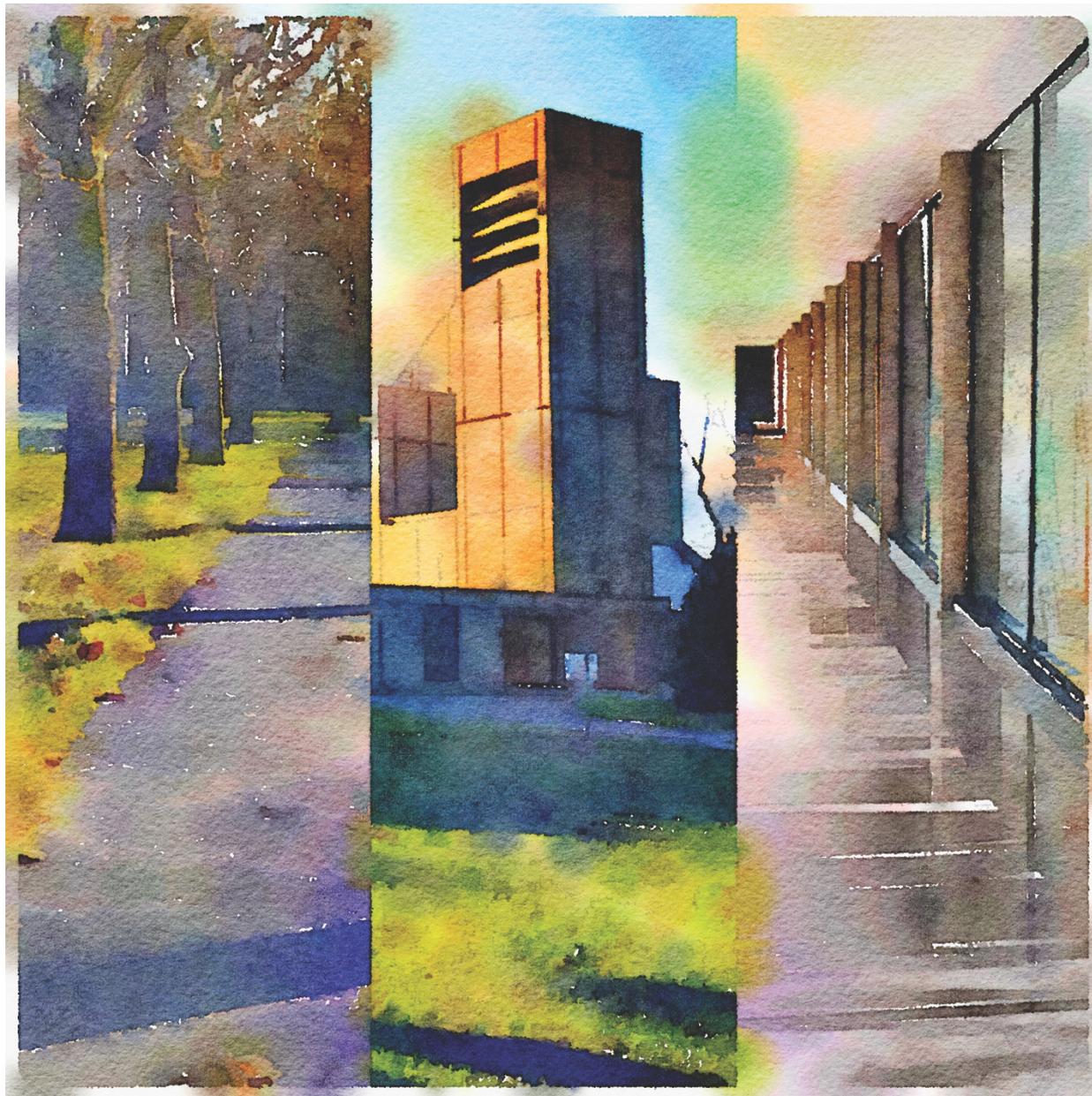


BUTLER | COLLEGE of EDUCATION

UNDERGRADUATE
STUDENT HANDBOOK
2020-21



INTRODUCTION

The College of Education Student Handbook applies to all students enrolled in courses and programs offered by the College of Education (also referred to in the handbook as COE or “the College”). The policies and procedures outlined in this student handbook are in addition to those outlined in the Butler University Student Handbook, which apply to all Butler University students. The Butler University Student Handbook can be found at <https://www.butler.edu/student-handbook>.

Policies and procedures in this Handbook are subject to change without notice. Students are held responsible for the most current version of the Handbook which is always accessible both on the College of Education website at <https://www.butler.edu/coe>

ACKNOWLEDGEMENTS

Thank you to the Butler University College of Pharmacy and Health Sciences, as their Student Handbook served as a model for this document.

Cover art for the handbook was designed by Polly Jin '19.

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VISION OF THE COLLEGE OF EDUCATION

We need a valid vision. We need the will. With vision and will, everything is possible.
-Asa G. Hilliard III

The College of Education believes we must prepare our students for schools and communities as they could be, not simply perpetuating those that currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in society and to help them to become agents of change. This of course means that as faculty we must examine our own beliefs, be willing to keep our hearts and minds open to the ideas of others, live our lives with integrity, and model how great educators take risks, challenge the status quo, and advocate for the rights of all people.

Ours is a college that continually changes because learning is a transformational experience. Members of the college embrace what Parker Palmer described as a “capacity for connectedness.” Palmer states:

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. (Courage to Teach, p. 11)

The College of Education’s learning community presents transformational experiences that allow students to create their own tapestries. As an intention of their preparation, students invest in school-communities that differ from theirs. They are challenged to examine their assumptions about other people, how children from diverse experiences learn, and reflect about the responsibilities of innovative educators. Exemplary teachers mentor education students by modeling best practice, supporting leadership, and demanding courage.

Participants in the learning community engage in scholarship that supports teaching as inquiry. As investigators, they become constructors of knowledge that seek to connect theory with practice. As a function of scholarship, students use technology applications to discern strategies for learning, creating, modeling, and assessing. Faculty and students take advantage of opportunities to study abroad and have new experiences that help them become better global citizens.

As faculty and students weave their unique tapestries, they gather regularly to discuss instructional strategies and the implications of new research. We celebrate the successes of the learning community’s participants and encourage them to reach new heights.

MISSION OF THE COLLEGE OF EDUCATION

The mission of the College of Education at Butler University is to prepare individuals to be highly qualified professionals who challenge the status quo and exemplify our **core values** by:

- Engaging in interactive and intentional experiences that foster honoring **differences** and seeing **similarities**
- Creating a learning community that supports opportunities to model **teaching, learning, and mentoring** by faculty, students, and professional partners
- Valuing the development of **theoretical knowledge** and its **integration into practice** in order to support the transformation of schools and society
- Developing a standard for professional dispositions that is based on an ethic of care rooted in both **integrity and responsibility**

ACADEMIC POLICIES AND PROCEDURES

BUTLER UNIVERSITY COLLEGE OF EDUCATION UNDERGRADUTE PROGRAMS

Majors

- Elementary Education
 - K-6
 - PreK-3
- Middle/Secondary Education
 - Biology
 - Chemistry
 - English/Language Arts
 - French
 - German
 - Human Movement/Health Science
 - Mathematics
- Physics
- Spanish
- Special Education
- Social Studies
- Youth and Community Development
 - Arts Administration
 - Entrepreneurship/Innovation
 - Human Communication/Organizational Leadership
 - Recreation/Sports Studies
 - Sociology/Social Work

Minors

- Diverse Learners
- Education
- Special Education - Mild Intervention
- Recreation and Sports Studies
- Sport Coaching

Add-on Licensure Pathways

- Special Education – Mild Intervention: PreK-3 and K-6
- Teacher of English Learners – PreK-3, K-6 and Middle Secondary

Current year program **curriculum sheets** can be found at <https://www.butler.edu/coe/curriculum-sheets-plans-study> . For students who are sophomore, junior or seniors, please see your advisor for the appropriate curriculum sheet.

ENROLLMENT

ELIGIBILITY

Students (both first year and transfer) who successfully apply and are admitted to Butler University as a major in the College of Education are immediately considered students within the COE. Continuation in the COE major will be based upon the successful progress through the College's transition points (SEE PAGE 10).

Once a student enters Butler, in order to transfer into the College of Education they must have a cumulative GPA of 2.8 cumulative.

CHANGE IN MAJOR/MINOR

Students in the College of Education should first consult with their academic advisor regarding any changes to major or minors on their academic plan (adding or dropping). Once a decision is made to make a change, the student may reach out to the Assistant Dean to begin the process.

Students whose primary major is in another College should consult with their academic advisor before beginning the process.

ACADEMIC LOAD AND MAXIMUM CREDIT HOURS PER ACADEMIC TERM

Undergraduate students who are enrolled in COE programs are considered full time students when enrolled in no less than 12 and no more than 20 credit hours during either the fall or spring academic semesters. Registration for more than 18 credit hours in a single semester is discouraged and requires the approval from the Academic Advisor and Assistant Dean. Students are charged additional tuition for each hour above 20 credit hours. Please see the Tuition and Fees area of the <https://www.butler.edu/student-accounts> for specific information. 126 hours is required to graduate in the COE.

STUDENT WAITLIST AND PERMISSION NUMBER PROCEDURES

Please note that the procedures noted below apply to courses offered through the College of Education only (both ED and PE prefix courses). For all other courses, you are encouraged to use the list of permission number contacts found at: <http://www.butler.edu/registrar/registration/permission-numbers/>

Waitlists: Courses in the COE utilize the waitlist feature in my.butler.edu during enrollment once a class is full. This allows the College to better monitor and manage enrollment. Waitlists will automatically move a student in the first spot to the next available seat in the class but cannot override a time conflict that exists in the student's schedule. If a time conflict exists, then the spot will go to the next available student on the list. Students should also be aware that waitlists cannot override term unit limits (credit hours). So, if the course for which they are waitlisted will put them over 18 hours, then the waitlist should not be utilized.

Students should monitor their study schedules through my.butler.edu to see if they are moved from waitlist to enrolled status. There is no formal notification when a student is moved off the waitlist.

Finally, students who no longer wish to be waitlisted for a course are encouraged to remove themselves from the waitlist so that the College can accurately monitor needed versus available seats. Preference is given to students needing a class to fulfill major requirements.

Permission Numbers: Occasionally permission numbers may be used for course enrollment, especially if permission is given to a student to override or co-enroll in a prerequisite due to extenuating circumstances (for example, paperwork for a major change is still in process and a student needs to enroll in a "majors only" course). In this case, the student should secure the permission of the instructor and his/her advisor before forwarding the permissions to the Assistant Dean for processing.

Once the permission has been granted, the student will be notified by the Assistant Dean that he/she may self-enroll in the course through my.butler.edu.

ACCOMMODATED EXAM POLICY

It is the policy and practice of Butler University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Jordan Hall, Room 136 or by phone at 940-9308.

WITHDRAWING FROM COURSES

Prior to withdrawing from a course, students should consult their academic advisor and discuss all potential academic ramifications. Students and advisors should consult the Registrar's website for the withdrawal deadlines and the most current policies and procedures regarding course withdrawal and course repeat. It is the student's responsibility to consult the Financial Aid Office (Robertson Hall—lower level) and the Office of Student Accounts (Jordan Hall 102) to determine how withdrawing from a course will impact financial aid, tuition and/or eligibility for tuition refund.

Courses taken during the summer term have much shorter drop and withdraw deadlines, as well as tuition refund schedules based on the start date and the length of the course which is much shorter than the traditional academic year.

To access University information regarding policies surrounding class drop, add, or withdrawal, please visit: <https://www.butler.edu/registrar/drop-add-withdraw>.

COMPLETE WITHDRAWAL FROM A TERM

In compliance with the Butler University Student Handbook, A College of Education student who wishes to initiate a voluntary withdrawal from the University (other than for medical reasons) should meet with the Assistant Dean to process the withdrawal. At the time of the withdrawal, questions about any applicable tuition refunds should be directed to the Office of Student Accounts. Questions about impact on financial aid should be directed to the Office of Financial Aid.

Students who wish to withdraw for medical reasons should contact the Assistant Dean of Students in Student Affairs, who can clarify the needed documentation.

Please consult the Butler University Student Handbook for information regarding involuntary withdrawals due to suspension or expulsion.

Students who choose to withdraw from Butler will be asked to complete an exit interview, either by phone or in person, with someone in Office of the Vice President for Student Affairs or the Learning Resource Center.

GRADE APPEAL PROCESS

Student issues are handled by the Assistant Dean. If a student has an issue or concern, they would make an appointment with the Assistant Dean. Students who wish to appeal a grade or other academic decision are asked to follow these steps:

1. Confer with the instructor of the course.
2. If no resolution is made, the student should bring the issue to the Chair of the Undergraduate Teaching and Learning Teams or the Chair of the Graduate Teaching and Learning Teams.
3. If the student is unable to resolve the issue with the Chair of the Undergraduate Teaching and Learning Teams or the Chair of the Graduate Teaching and Learning Teams, a written appeal can be directed to the Associate Dean and Chair of COE Appeals Committee. The COE Appeals Committee (made up of members of the COE Leadership Team, except the Dean) will hear the appeal, and the Chair will notify the student in writing of the decision.
4. If the student is dissatisfied with the outcome of the Appeals Committee, then the final step in the process would be to appeal to the Dean of the College of Education.

Students are encouraged to follow the outlined protocol in order not to jeopardize their next step(s) in the appeal process.

COURSE EVALUATIONS

During the latter weeks of classes in a course, students will have the opportunity to evaluate College courses and course instructors. This is a responsibility that should be taken seriously. Realistic appraisals from the student's perspective can be very helpful in improving the quality of education. Positive as well as constructive suggestions are beneficial and aid the faculty in designing courses that create the most successful learning environments for students. Copies of course evaluation results are made available to the individual faculty member, the Undergraduate Chair, the Associate Dean and the Dean.

TRANSFER CREDIT

Butler University accepts transfer credit from regionally and/or nationally accredited institution. However, course selections and schools must be approved in advance. The form is available online at <https://www.butler.edu/registrar/transfer-credits> and must be approved by the department head or the instructor whom the course would be taught at Butler, and signed by the student, the advisor, and the Assistant Dean . A course description must be attached. You must take the course for a grade and earn a C- or better. If the course is in your major or minor area, you must earn a C or better. When the coursework is complete, you must request that the other institution send an official transcript directly to the Office of Registration and Records at Butler University. Hand-carried transcripts are not considered official unless presented to the office in an envelope sealed and signed by the other Registration.

COLLEGE OF EDUCATION LEADERSHIP CERTIFICATE

The Leadership Certificate provides the COE undergraduate students an opportunity to expand their understanding of leadership and provides students practical experiences in leadership roles and development. Students enrolled in the program will be challenged to examine their own values, beliefs, and choices and they develop and expand their own personal leadership style. Students completing the program will be more confident in being agents of change in their own personal lives, classrooms, schools, and communities in which they live and work. **Students can opt to pursue the certificate by letting their ED453 instructor know.**

Four Phases of Leadership Certificate

1. Perspectives in Leadership Course – ED 453 – 3 Hours

The Perspectives in Leadership course is the introduction course for students working toward a leadership certificate. Students will learn about theory and take inventories to learn about their personal leadership preference. The College of Education's four Core Values will be covered from a leadership perspective. During the semester long class students will draft a Leadership Development Plan that will serve as a roadmap for their personal leadership development when selecting electives and completing the experiential learning phase leading to a leadership certificate.

2. Electives or additional leadership opportunities – 3 hours or 150 points

Students choose from one of the following electives;

- Leadership courses offered in other Colleges outside the COE at Butler University
- Short Term Study Abroad
- Leadership role in Shortridge Summer Camp or other leadership summer experience
- Students who are not interested in the courses offered in the elective phase instead earn an additional 150 points during the Experiential Learning Phase.

3. Experiential Learning Phase – 100 points

Students will design a Leadership Development Plan totaling 100 points with approval by leadership course instructor.

4. Capstone Experience – Sharing Your Leadership Story

The capstone experience is the culminating activity in the leadership certificate program where students share their leadership experiences with other students, COE staff and other invited guest in

an April presentation during the Leadership spring course. The leadership course instructor will approve the capstone experience.

TRANSITION POINTS

The College of Education has set four transition points (COE Cores) for delineation and progress through the licensure/degree program.

COE CORE I

To complete COE CORE I, students must meet the following criteria:

1. A cumulative grade point average of 2.8.
2. A grade of C or higher in FYS 101 and FYS 102. A student receiving a grade of C- or below in either class must supplant the grade through a higher-level Humanities course (generally Text and Ideas) that is not being taken to fill another part of the major or university core and obtain a grade of C or above.
3. Successful completion of **COE CORE I Courses (grades of C or better)**
 - ED 199: Integrated COE CORE I Block (**grade of C or better**)
OR the following 2 courses:
 - ED 112: Introduction to the Profession of Education (**grade of C or better**)
(Music Education Majors – ME 101: Foundations in Music Education I)
 - ED 245: Integrating Technology (**grade of C or better**)
(Music Education Majors – ME 102: Foundations in Music Education II)
4. A Professional Identity Portfolio
5. Satisfactory scores on the COE Student Disposition Assessment or satisfactory remediation.

COE CORE II

To complete COE CORE II, students must meet the following criteria:

1. Successful completion of **COE CORE II Courses (grades of C or better)**
 - ED 299: Foundations of Teacher Education (**grade of C or better**)
ED 242: Foundations of Teacher Education (**grade of C or better**)
OR the following 3 courses:
 - ED 241: Developmental Theory and Application in Education (**grade of C or better**)
 - ED 242: Foundations of Teacher Education (**grade of C or better**)
 - ED 244: Concepts of Education (**grade of C or better**)
 - Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan after COE Core I.

2. Apply to Teacher Education/COE CORE III (APPENDIX B)

Upon completion of COE CORE I and COE CORE II students must apply to be admitted to COE Core III and meet the following criteria:

- Cumulative grade point average of 2.8.
- Completion of approved professional education courses with no grade less than a C (C- is not acceptable). These courses are: ED199 **OR** ED 112 and ED 245; ED 299 **OR** ED 241, ED 242, and ED 244. A course grade of C- or below must be repeated.
- Satisfactory completion of appropriate field experiences.
- A grade of C or above in the major. A class in the major with a grade of C- or below may be repeated to attain a grade of C or above. With the advisor's permission, the student may instead substitute an equivalent course and attain a grade of C or better.
- Satisfactory progress in completing requirements for a specific major must be met.

- At least 15 semester hours must be taken at Butler University to qualify for admission to Teacher Education and Student Teaching.
- Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan (CGP). Students are not admitted to COE CORE III while completing a required CGP.

Decision based on above criteria by the College’s Recruitment, Retention and Recognition Committee (with appropriate program representation) on ability to continue in the program.

COE CORE III

To complete COE CORE III, students must meet the following criteria:

1. Successful completion of **COE CORE III Courses (per curriculum sheet) and all other courses required for the major (grades of C or better)**
2. At least 15 semester hours must be taken at Butler University to qualify for admission to Core III/Teacher Education and Student Teaching/Internship.
3. Cumulative grade point average of 2.8.
4. Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan (CGP).
5. Apply to COE CORE IV: Student Teaching/Internship (See p.12)

Students who do not meet these criteria may appeal in writing to the Leadership Team of the College of Education and may be asked to appear in person.

COE CORE IV

To complete COE CORE IV, students must meet the following criteria:

1. Successful completion of Core IV Courses with a C or better in letter graded courses.
2. Successful completion of Pass/Fail Courses with a P or PV (Pass with Validation)

RECOMMENDATION FOR LICENSURE:

1. All requirements for Core IV Completion
2. Successful completion of student teaching with a PV
3. Passing of a State Licensure Tests
4. Submission of EdTPA for National Scoring
5. Current CPR/Heimlich/AED Certification
6. Evidence of Suicide Prevention Training

FIELD AND CLINICAL EXPERIENCES

The College of Education has multiple site-based experiences. In order to participate in these experiences throughout the 4-year curriculum, each student must understand, sign and abide by the “Site Based Agreement” (APPENDIX A). This document is signed upon entry into the COE and is binding for the entire time the student is active in the College of Education at Butler University.

In most cases, the student must also provide a criminal background check each semester during which a field or clinical experience will be completed. Districts require different types of background checks so specific information will be conveyed from the Course Instructor at the start of the term. Students are then expected to act promptly to so that the start of the field/clinical experience will not be delayed.

CLINICAL EXPERIENCES - STUDENT TEACHING AND INTERNSHIPS

Student Teaching/Internship experiences are a full-time, supervised experience to be completed in a continuous sequence of weeks for a designated time period. During this period, certified and experienced professionals supervise candidates. The clinical experience requires a total commitment on the part of each student. Normally no other courses should be taken, and students are discouraged from holding part-time, evening, and weekend jobs.

For a complete resource guide for the student teaching process, please download the [College of Education Student Teaching Handbook](#).

Prerequisites:

- Senior or Non-degree Graduate Student in good Academic and Dispositional standing in the upcoming academic year.
- Fully admitted to Core III/Teacher Education.
- A cumulative grade point average of 2.8 or better. No grade of less than "C" (2.0) may be counted in coursework taken in major or minor program.
- Completing the Core IV Application Process:
 - Attend a Student Teaching/Internships Information Session in the Fall of the Junior Year
 - Complete [Core IV Application](#)
 - Share the Application with your academic advisor by the date specified to review application content and checking for spelling, grammar, etc.
 - Download a copy of your transcripts
 - Once application has been finalized and signed by you and your advisor, you will submit a scanned PDF of completed Core IV application and transcripts as ONE document via email to The Assistant Dean of Licensure, Placements and External Relations by the specified date.
 - When submitting the email, indicate your name in the subject line; see examples below:
 - Butler Blue IV – Elementary: CORE IV Application
 - Tony Hinkle – Secondary: CORE IV Application
 - Ovid Butler – Internship: CORE IV Application

PROCESS FOR APPLYING TO STUDENT TEACH OR INTERN INTERNATIONALLY

- Students are informed of the possibility to student teach or intern abroad by advisors and through a required Student Teaching/Internships Information Session in the Fall of the Junior Year.
- Student will meet with the Coordinator of Global Education for the COE or a designated member of the Global Initiatives Learning and Teaching Team. Students are required to address three questions: 1. How does student teaching or interning internationally connect to your educational philosophy? 2. Why would you like to have the experience of student teaching or interning internationally? 3. How will you be a good ambassador abroad for Butler University?
- After the meeting the Coordinator of Global Education for the COE recommends candidates based upon student teaching application, dispositions, GPA and readiness for the experience. Recommendations are sent to the University's Center for Global Education.
- Students are notified of outcome by the Coordinator of Global Education for the COE and those approved are forwarded to the Center for Global Education.
- Students must complete the application process with the Center for Global Education.
- **APPLYING DOES NOT GUARANTEE A PLACEMENT**

STUDENT TEACHING AS A NON-DEGREE GRADUATE STUDENT

For a student who wants to come back as a non-degree seeking graduate student to take student teaching the following requirements must be met:

- Schedule a meeting with a Butler Financial Aid Counselor to determine if it is in the student's best financial interest to take the remaining coursework as a non-degree graduate student. Moving from undergraduate to graduate can have a significant impact on a student's financial aid, including but not limited loan repayment, so careful consideration should be made before proceeding with the request.
- Completion of all program coursework, and meeting all university graduation requirements (126 hours, University core curriculum, correct number of credit hours at 300-400 level, etc.)
- A letter from the student to his/her academic advisor documenting completion of all University graduation requirements and indicating an understanding that they will be ineligible for licensure until they complete the student teaching and associated coursework requirements.
- Advisor then reviews verifies the letter with his/her signature forwards the letter to the Assistant Dean for approval.
- Letter from the student with both the academic advisor and Assistant Dean's signature will then be sent to the COE Accreditation Coordinator for processing.
- The student should then apply for graduation and check with the graduate admissions office for the steps to reapply as a graduate student seeking licensure.

Youth and Community Development Internships must be completed within the undergraduate degree program and cannot be taken through non-degree graduate student status.

ACADEMIC ADVISING

Academic Advising allows for a student to meet with a professor to shape the student's academic future in Butler University's College of Education. Together, the professor with his/her expertise and experience and the student with his/her goals and objectives decide the best course of action. In order to make the process successful, there are three key elements: invested and engaged advisors, invested and engaged advisees, and thoughtful support from the college. The foundation for a successful advising relationship is grounded in a commitment to essential agreements by the advisor, the advisee, and the college. A commitment to the essential agreements, from each of the three components of the advising model, set up the foundation for a successful advising relationship and allows for a gradual release of the advisee from student to independent, emerging professional. Details on the structure of this relationship can be found in APPENDIX C.

ADVISOR CHANGES

The College of Education recognizes that at times, for reasons other than a major change, a change in advisor needs to be made. Students are encouraged to first have a conversation with their current advisor about concerns before proceeding with a change request. If a change needs to be made, use following procedure:

1. The student should email the request to the Accreditation Coordinator for the College of Education.
2. The Accreditation Coordinator forwards the request to the Assistant Dean.
3. The Assistant Dean will share the request with the current advisor and Chair of Undergraduate Teaching and Learning Teams and request permission from the current advisor.
4. The Assistant Dean may also meet with the student to clarify concerns and advising expectations.
5. If permission is granted by the current advisor, it will be forwarded to the Accreditation Coordinator and a new advisor will be contacted.
6. If the new advisor agrees to take the student on his/her advising load, the Accreditation Coordinator will notify the student and proceed with the change through Registration/Records.

GENERAL INFORMATION AND POLICIES

FINANCIAL AID

All inquiries and requests for Financial Aid are handled through the Financial Aid Office in Robertson Hall. Each student has an assigned financial aid advisor who they should contact. Financial Aid information is available at <http://www.butler.edu/financial-aid/>.

FEDERAL TEACH GRANT

The Butler University Office of Financial Aid and College of Education believe a student who wishes to use the Federal TEACH Grant must act as a well-informed consumer. Please review the following information carefully. To receive the Federal TEACH Grant at Butler University, a student must:

1. Be admitted into CORE III/Teacher Education Program (see COE Transition Points)
2. Be enrolled in a program of study designated as TEACH Grant eligible. Eligible programs prepare a student to teach in a high-need area.
3. Have a cumulative GPA of at least 3.25 at Butler University to qualify and maintain a 3.25 cumulative GPA for each semester of receipt of the TEACH Grant.
4. Agree to serve for not less than four years as a full-time, highly qualified, high-need field teacher in a low-income school.
5. Submit a complete, signed Free Application for Federal Student Aid (FAFSA) and respond to requests for additional information.
6. Sign an Agreement to Serve with the U.S. Department of Education for each year of receipt of the Federal TEACH Grant. The document should be reviewed carefully and fully understood before signing. **If the recipient does not complete four years of qualified teaching service within eight years of completing the course of study, the Federal TEACH Grant converts to a Federal Direct Unsubsidized Stafford Loan with interest charged from the date of each TEACH Grant disbursement.**
7. Complete entrance counseling, counseling prior to the first disbursement of each award year and exit counseling under the direction of the Office of Financial Aid.
8. Fulfill any other requirements that the U.S. Department of Education deems necessary. This includes informing the Department of current mailing address and notifying the Department within 120 days of leaving the school or TEACH eligible program. Failing to do so can mean the TEACH Grant(s) received are converted to loans permanently.

Further information and applications are available in The Office of Financial Aid

ENDOWED SCHOLARSHIPS (UNDERGRADUATE AND GRADUATE)

Criteria for endowed scholarships is based on scholarship, student application and faculty recommendation within and across programs.

College of Education endowed scholarships awarded by the Office of Financial Aid. The list of endowed awards, including criteria, is provided by the Office of Financial Aid in February and students are invited to apply in March. A cumulative GPA of 3.0 is required and most of the awards are need-based. In some cases, awarded money in on top of a student's current financial aid package; however, in some cases the scholarship will supplant existing money in the aid package.

STUDENT ORGANIZATIONS

COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children is a professional association of educators and related professions dedicated to advance the success of children with exceptionalities. We accomplish our mission through advocacy, standards and professional development.

HUMAN MOVEMENT CLUB

Human Movement Club is dedicated to enhancing quality of life by educating and promoting creative and active lifestyles through meaningful physical activity. It is created to enhance professional practice by providing opportunities for pre-professional growth and development and to establish and fulfill other purposes such as networking and service.

KAPPA DELTA PI (KDP)

KDP is an International Honor Society in Education that advances and advocates for quality education for all. This prestigious network of educators works together to prepare all learners for the future. College of Education candidates are invited to join the Gamma Nu Chapter due to their academic accomplishments within Butler University and the College of Education.

STUDENT EDUCATION ASSOCIATION (SEA)

SEA is a student program of the National Education Association (NEA). There are over 1100 college/university campus chapters. Butler University's chapter takes part in teacher professional development and leadership opportunities, as well as community service projects that support children in Indianapolis schools.

STUDY ABROAD

We encourage students to take advantage of opportunities to study abroad experiences, so they better understand the global dimensions of their discipline through experiential learning.

How do you get started?

- Tell your COE academic advisor you want to study abroad. Come up with a 4-year plan to determine the best time to study abroad.
- Go to a Study Abroad Info session hosted by the Center for Global Education (<https://www.butler.edu/global-education>)
- Review the Butler COE's Study Abroad Programs (https://www.butler.edu/coe/study_abroad)
 - Think about when, where, and what you want to study
 - Determine much flexibility you have. Are there courses that must be fulfilled in order for you to graduate on time?
- If you would like to take Education courses while abroad for a semester and would like some advice in addition that of your advisor, please set up a meeting with the COE Global Coordinator.
- Short-term, faculty-led courses have a different application process than semester-long study abroad. Please contact the faculty member listed on the website for questions related to short-term, faculty-led courses.
- Please keep your COE academic advisor informed along the way.
- You may need to get some courses pre-approved. This can be done with COE Global Coordinator and/or the Assistant Dean .

PROFESSIONAL CONDUCT

DISPOSITIONS

Candidate dispositions are assessed within 4 main indicators:

- Displays and takes responsibility for professional behavior and ethics
- Demonstrates a belief that all students can learn
- Shows appreciation and skills needed for teaching, learning and mentoring
- Demonstrates collegiality and collaboration

Disposition assessment and feedback is provided to Candidates throughout their major program via the faculty in designated courses through the Disposition Assessment Form (APPENDIX E).

Process for students who are determined to require a Growth Plan, based upon the Disposition Assessment Form, is as follows:

- Need for a growth plan is determined at the end of the semester. Student and instructor then collaborative develop the growth plan.
- In the next semester, the plan is monitored by the Assistant Dean at 3 key points:
 - First 2 weeks of the semester – student meets with the Assistant Dean, to discuss the plan and obtain a signature form. Students must then share the growth plan with all current faculty (and coaches, if applicable) and obtain signatures from all faculty acknowledging the growth plan has been shared.
 - Midterm – students must check in with all faculty and obtain signatures. Signatures will indicate if the student is making progress towards the growth plan, per the signature form. Form must then be sent to the Assistant Dean before Fall Break.
 - Final – students must meet with the Assistant Dean and bring signature from all faculty indicating whether or not, from their course perspective, the growth plan has been met.

Students who do not successfully complete a Candidate Growth Plan

- In the initial semester **or**
- Who are required to complete another Candidate Growth Plan after successfully completing one from a prior semester,

will be required to meet with representatives of the **Recruitment, Retention and Recognition Committee** and his/her **Academic Advisor** within the Drop period of the next semester.

Students will be asked to **present a plan that addresses the identified issues in a way that provides specific steps towards growth**. The Committee will then decide whether to accept the plan, revise the plan or ask the student to drop his/her COE coursework for that semester.

PROFESSIONAL COMMUNICATION

Learning to communicate professionally is essential for your professional success; therefore, we ask that you maintain a professional demeanor when communicating with any Butler faculty or staff member or school/community partner.

While some faculty and staff may invite you to address or communicate with them in a more informal way, please remember that should extend only to personal communication directly with them and not when you refer to them in front of others. For example:

Dr. Ovid Bulldog may indicate it is fine to call him Ovid. In your email and direct communication with him it is fine to call him Ovid.

If you are talking about his class to your academic advisor, you should use the more professional form, “Dr. Bulldog’s class is one of my favorites.”

This is true of all professional settings when there is a mixture of both informal and formal tones.

In terms of email, please remember:

- It is an academic expectation that all students routinely read and respond appropriately to their Butler University email messages. Students should plan to respond to requests within 24 hours. Faculty and staff will also strive to respond in a timely manner.
- Show respect for those to whom you address in email communications. Use “Dr.” or “Professor” when addressing your faculty; and “Mr.,” “Ms.,” or “Mrs.” when addressing staff, as noted above.
- Follow conventional spelling, punctuation, and capitalization rules.
- Do not use “reply all” unless everyone on the email needs to know your response.
- Your communication should be just that, your communication. Do not communicate “on behalf of the class” or “a lot of us are...” Always communicate what you want to say and allow others to speak for themselves.

STUDENT CONDUCT POLICY

According to the Overview of the Student Conduct System, as stated by the University, the student conduct process is an extension of the educational mission of the University. The process is intended to educate students about appropriate behavior and the potential consequences of one’s actions and choices. It promotes learning, personal responsibility, self-discipline, respect for others and self, and the support of the educational values of the community.

The University President has delegated the responsibility for matters of student conduct to the Vice President for Student Affairs. In an atmosphere of mutual respect, this responsibility has traditionally been shared by members of the Butler community—students, faculty and administration alike. It is within this scope that the College of Education views its responsibility to hold students to a professional code of conduct.

PROBATION AND ACADEMIC INELIGIBILITY

Per the Butler University Bulletin, a student’s GPA is figured by dividing the total number of hours attempted into the total number of grade points earned. **When a student’s cumulative GPA falls below a 2.0, he or she is placed on academic probation.** Excessive probation, or continued program without improvement, can lead to the student being declared academically ineligible.

At the end of each semester letters are sent from the COE Dean to the following student populations (letters generated by the Accreditation Coordinator and Assistant Dean):

- Students in the COE with a **cumulative grade point average of less than 2.0** receive a letter indicating academic probation. Students are required to meet with their academic advisor and schedule an appointment with the Learning Resource Center to create a plan for academic success. **Students who**

do not make adequate academic progress in the following semester may be declared academically ineligible.

- Students with a cumulative GPA over 2.0, but a semester GPA of under 2.0 will receive a letter requiring that they meet with their academic advisor. Students are also reminded that a 2.8 is required for Admission to Teacher Education/COE CORE III.

A student declared academically ineligible will not be readmitted to Butler until at least one full semester has elapsed. If, after an absence, the student feels that the problems that led to the academic difficulty have been solved, the student may petition for renewed eligibility by writing a letter to the dean of the college in which he was enrolled. This letter should be submitted at least 30 days before the start of the session for which the student wishes to enroll.

The petition will be presented to the Leadership Team of the college, which will consider both the student's record and the evidence presented in the letter to determine whether or not another opportunity to enroll seems warranted. A student who has taken any academic work elsewhere during the absence from Butler also must present a satisfactory transcript for all such work in order to be readmitted. If the Leadership Team concludes that the student has a reasonable chance to redeem the earlier record and earn a degree, it may grant renewed eligibility — ordinarily with the stipulation that the student must earn a 2.50 average during the first two semesters of further work and must then continue to reduce the probation through subsequent semesters, in order to remain eligible.

STUDENT GRIEVANCES/COMPLAINTS

The College recognizes that situations may arise in which a student believes they have been treated unjustly. As noted in the Butler University Student Handbook, all members of the University community should attempt to resolve grievances as soon as possible as, typically, the opportunity to gather information is greatest at the earliest point in time. In general, addressing a grievance should start at the lowest possible level:

- Students concerned about an academic/faculty issue within the College of Education should:
 - Discuss the concern with the faculty member involved first,
 - If no resolution is determined, then the student should reach out to the Assistant Dean for further consideration/mediation
 - If the course of action determined by the Assistant Dean does not achieve resolution, the student may appeal to the Leadership Team (with the Dean abstaining).
 - If satisfactory resolution is not determined by the Leadership Team, then the student may submit a final appeal to the Dean of the College.
- Students concerned about a matter not related to academics should address them with the director or dean responsible for the area of concern.
- Students always have the option of filing a formal complaint with the University <https://www.butler.edu/student-handbook/campus-grievance> in lieu of the processes noted above.

GRADUATION RELATED POLICIES

APPLICATION FOR GRADUATION

You should plan to apply for graduation about a year in advance of when you anticipate completing all degree requirements. You can apply to graduate by filling out the application for graduation found in your Student Center. This application is necessary even if you do not plan to take part in the Commencement Exercises. This form triggers the Graduation Audit process and provides a vehicle for you to tell us exactly how you want your name formatted on your diploma.

To access the online graduation application from your my.butler.edu Student Center, select the Other Academics tab, choose the Apply for Graduation option, then click on the Apply for Graduation link. Select the term you will complete all requirements, click on Continue, and then click on Submit Application.

PERMISSION TO WALK AT COMMENCEMENT WITHOUT FULL COMPLETION OF DEGREE

In order to seek permission to walk through graduation without completion of the necessary work for the degree, the student must observe the following requirements. The student must have **no more than 12 semester hours** remaining for completion of the degree, unless he/she is pursuing an additional licensure area (e.g. mild intervention) that requires additional coursework during the final semester.

1. The student must see his/her academic advisor to verify deficiencies.
2. A plan for completion of the deficiencies must be agreed upon by the student and his/her advisor.
3. The student must submit a letter requesting to walk through the graduation ceremonies to their advisor. Included in the letter must be the plan to remove each deficiency and the scheduled date for completion.
4. Upon approval, the advisor then signs the letter and forwards it to the Assistant Dean.
5. The student must apply for graduation in the Office of Registration and Records.

NON-LICENSURE OR NON-COMPLETION OF LICENSURE PROGRAM

A student may request to be allowed to complete their degree without licensure.

1. For a student who wants a different career and decides this prior to student teaching, the student should make a request in writing to the Undergraduate Chair that includes:
 - Reason/rationale for not completing licensure,
 - How they will use their education degree towards a new career path
 - Proposed plan of degree completion (ex/coursework needed for graduate school, internship possibilities, etc.).

If approved, the Undergraduate Chair will send it to the Assistant Dean for Recruitment, Retention and Recognition for signature. The student will be notified in writing if they are approved or not approved to proceed without licensure.

2. Graduation with an alternative option to student teaching (such as an internship) is possible for someone who starts student teaching and then realizes that teaching is not the career for them after all.

Options:

- Enroll the student in ED 449: Exploration Internship (6 credit hours) and design a specific experience for the remaining weeks of the semester. They are supervised and have a student teaching-like experience, but it does not *lead to a* license.
- Require that the student stay in student teaching and grade with a P (pass) and not a PV (pass with validation for licensure).

DEPARTMENTAL DISTINCTION

Departmental Distinctions are overseen by the Honors Program Board (part of the Recruitment, Retention and Recognition Committee) in the COE. The purpose of departmental distinction is to reward students for exceptional achievement within their major and are awarded at graduation. A student need not complete the University Honors Program in order to be awarded distinction in his or her major. Students are eligible for departmental distinction based on their GPA. The criteria for departmental distinctions are as follows:

Distinction: A 3.600 GPA in the academic major.

High Distinction: A 3.700 GPA academic major and satisfactory completion of a thesis approved by the COE Honors Committee and the University Honors Program OR successful completion of the COE Honors comprehensive examination.

Highest Distinction: A 3.800 GPA in the academic major and successful completion of an honors thesis approved by the COE Honors Board and the University Honors Program Committee AND successful completion of the COE Comprehensive Exam.

Honors Thesis: Honors theses may be written by both honors and non-honors students. Honors students must complete a thesis in order to complete the Honors Program. Non-honors students may choose to complete a thesis in order to pursue highest departmental distinction. Please refer to the Honor's website for further instructions.

COE Comprehensive Exam: Students with a GPA eligible (see above) for High Distinction or Highest Distinction will be notified by the COE Honors Chair and invited to complete the COE Comprehensive Exam during their final academic semester. Students have two weeks to complete the exam. The exam is pass/fail and is scored by a minimum of two readers.

NOTE: To be eligible for any kind of graduation honors or distinction, University or Departmental, a student must have completed at least 60 hours of credit for grade at Butler University. Transfer students who will graduate with less than 60 hours at Butler are not eligible for honors.

Butler University
Site-Based/Student Experiential Education Agreement

Each student must enter into this Agreement prior to beginning any site-based experience. Entering into this Agreement is in consideration of Butler University ("University") making the site-based experience available to the student and is a condition to the student's participation in same.

I, _____, ID# _____ ("Student" or "I") am a student at the University and request the opportunity to engage in one or more site based experiences during my matriculation at the University. I understand that site-based experiences constitute part of the curriculum and course(s) in which I am enrolled now and in which I will be enrolled in the future. I understand that a site-based experience provides a valuable learning experience in a professional environment

I shall take appropriate precautions, based on my personal health and other circumstances, to ensure that each site-based experience does not pose an undue health or other risk to me. I also understand that each site-based experience and associated travel present me with actual and potential hazards which are beyond the control of the University, its trustees, employees, and agents, and for which the foregoing accept no liability.

Insurance Coverage

Student represents that he/she has sufficient health, accident, disability and hospitalization insurance to cover him/herself during each site-based experience. Student further understands and agrees that he/she is responsible for the costs of such insurance and for the expenses not covered by this insurance and understands that the University does not have an obligation to provide him/her with such insurance.

Student assumes full responsibility for any disability or other physical or mental condition that might adversely affect his/her ability to participate in or complete a site-based experience, and he/she releases the University from any liability for injury to him/herself or damage to or loss of his/her possessions.

Student understands that he/she accepts responsibility for traveling to or from each site-based experience. The University has no liability for personal injury or property damage which may result from traveling to or from any site. Student agrees to rely solely on his/her personal vehicle insurance coverage and not on any insurance provided by the University or by any entity sponsoring the site-based experience. Further, Student agrees that the University assumes no liability for personal injury which he/she may suffer in the course of, arising out of, or related to a site-based experience. In addition, Student agrees to indemnify, defend and hold harmless the University against any losses, claims, damages of any nature, attorneys' fees, other liabilities, joint or several, and any other costs incurred by the University, as a result of any actual or alleged conduct of Student, negligent or otherwise, which arise out of or are related to Student's participation in any site based experience.

Personal Conduct/Termination of Participation

Student understands that the responsibilities and circumstances of each site-based experience will require a standard of professional decorum. Therefore, he/she hereby indicates his/her agreement and willingness to understand and conform to the professional standards of each site, as well as the terms of the University Rules of Conduct, any rules of conduct adopted by the applicable college or University program, and any applicable duties or responsibilities required by law. He/she also agrees that should the course instructor or administrator decide, in his/her sole discretion, that Student must be terminated from his/her site based experience because of conduct that might bring the experience or any institution (including, without limitation, the University and

the site) into disrepute or jeopardy or which violates the University's Rules of Conduct or other rules applicable to him/her, that such decision is final and may result in the loss of academic credit and forfeiture of tuition by Student. Student also understands that the University may terminate his/her participation in any site-based experience for the above or other reasons as it deems appropriate, in its sole discretion. Student also understands that he/she may face University action for violation of this Agreement, violation of any applicable law, violation of any applicable rule established by the University, or violation of rules of conduct or other applicable rules at the site or other property owned or operated by the entity involved with the site-based experience.

General Release

Student understands that the University reserves, in its sole discretion, the right to cancel, change, or substitute site-based experiences in cases of emergency, changed conditions, or in the general interest of the University or the site-based experience. Student understands and agrees that the instructor/director may take any actions he/she considers warranted under the circumstances to protect his/her health and safety and/or to guard the integrity of the site-based experience, including termination of any such experience. Student also agrees that neither the director nor any other person has any express or implied duty to ensure Student's health or safety in connection with any site-based experience. Student further releases and waives any right or claims that he/she may have relating to or arising out of the release of any and all information and records about the site-based experience to University representatives, and hereby authorizes the site sponsor to release such information and records to the University as the University may request from time to time.

It is further agreed by Student that each site, its facilities, and other locations related to each site based experience shall be visited by Student at his/her sole risk and the University shall not be liable for any and all claims, demands, injuries, damages, actions, or causes of actions whatsoever to him/her or to his/her property arising out of or related in any manner to the site based experience, whether or not sponsored by the University. Student hereby releases, discharges, and promises not to sue the University, its trustees, employees, and agents as to any and all claims or actions that may arise out of injury or harm to him/her, death, or property damage, resulting from or related in any manner to his/her participation in or involvement with any site-based experience.

Student Signature _____ Date _____

Printed: _____ ID# _____

University Representative Signature _____ Date _____

Printed: _____ TITLE _____

BUTLER

COLLEGE of EDUCATION

APPLICATION FOR ADMISSION TO COE CORE III/TEACHER EDUCATION

Name _____ STUDENT ID # _____

Campus Address _____ Cell Phone (____) _____
 (street)

Permanent Address _____
 (street)

(city)

(state)

(zip)

MAJOR AREA (Check the **one** that applies)

- Elementary Education (K-6)**
- Elementary Education (PreK-3)**
- Human Movement/Health Science Education P-12 (HMHSE)**
- Middle/Secondary Education (COE student) CONTENT:** _____
- Middle/Secondary Licensure (LAS student) CONTENT:** _____
- Music Education (K-12) AREA:** ___ Vocal ___ Instrumental ___ All Areas
- Youth and Community Development**

COE MINORS (Check **ALL** that apply)

- Diverse Learners**
- Recreation and Sports Studies**
- Mild Intervention**
- Sport Coaching**

GRADE REQUIREMENTS: (Indicate **grade** for each course below. Grades must be C or better for admission)

1. ____ First Year Seminar: FYS 101
2. ____ First Year Seminar: FYS 102
3. ____ ED199: Exploring Teacher Identity

OR THESE 2 COURSES (COE) _____ ED112 _____ ED245
OR THESE 2 COURSES (JCA) _____ ME101 _____ ME102

4. ____ ED 299: Integrated COE CORE II Block

OR THESE 2 COURSES _____ ED 241 _____ ED 244

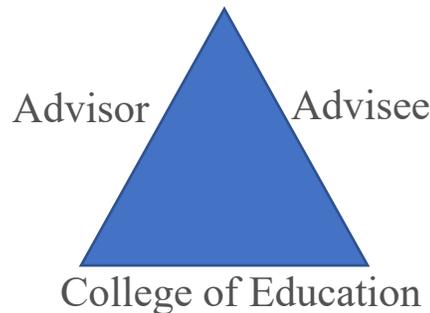
5. ____ ED242

ADVISOR: _____

Signature _____ **Date** _____

Advising in the College of Education

Advising allows for a student to meet with a professor to shape the student's academic future in Butler University's College of Education. Together, the professor with his/her expertise and experience and the student with his/her goals and objectives decide the best course of action. In order to make the process successful, there are three key elements: invested and engaged advisors and advisees as well as thoughtful support from the college. A commitment to the essential agreements, from each of the three components of the advising model, set up the foundation for a successful advising relationship and allows for a gradual release of the advisee from student to independent, emerging professional.



Areas of Essential Agreement

KNOWLEDGE

- **Advisors:** Educate themselves in the areas of curricula, technology and student resources so that they are **“in the know”** for advising interactions.
- **Advisees:** Realize that advisors may need to connect them with other university resources to get questions answered, especially for questions outside the COE.
- **College of Education:** Will maintain a list of faculty liaisons, especially in middle secondary content areas.

COMMUNICATION

- **Advisors:** Provide **timely responses** to advisee questions. When appropriate, advisors also **direct/redirect students to resources** in order to help them become confident and independent in seeking solutions.
- **Advisees:** Recognize that advising is one of many roles a faculty member maintains by asking themselves, **“Is this something I could find out on my own?”** before reaching out to an advisor to provide the answer. If the answer calls for the advisor's help, **allow for a minimum of 24 hours** during the workweek to receive an acknowledgement of an email inquiry.
- **College of Education:** Understands the need to **provide student mentors and training to assist first year students** in answering technical questions related to advising.

CONVERSATION

- **Advisors:** Seek to **know and recognize advisees** in and out of the traditional advising appointments. Advisors **learn about their advisees' interests** so that they can use that information

COLLEGE OF EDUCATION

DISPOSITIONAL EXPECTATIONS AND INDICATIONS

A Note About the Instrument: *This instrument serves as a checklist to provide feedback to candidates as their understanding of professional dispositions evolves AND as a rubric that shows growth over time as they progress through the Core transition points in the College. The indicators were designed by faculty to align to our Core Values and the tasks under each indicator where developed by student leaders in the College.*

CANDIDATE'S NAME: _____ INSTRUCTOR(S): _____

COURSE: _____ COE CORE ___1___ 2 ___3___ SEMESTER: _____

Directions:

- **ASSESSMENT:** Candidates are assessed on each indicator at the developmental level that corresponds to the Course/Core for which they are enrolled. Task changes from Core to Core is indicated in ***italics***.
- **SCORING:** Target score on the rubric is a 3. Instructor should mark the box next to each task that the candidate exhibits.
 - Candidate exceeds* tasks of the Core = Score is a 4
 - Exceeds = meets all noted tasks, plus some of the next Core's expectations
 - Candidate meets tasks noted to the corresponding Core = Score is a 3
 - Candidate meets at least half of tasks noted to the corresponding Core = Score is a 2
 - Candidate does not meet half of the tasks noted to the corresponding Core = Score is a 1
- **OUTCOME:**
 - Candidate receives scores of all 3's and/or 4's – No Intervention Required
 - Candidate receives one or two 2's – Intervention Recommended (Professional Growth Plan)
 - Candidate receives more than two 2's or any 1's – Intervention Required (Professional Growth Plan)
- **INTERVENTION:**
 - Candidate and instructor(s) should collaboratively create the Candidate Growth Plan (CGP) **before the end of the semester.**
 - **Copies** of the CGP should be sent to the **Assistant Dean**, placed in the **academic advising file** and given to the **Candidate.**
 - The Assistant Dean and Candidate will monitor the CGP with input from faculty during the next term.
 - Candidates on a required CGP must complete the plan during the next term or face possible removal from the program. Per the COE transition points, candidates on a required CGP may not be admitted to Core III/Teacher Education until remediation has occurred.

Statement of Disclosure: *The Candidate has seen a copy of the disposition assessment and has had a chance to ask questions prior to intervention.*

Signature of Candidate: _____

Signature of Instructor: _____

| INDICATOR: DISPLAYS AND TAKES RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR AND ETHICS | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|--|
| CORE VALUE: Integrity and Responsibility | | | | INTASC STANDARDS: 9 – Professional Learning & Ethical Practice | | | | | | | | |
| CORE ONE | | | | CORE TWO | | | | CORE THREE | | | | |
| <input type="checkbox"/> Maintains a professional manner, dress and disposition <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Thinks about and reflects on professional practice <input type="checkbox"/> Understands that there will always be room to grow and improve in the practice <input type="checkbox"/> Understands the Core Values of the College; which serve as the ethical code for our Candidates and faculty <input type="checkbox"/> Demonstrates an understanding of professional ethics and confidentiality in both writing and conversation | | | | <input type="checkbox"/> Maintains a professional manner, dress and disposition <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Thinks about and reflects on professional practice and student learning <input type="checkbox"/> Understands that there will always be room to grow and improve in the practice and identifies ways to do so <input type="checkbox"/> Models the Core Values of the College; which serve as the ethical code for our candidates and faculty <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation <input type="checkbox"/> Uses developmentally appropriate language <input type="checkbox"/> Gives specific, growth-mindset feedback to students routinely | | | | <input type="checkbox"/> Maintains a professional manner, dress and disposition <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Thinks about, reflects and acts on professional practice to improve student learning <input type="checkbox"/> Understands that there will always be room to grow and improve in the practice and identifies and acts on ways to do so <input type="checkbox"/> Models the Core Values of the College; which serve as the ethical code for our candidates and faculty <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation and is aware of legally required exceptions to confidentiality <input type="checkbox"/> Uses developmentally appropriate language <input type="checkbox"/> Gives specific, growth-mindset feedback to students routinely and assumes responsibility for student success | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |

| INDICATOR: DEMONSTRATES A BELIEF THAT ALL STUDENTS CAN LEARN | | | | | | | | | | | |
|--|---|---|---|--|---|---|---|--|---|---|---|
| CORE VALUE: DIVERSITY AND SIMILARITY | | | | INTASC STANDARDS: 1- Learner Development and 2 – Learning Differences | | | | | | | |
| CORE ONE | | | | CORE TWO | | | | CORE THREE | | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Considers the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Begins to understand the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning. <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is motivated to meet the needs of all students | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Considers <i>and begins to plan for</i> the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> <i>Understands</i> the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning. <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> <i>Is prepared</i> and motivated to meet the needs of all students <input type="checkbox"/> <i>Understands that fair is different from equal and therefore provides opportunities for each student to be successful and grow.</i> | | | | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Plans for</i> the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Understands the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning. <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is prepared and motivated to meet the needs of all students <input type="checkbox"/> Understands that fair is different from equal and therefore provides opportunities for each student to be successful and grow. <input type="checkbox"/> <i>Is able to plan thoughtful, differentiated lessons through the lens of culturally responsive practice.</i> | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| INDICATOR: SHOWS APPRECIATION AND SKILLS NEEDED FOR TEACHING, LEARNING AND MENTORING | | | | | | | | | | | | |
|--|---|---|---|--|---|---|---|--|---|---|---|--|
| CORE VALUE: Teaching Learning and Mentoring | | | | INTASC STANDARD: 7 – Planning for Instruction | | | | | | | | |
| CORE ONE | | | | CORE TWO | | | | CORE THREE | | | | |
| <input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Thoughtfully reflects on questions relating to the profession and professional identity <input type="checkbox"/> Understands the need to treat students with respect and care <input type="checkbox"/> Begins to identify elements of proactive classroom management <input type="checkbox"/> Exhibits the belief that all students can succeed | | | | <input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Can articulate a stance on the profession and is developing a professional identity <input type="checkbox"/> Treats students with respect and care <input type="checkbox"/> Begins to identify and implement proactive classroom management <input type="checkbox"/> Exhibits the belief that all students can succeed <input type="checkbox"/> Understands how to construct student -centered curriculum <input type="checkbox"/> Understands a variety of instructional methods | | | | <input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in and facilitates discussion and questioning that lead to learning <input type="checkbox"/> Is able to align a professional identity with practice <input type="checkbox"/> Treat students with respect and care <input type="checkbox"/> Utilizes proactive classroom management <input type="checkbox"/> Exhibits and acts on a belief that all students can succeed <input type="checkbox"/> Demonstrates thorough lesson planning that is based on a student -centered curriculum <input type="checkbox"/> Uses a variety of instructional methods. | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |

| INDICATOR: DEMONSTRATES COLLEGIALITY AND COLLABORATION | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|--|
| CORE VALUE: Theory, Practice & Collaboration | | | | INTASC STANDARD: 10 – Leadership & Collaboration | | | | | | | | |
| CORE ONE | | | | CORE TWO | | | | CORE THREE | | | | |
| <input type="checkbox"/> Understands the importance of effective communication in the classroom and field <input type="checkbox"/> Attends required class meetings and works with classmates outside of class on projects; is a team player <input type="checkbox"/> Treats classmates and professors with respect and collegiality | | | | <input type="checkbox"/> Demonstrates effective communication skills in the classroom and the field <input type="checkbox"/> Attends required class meetings, works with classmates and is prepared for field-based interactions <input type="checkbox"/> Treats classmates, professors and field-based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond the required | | | | <input type="checkbox"/> Practices honest two-way communication with peers, school & university personnel <input type="checkbox"/> Is engaged and prepared for all class, group and field experience work <input type="checkbox"/> Treats classmates, faculty, and field-based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond required <input type="checkbox"/> Anticipates and can address questions from faculty, field-based staff or parents | | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |

CANDIDATE GROWTH PLAN

Candidate Name: _____ Instructor: _____

Area of Strength:

Area(s) of Growth:

Level of Intervention: _____ Personal Growth _____ Recommended _____ Required

What are the areas of growth and how were they identified?

Plan for Growth:

Indicators of Success:

Timeline:

Signature of Candidate Growth Plan Completion:

Candidate _____

Assistant Dean _____