	157

Child Learning and Development

5622	K-6 Principles of Learning and Teaching	160
5203	Teaching Reading: Elementary Education	162
5018	Elementary Education Content	163
5017	Curriculum Instruction and Assessment	153

Exceptional Learning and Development (with the choice of one PLT)

5203	Teaching Reading: Elementary Education	162
5543	SPED Core Knowledge & Mild/Moderate	153

5622	K-6 Principles of Learning and Teaching	160
5624	7-12 Principles of Learning and Teaching	157

Tutoring services are available to help you prepare for testing. See your advisor for details. You are strongly advised to purchase a study guide for each test and work through the guide one or two months before the test date. Practice exams and all Praxis II exams are embedded in TEP coursework.

Licensure Application Procedures

Once you have completed all Bethel requirements for licensure and passed all portions of Praxis II exams the certification analyst will submit your application for a Tennessee teacher license. It is your responsibility to make application during your final semester.

To apply for a license or certificate in another state, you must contact that state's Department of Education, Office of Teacher Certification or Licensure, and request application forms and instructions. Bethel University does not have information on licensure or certification in other states.

Directory

University President:	Walter Butler Campbell Hall, President's Suite (731) 352-4205
Vice President/Academic Dean:	Cindy Mallard Campbell Hall, Room 205 (731) 352- 4037
Registrar:	Deborah Noble Campbell Hall, Room 101 (731) 352-4047
Director, Division of Education:	Michael Poore Dickey Fine Arts Building, 106B (731) 352-6351
Director, Division of Education:	Robin Salyers Dickey Fine Arts Building, 106L (731) 352-6722
TEP/Education Program Director:	Karen McCaleb Dickey Fine Arts Building Office 106M (731) 352- 4248
Director of Operations/Dual Enrollment	Craig Lunn Dickey Fine Arts Building Office 106H (731) 352-6406
Associate Director of Enrollment Services Graduate Advisor	Sandra Smith Dickey Fine Arts Building Office 106K (731) 352-6406
Education Fax Number Business Office	(731) 352-0022 Campbell Hall, 2 nd Floor 215 (731) 352-4020

BU Tutoring Center
(731) 352-4033

Burroughs Learning Center
(731) 352-4083

Note:

Secondary and K-12 education students must have an advisor in both education and their major field of study. Both advisors should be consulted each semester.

Major Field Advisor: _____

Education Advisor: _____