



SCHOOL OF EDUCATION

Teacher Education Program Undergraduate Student Policies and Procedures Handbook

DR. EUGENE PRINGLE, JR.
CHAIR, SCHOOL OF EDUCATION



Council for the
Accreditation of
Educator Preparation

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Introduction

Inherent in the fabric of Bethune-Cookman University is the School of Education. In 1904, Dr. Mary McLeod Bethune founded the Daytona Literary and Industrial Training School for Negro Girls with the mission of educating a new generation of scholars, visionaries, and leaders. Over the course of the next 117 years, the School of Education would serve as a catalyst for preparing highly qualified educators to go out into the world and transform the lives of students as teachers, instructional coaches, school and district-based administrators, consultants, curriculum writers, and educational entrepreneurs.

The Administrators, Faculty, and Staff are delighted that you have chosen to pursue a degree in Education at Bethune-Cookman University and look forward to working with you and guiding you through your program. After completing the prescribed program of study, you will earn a state approved degree, which will be validated by the Council for the Accreditation of Education Preparation (CAEP) and the Florida Department of Education (FL DOE). Successful completion of your program will grant you a professional teaching certificate issued by the FLDOE.

This handbook answers many questions about the programs. However, it is not a substitute for the guidance you must obtain from an academic advisor and the B-CU catalog. Proper use of this handbook and personal contact with your academic advisor will enable you to reach your goal of becoming a certified teacher.

The faculty, staff and students are excited to welcome you to the School of Education! In alignment with our vision and mission, our goal is to prepare you through the latest pedagogical practices and social aspects of the teaching profession. It is our hope that you join the ranks of ground breaking and innovating educators that have carried out the legacy of Dr. Mary McLeod Bethune.

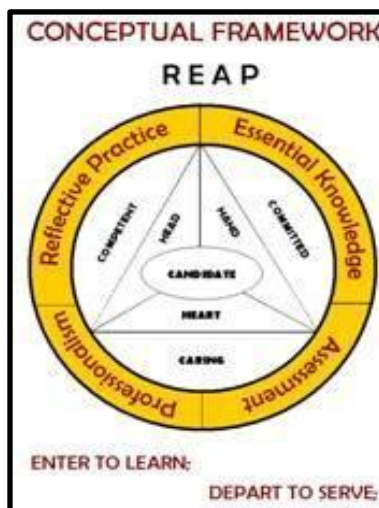
Vision

The School of Education at Bethune-Cookman University envisions the Teacher Education Program as an exceptional model in the preparation of highly effective global educational justice leaders committed to serving all learners in a world of rapid change and increasing diversity.

Mission

The School of Education develops reflective practitioners who are caring, committed, and competent scholars in a faith-based, student-centered environment where they learn pedagogical skills and knowledge to advocate for educational causes as educational justice leaders.

Conceptual Framework



The Conceptual Framework establishes the shared vision for the School of Education's (SOE) efforts in preparing educators to work effectively in K-12 schools. The Teacher Education Program prepares effective educators committed to Reflective Practice, the pursuit of Essential knowledge, qualified to Assess and evaluate, and dedicated to practice Professionalism (REAP).

Reflective Practice - Knowing who we are as we begin to articulate values and beliefs about

teaching and learning serves as the foundation of all of our instructional decisions as well as decisions that guide our every-day interaction with peers, students, and stakeholders. Reflection is characterized by ...”active, persistent and careful consideration” (Dewey, 1933:118) and “becomes reflection-in-action and reflection-on-action” (Schon, 1983) as it guides the teacher’s decision making. Continuing to learn is at the heart of good teaching and a commitment to developing reflective practitioners is grounded in the fundamental belief that a veteran teacher can and will grow just as a novice teacher or a teacher candidate.

Essential Knowledge - Curriculum content is derived from national, state, and institutional standards. The Teacher Education Program faculty seeks to ensure that our teacher candidates have the essential knowledge, skills, and dispositions to teach all students well. The content and instructional strategies are reflected in the design used to deliver curriculum content supported in teacher candidate support experiences, and in clinical and field-based experiences. Teacher candidates demonstrate their knowledge of content and strategies through assignments, activities and projects.

Assessment and Evaluation - Faculty in the SOE believe that assessment should be a “vehicle for learning and awareness...” (Senge 2000). In fact, reflection and assessment are intricately linked because one cannot have this vision of assessment without the use of reflection. Candidates ultimately come to understand that assessment is a tool that helps educators learn and become aware of themselves and their students. They come to understand that the relationship between reflective practice and assessment is the way to inform teaching and learning.

Professionalism - The Teacher Education Program is designed to motivate and enable candidates to develop the necessary professional knowledge, skills, and dispositions to become successful. Through courses, clinical experiences, and seminars, teacher candidates learn that becoming a professional involves gaining certification, accepting accountability, having a strong knowledge base, collaborating in a professional community, and adhering to ethical practice and standards.

Undergraduate Programs

The School of Education offers Bachelor’s degrees in Elementary Education K-6 ESOL/Reading Endorsement, Exceptional Student Education ESOL/Reading Endorsement, English Education (6-12)/ESOL, Music Education (K-12), Social Science Education (6-12), Biology Education (6-12), Business Education (6-12), Physical Education (K-12), and Mathematics Education (5-9). The School of Education is nationally accredited by CAEP (The Council for the Accreditation of Teacher Education Programs).

Although a student has declared Education as a major, students must apply and be admitted to the Teacher Education Program (TEP).

Program Student Learning Outcomes

The Program Student Learning Outcomes are:

- Students will demonstrate mastery of Florida Educator Accomplished Practices as measured by a passing score on the Professional Florida Teacher Certification Exam. (all programs)
- Students will demonstrate mastery of the subject area competencies as measured by a passing score on the Subject Area Florida Teacher Certification Exam. (all programs)
- Students will demonstrate mastery of the Teacher Dispositions as measured by a comprehensive score of basic from the senior internship Teacher Candidate Dispositions Rating Form triangulated by the University Supervisor, Cooperating Teacher, and Self-evaluation. (all programs)
- Students will demonstrate mastery of ESOL competencies as measured by basic on the Comparative Analysis and Lesson Plan Modification Projects. (Elementary Education, Exceptional Student Education, and English Education)
- Students will demonstrate mastery of Reading Endorsement competencies as measured with a basic rating on the Comprehensive Literacy Plan and the Assessment and Differentiation Portfolio. (Elementary Education, Exceptional Student Education, and English Education)

Student Dispositions

Throughout the matriculation, education majors will be observed and assessed on their overall demeanor and behavior to determine if he or she has the disposition and personality needed to be a successful teacher. The traits of a successful teacher consist of the following:

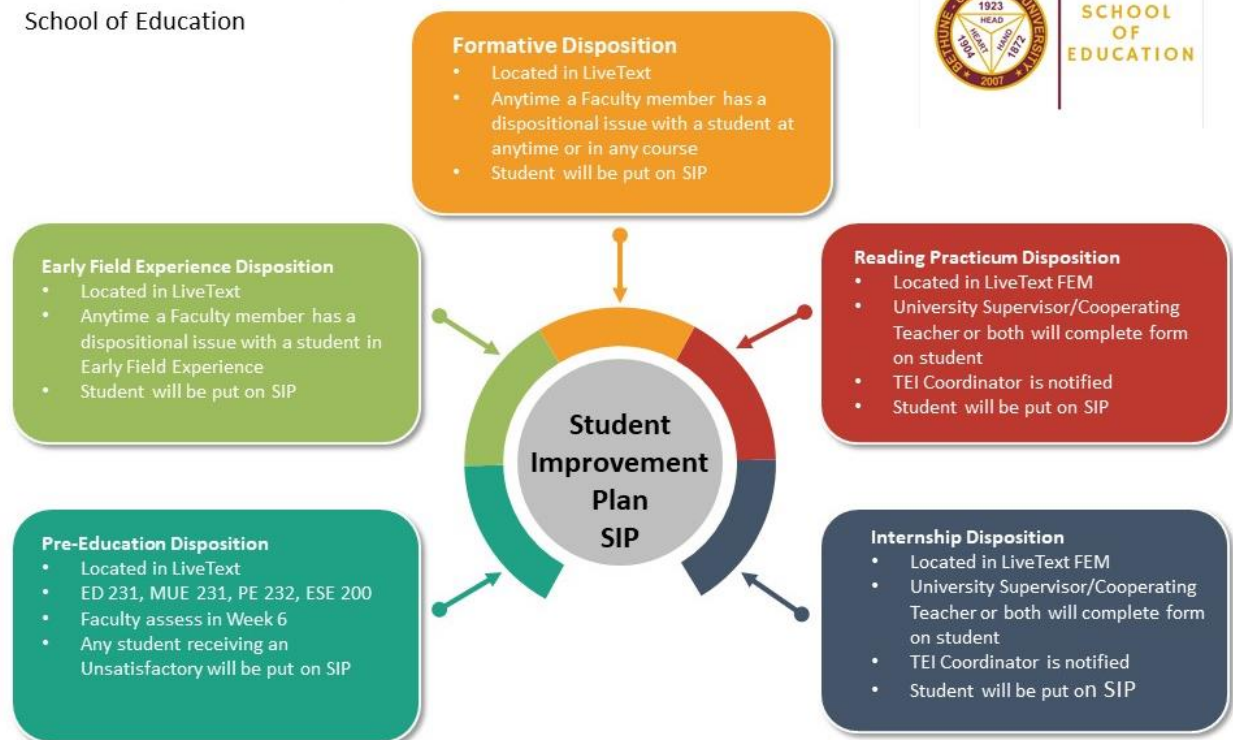
1. Attendance
2. Punctuality
3. Diversity – Demonstrates respect for cultural diversity and individual differences
4. Reliability, dependability – Completes assignments, tasks, and duties on time
5. Appearance – Dresses appropriately; presents a professional appearance
6. Caring interaction with Pre K-12 students – Is comfortable interacting with students; show concern for students
7. Self-confidence – Demonstrates “with-it-ness”: and professional poise in presentations/teaching
8. Self-control – Demonstrates a professional countenance even when experiencing personal challenges
9. Responsive to feedback – Is reflective; responsive to feedback; willing to revise plans and implement suggestions
10. Commitment to profession – Exhibits an enthusiasm for teaching and a lifelong commitment to learning
11. Collaborative and cooperative – Willing to collaborate and partner with others; works effectively with peers, supervisors, and other professionals

12. Attitude toward students (Pre K-12) – Expresses or demonstrates a belief that all students can learn
13. Motivation for Learning – Demonstrates self-management of personal learner strategies for successful academic performance; models high motivation to “learn how to learn”
14. Problem-solver – Demonstrates critical and creative thinking for problem-solving; exhibits confidence in seeking solutions
15. Seeker of knowledge – Demonstrates active inquiry to understand the broad implications of knowledge
16. Flexible; open-minded – Is able to reflect on and continually evaluate the effects of ideas, choices and actions on others and actively seeks out opportunities to grow professionally
17. Fairness – Is fair in dealing with students
18. Belief – believes that all students can learn

**This graphic describes the benchmarks where students will be assessed on their dispositions.*

5 DISPOSITION CONTROL GATES

Bethune-Cookman University
School of Education



Advising

Students should see their academic advisors at least twice a semester for purposes of early registration, dropping and adding courses, to ensure that they are following the proper course sequence of the Teacher Education Program according to state certification and degree requirements, and change of major. Students are assigned an academic advisor based on their major program of study.

Florida Teaching Certification and Examinations

In addition to the successful completion of coursework, students must successfully pass all parts of the Florida Teacher Certification Examinations (FTCE) to graduate with a degree in Education and obtain a professional teaching certificate in the state of Florida. FTCEs must be taken at specific benchmarks within the program of study. The FTCE is comprised of the General Knowledge Test (GK), the Professional Education Test and Subject Area examinations. Students can create an account and register for FTCEs on the following website: <http://fl.nesinc.com/>.

General Knowledge Test

The General Knowledge Test assesses basic skills in the following 4 subtest areas: essay, reading, English language skills (ELS), and mathematics. Each multiple choice subtest requires at least a 200 to pass (reading, ELS, and mathematics). The passing score for the GK essay is 8 out of 12 points.

Professional Education Test

The Professional Education Test assesses pedagogy and professional practices in the education profession. A score of 200 is required to pass.

Subject Area Examination

The subject Area Examination assesses content knowledge and pedagogy. A score of 200 is required to pass any multiple choice component. The design of Subject Area Examinations varies depending on Subject Area Examination.

When registering for any FTCE tests, students must enter "Bethune-Cookman University" as a score recipient, so that official scores will be sent by the state to the University.

Admissions Requirements

Admission to the Teacher Education Program (TEP)

The Admission Committee conducts the process of admitting applicants into the School of Education Teacher Education Program. Admission Committee Members review applications, required documents, and provide recommendations on applicant status. In addition, the Committee reviews Teacher Education Program Admission process policies and procedures, and updates as appropriate.

Committee Membership

The Admission Committee consists of faculty members representing a variety of majors within the School of Education (SOE). A Chairperson is elected from the committee. The committee works closely with the SOE Assessment Office for identification of potential candidates and reporting purposes.

Preparing for Admissions to the TEP

Applicants must meet the following requirements prior to admission:

- A 2.5 GPA
- A grade of “C” or better in EN 131, EN 132, MAT 131, and MAT 132 (or equivalent for transfer students and majors)
- A grade of “C” or better in ESE 200 Survey of Exceptional Students or ED 231 Introduction to Education or MUE 231 Introduction to Music Education (or equivalent for transfer students)
- Passing FTCE General Knowledge Scores (all subtests) or FLDOE state approved GRE scores
- Unofficial Transcripts
- *Satisfactory Early Dispositions Rating
- Admission Application

*In accordance with the Council for Accreditation of Educator Preparation (CAEP), Standard 3: Candidate Quality, “Educator preparation providers establish and monitor attributes and disposition beyond academic ability that candidates must demonstrate at admission and during the program”.



B-CU Teacher Education Program (TEP)

APPLICATION PROCESS

1

REGISTER FTCE-GK

Register to take the Florida Teacher Certification Exam General Knowledge (FTCE GK). Have scores sent to Bethune-Cookman University. <http://www.fl.nesinc.com/>

2

AFTER PASSING FTCE-GK

The School of Education (SOE) Assessment office will notify Department Chairs/Advisors when potential applicants have passed all FTCE GK subtests.

3

INVITATION TO APPLY

When you are eligible, your Department Chair/Advisor will send you a LiveText link to apply to the Teacher Education Program.

4

APPLICATION REVIEW

The SOE Admissions Committee Chair will review your application and update your status in LiveText.

5

NOTIFICATION OF STATUS UPGRADE

Your Department Chairs/Advisor will notify you of the results of your updated status as "Teacher Candidate".

6

CONGRATULATIONS!

You will receive your admission certificate through BCU email. Save your certificate as this document is required for Internship.

Critical Tasks

Critical Tasks are used to assess student and candidate performance towards successful mastery of the Unified Core Curriculum (UCC), Florida Educator Accomplished Practices (FEAPs), the Danielson Domains, and the Florida approved reading and English for Speakers of Other Languages (ESOL) competencies prior to the Senior Internship. Prior to completing the first Critical Task, as it is outlined in the vertical curricula, students will receive a LiveText account. This LiveText account will be used to submit all Critical Tasks over the course of the matriculation. Satisfactory completion of all Critical Tasks is a requirement to receive a degree in Education.

LiveText

Clinical and Field Experience

Early Field Experience (ED 231, MUE 231, ESE 200)

Students are required to complete a ten-hour field experience in a traditional or non-traditional classroom or school environment. A Clinical Education trained Teacher is not required. The Cooperating Teacher is asked to mentor and sign a daily student time-sheet documenting student attendance. Students will observe, assist, and tutor when needed. Students are not required to teach lessons. Students placed in a dual placement may be moved to various classrooms to meet the needs of the practicum requirement. **(10 hours)**

Practicum A (EDA 352)

Pre-requisites: ED 231, ED 240, ESE 200. Related methods courses. This course provides field experiences for teacher candidates to develop and implement competencies pertaining to individualized curricula and instruction. This course involves field experiences in conjunction with specialized methods courses. A Clinical Education Trained Teacher is not required to host a Practicum A Student. The Practicum Student is required to complete a thirty-hour field experience. The Cooperating Teacher is asked to mentor, assess, and sign a daily student timesheet. The Cooperating Teacher is asked to complete the Teacher Candidate Disposition Form as a final assessment of the Practicum Student. Students are not required to teach or be observed teaching. **(30 hours)**

Reading Practicum (ED 450)

Prerequisite: ED 366, ED367, and ED439. This course will provide students with a culminating practicum experience in research-based practices of reading instruction through which they demonstrate

knowledge of foundational reading practices and application of differentiation and assessment of all components of reading. This course requires a field experience placement. **(10 hours)**

Principles and Issues in ESOL (TSL 370)

Prerequisite: ED 231, ED 240 and ESE 200. This ESOL Field Experience is in addition to the Practicum A or B Field Experience. Students must be placed in a classroom with an ESOL student and an ESOL Endorsed Teacher. The Cooperating Teacher is asked to mentor and sign a daily student time-sheet documenting student attendance. Students are not required to teach. However, they may assist and may work in a small group or one-on-one environment. Students placed in a dual placement may be moved to various classrooms to meet the needs of the practicum requirement. **(10 hours)**

Methods of Teaching ESOL (TSL 440)

Prerequisite: ED 231, ED 240 and ESE 200. (Designed for Elementary Education and English Education majors) This ESOL Field Experience is in addition to the Practicum A or B Field Experience. Students must be placed in a classroom with an ESOL student and an ESOL Endorsed Teacher. The Cooperating Teacher is asked to mentor and sign a daily student time-sheet documenting student attendance. Students are not required to teach. However, they may assist and may work in a small group or one-on-one environment. Students placed in a dual placement may be moved to various classrooms to meet the needs of the practicum requirement.

Practicum B (EDB 352)

Prerequisite: EDA 352. This course involves a field experience in conjunction with specialized methods courses. Students will apply content knowledge, teaching strategies, and classroom management skills in an actual classroom setting. Students must be cleared and approved by the TEI Office for registration in this course. Practicum B requires a Clinical Education Trained Teacher and students must complete a forty-five-hour field experience to include teaching, assisting, and observing. The Cooperating Teacher is asked to mentor, observe, assess, and sign a daily student timesheet. In addition, the Cooperating Teacher is asked to complete a Teacher Candidate Disposition Form as a final student assessment. Students are required to teach six lessons. Two lessons must be observed and assessed by the University Supervisor. The Cooperating Teacher will observe four student taught lessons and complete a Lesson Observation Form for each. Students placed with a dual placement may be moved to various classrooms to meet the needs of the practicum requirement. **(45 hours)**

Student Teaching (ED 462)

This course provides an internship experience for education majors to apply content knowledge, teaching strategies, and classroom management skills in an actual classroom setting. The Student Teaching Internship is a fourteen-week experience in a K-12 classroom or school setting. Teacher

Candidates are expected to work a full school day Monday-Friday shadowing and assisting the assigned Cooperating Teacher. Teacher Candidates will follow a suggested teaching timeline gradually gaining full teaching and planning responsibility of the classroom. Assigned Cooperating Teachers are required to be Clinical Education Trained, have three years of teaching experience, teach in the certification field, and demonstrate effective classroom management. The Cooperating Teacher is asked to mentor, observe, assess, as a gradual release of daily planning and teaching and responsibility is given to the student teacher. Cooperating Teachers are expected to participate in University Internship Trainings and attend internship functions. In addition to daily classroom planning and teaching responsibilities and course responsibilities, the Teacher Candidate is required to teach a minimum of four mandatory lessons to be observed and assessed by an assigned University Supervisor. The University Supervisor will also assist the Teacher Candidate in the completion of a Data-Driven Assessment Project based on a unit or subject topic. **(14 weeks)**

Student Teaching

The student teaching experience is the culmination of all degree programs in the School of Education. Students must meet the following requirement to student teach:

- Approved Application for Student Teaching by TEI Coordinator
- Approved Application for Student Teaching by School District
- Cumulative G.P.A. of at least 2.5
 - Documented passing scores of all sections of the FTCE General Knowledge (GK), Professional, and Subject Area Exams
- Documentation of Admission to the Teacher Education Program (TEP)
- Passing grades of “C” or better in all Education Courses
 - o Signed Student Teaching Agreement if applicable
- Documentation of District Screening Clearance
- Documentation of completed Program of Study except for the Student Teaching Internship and Student Teaching Seminar

Students must meet all requirements by March 15 for placement during the Fall term and by September 30th for placement during the Spring term.

Students must have completed all coursework prior to student teaching. Students who have received grades of D and F in courses in the professional requirements and/or in their major area must repeat

the courses until a grade of at least C or above has been earned before being assigned to student teaching. In addition, all "Incomplete" grades must be removed before the student is assigned to student teaching.

Academic Policies

Absences: Attendance in classes is mandatory.

Appeals: Students must follow the grievance policy as stated in the Student University Catalog.

Applications: Students must apply to the College of Education for: (1) Admission into the Teacher Education Program, and (2) for Student Teacher placement. For Degree/Graduation, apply to the Office of the Registrar

University Calendar: University calendars inform students and the University community of dates of important events such as registration, add/drop, removal of incomplete grades, testing, and dates, such as holidays, student activities, and midterm and final exams (see University Catalog).

Dress Code: The University maintains a policy on appropriate dress. Teacher Education majors are expected to dress according to the University dress code (see University Catalog). Students are to dress professionally each Wednesday and for announced assembly programs.

Honesty: Students are expected to maintain an honor code. Charges of cheating on exams or plagiarism on assigned papers may result in disciplinary action by faculty and/or administration (see University Catalog).

Scholarships: Most scholarships are merit awards and require specific grade point averages and proof of financial need for full-time students. Information regarding Educational Scholarships is available in the Teacher Education Institute (TEI) office located in Kettle 213 (see University Catalog).

Student Records Folder: Students should maintain a portfolio of important information: Recent Program of Study, grade reports, transfer credits, removal of incomplete grades, test results, transcripts, and other documents that record progress through the Teacher Education programs.

Student LiveText Account: Students are required to maintain a LiveText Portfolio documenting educational progress.

Full-time Course Load: Twelve (12) semester hour credits are considered a full-time course load.

Limitation of Credit on Probation: Students on academic probation are limited to specified credit hours per semester (see University Catalog).

Overload Requirements: The academic requirement for taking an overload (19-23) semester hours is a minimum grade point average of 3.0 during the semester immediately preceding the one in which the student wishes to carry the overload. The permission for overload includes summer sessions. Students are required to pay an extra fee for semester hours above eighteen (18) at the current per hour rate.

Removal of 'I' grades: Students receiving "I" grades are required to report to the instructor who issued the grades within the first week of classes of their next semester of enrollment. Students thereby must initiate action to remove the "I" grades. The "I" grade(s) must be converted to acceptable passing grades within the first six weeks of that re-enrollment period. Failure to do so will cause the "I" to be changed automatically to "F."

Required Repeat: A student is required to repeat a course in the major field or in EN 131; EN 132; MAT 131 and MAT 132, (with the exception of Biology Education who will take MAT 135 and MAT 136 and Business Education who will take MAT 134 or MAB 135 and MAB 138) PS 236, MAT 275, TSL 370, or TSL 440 when the grade for a course is “D” or “F”.

Continuous Enrollment in Certain General Education Courses:

Students must be enrolled continuously in General Studies Mathematics, Reading, English, and Freshman Seminar each semester until satisfactory completion of those courses.

Last 30 hours: In order to graduate, the last thirty (30) semester hours of major area courses must be completed in courses conducted by Bethune-Cookman University. Any exceptions to this policy are subject to the approval of the Dean and the Provost

School of Education Faculty and Staff

**Eugene Pringle, Jr., Ed.D., Chair of the School of Education,
Assistant Professor and Chair Elementary Education**

E-mail: pringlee@cookman.edu

386.481.2087

**Leightetta Jackson,
Executive Administrative Assistant to the Chair of the School of Education**

Email: mobleyl@cookman.edu

386.481.2309

Advising

Joan Thompson, D.Ed., Retention Specialist

Email: thompsonj@cookman.edu

386.481.2505

School of Education Departments

Assessment and Accreditation

Jo-Ann Halloran, Ph.D., Assessment and Accreditation Coordinator

Email: halloranj@cookman.edu

386.481.2354

Teacher Education Institute

Lawana Walden, MS.Ed., Instructor, TEI Coordinator

Email: waldenl@cookman.edu

386.481.2307

Sharon Walker, Ed.D., Field and Clinical Supervisor

Email: walkers@cookman.edu

386.481.2832

Elementary Education

Hector Torres, Ed.D., Associate Professor, Math Education Coordinator

Email: torresh@cookman.edu

386.481.2227

Karen Duncan, Ed.S., Instructor

Email: duncank@cookman.edu

386.481.2367

Leticia Guice, Ph.D., Assistant Professor, ESOL Coordinator

Email: guicel@cookman.edu

386.481.2356

Helena Mariella-Walrond, Ph.D., Professor

Email: walrondh@cookman.edu

386.481.

Exceptional Student Education K-12/ESOL/Reading Endorsement, M.Ed.

Exceptional Student Education

Leslie Sena, Ph.D., Associate Professor and Chair

Email: senal@cookman.edu

386.481.2303

Marcey Kinney, Ph.D., Associate Professor

Email: kinneym@cookman.edu

386.481.2346

Secondary and Physical Education

Timothy Mirtz, Ph.D., Associate Professor and Chair

Email: mirtzt@cookman.edu

386.481.2395

Walter Fordham, Ph.D., Professor, Physical Education K-12

Email: fordhamw@cookman.edu

386.481.2233

Headley White, Ph.D., Associate Professor

Email: whiteh@cookman.edu

386.481.2352

Kaduabu Ajongbah, Ph.D., Instructor, Physical Education K-12

Email: ajongbahk@cookman.edu

386.481.2270

Denise Henson, Adjunct Instructor, Physical Education K-12

Email: hensond@cookman.edu

386.481.2331

Ursulyne Van Meter, Adjunct Instructor, Secondary Education, Music

Email: vanmeteru@cookman.edu