The IDEAL Servant Leader Educator is called, caring, competent, and committed.
TABLE OF CONTENTS

Unit Vision and Mission ................................................................. 4
  STEP VISION ........................................................................... 4
  STEP MISSION ......................................................................... 4
Framework ..................................................................................... 4
  Sterling College ......................................................................... 4
  Servant-leadership ..................................................................... 4
  Goals ......................................................................................... 4
  Called ....................................................................................... 4
  Caring ...................................................................................... 4
  Competent .................................................................................. 5
  Committed .................................................................................. 5
Unit Philosophy ............................................................................... 5
Goals and Outcomes ...................................................................... 6
  GOAL 1: The Candidate will be Knowledgeable in Planning and Preparation ....................................................................................... 6
  GOAL 2: The Candidate will Foster an Engaging Classroom Environment ......................................................................................... 6
  GOAL 3: The Candidate will Demonstrate Effective Instructional Strategies ....................................................................................... 7
  GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities ................................................................................... 7
  GOAL 5: The Candidate will Reflect Servant Leadership and Professional Attributes .................................................................................... 8
Professional Responsibilities ........................................................... 8
  CLASS ATTENDANCE: .............................................................. 9
  TURNING IN ASSIGNMENTS: ...................................................... 9
  ACADEMIC INTEGRITY: ............................................................ 9
Program Levels ............................................................................. 9
  CANDIDATE PROFICIENCIES AND PERFORMANCE STANDARDS: ....................................................................................... 10
Advising .......................................................................................... 11
  THE ELEMENTARY EDUCATION MAJOR: ................................... 11
  THE SECONDARY EDUCATION 6-12 AND PRE-K-12 LICENSURE PROGRAM: .................................................. 12
  ADAPTIVE SPECIAL EDUCATION ENDORSEMENT: .......................................................... 13
  STEP PROGRAM RETENTION POLICY ........................................ 13
  REMEDIAL OPTIONS: .................................................................. 14
Field Experiences ........................................................................... 15
  PRE-CANDIDATE / CANDIDATE RESPONSIBILITIES AND REQUIREMENTS: ...................................................... 15
  SERVICE PROJECTS: .................................................................. 16
General Information ....................................................................... 17
  STEP HANDBOOK: ..................................................................... 17
  DECLARE AN EDUCATION MAJOR ........................................... 17
  TWO OPTIONS FOR EDUCATION MAJORS .................................... 17
  TRANSFER CANDIDATE AND POST BACCALAUREATE CANDIDATE INFORMATION: .................................................. 17
  PASS OPTION: ........................................................................... 18
  STEP GRADING SYSTEM: .................................................................. 18
  TEXTBOOKS AND FEES: ............................................................ 18
  LIBRARY RESOURCES, MEDIA, SOFTWARE, MATERIALS COLLECTION: .......................................................... 19
Governance and Affiliations ............................................................ 20
  STEP UNIT LINE OF AUTHORITY: ............................................. 20
  UNIT COMMITTEES: .................................................................. 20
  UNIT AFFILIATIONS: .................................................................. 21
Scholarships ................................................................................... 22
Clinical Teaching Experience (CTE) ..................................................... 23
The IDEAL Servant Leader Educator is called, caring, competent, and committed.
Unit Vision and Mission

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

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

*IDEAL* Servant-Leader Educators possess personal attributes becoming of a professional educator. STEP identifies these attributes as Integrity, Dependability, Effective Communication Skills, Appropriate Attitude, and Leadership. These dispositions are so important to the growth of an educator that they are assessed at every level of the program.

Framework

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

**STEP VISION**

**STEP MISSION**

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

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

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

**Caring** servant leadership is inherent in the institutional value of community. As a principal ideology shared by effective educators, STEP believes it is vital that each teacher candidate in the STEP unit display that trait. Teacher candidates are provided multiple opportunities to demonstrate the characteristic of caring as they assume personal responsibility for student progress, insure student achievement through putting a high degree of effort into planning and instruction, display sensitivity and understanding of students’ varied cultural
backgrounds within the classroom community and set high learning expectations for all students. (Blair, 2003; Gay, 2000)

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

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

**Unit Philosophy**

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

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

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

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

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Goals and Outcomes

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

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

**Knowledge (K) Outcomes**
The teacher candidate will:
- K−A. demonstrate proficiency in his/her major content certification area.
- K−B. demonstrate an understanding of the importance of teaching and learning resources including technology.
- K−C. show understanding of local, state and national curriculum standards and their application and integration to instruction.

**Skills (S) Outcomes**
The teacher candidate will:
- S−A. design integrated lessons and units.
- S−B. plan engaging instruction that will address the needs of diverse students.
- S−C. align learning activities, instructional materials, and assessments.
- S−D. utilize formative and summative assessments effectively.

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

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

**Knowledge (K) Outcomes**
The teacher candidate will:
- K−A. develop an effective and consistent approach to classroom management.
- K−B. understand the diverse needs of students.
- K−C. be able to enthusiastically communicate the importance of the content taught.

**Skills (S) Outcomes**
The teacher candidate will:
- S−A. develop skills necessary to facilitate a productive and unified learning community.
- S−B. display genuine caring and respect for all students.
- S−C. manage time and transitions effectively.
- S−D. develop skills necessary to respond effectively to misbehavior.
GOAL 3: The Candidate will Demonstrate Effective Instructional Strategies

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

Knowledge (K) Outcomes
The teacher candidate will:
  K−A. recognize the importance of sound pedagogy and effective instructional strategies.
  K−B. use a model of instruction that appropriately matches the content of the lesson.

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

GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities

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

Knowledge (K) Outcomes
The teacher candidate will:
  K−A. demonstrate professional growth and development.
  K−B. demonstrate knowledge of the importance of accurate record keeping.
  K−C. know how to effectively work with various support staff.

Skills (S) Outcomes
The teacher candidate will:
  S−A. regularly reflect on his/her teaching practices and set goals for continued improvement.
  S−B. interact professionally with colleagues and the school community.
  S−C. communicate appropriately with families.
GOAL 5: The Candidate will Reflect Servant Leadership and Professional Attributes

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

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

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

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

1. Integrity
   - Honest
   - Confidential

2. Dependability
   - Reliable attendance
   - Punctual
   - Timely and quality preparation
   - Responsible

3. Effective Communication
   - Listening
   - Speaking
   - Writing
   - Self reflection

   4. Appropriate Attitude
      - Culturally responsive
      - Diplomatic
      - Collegial
      - Cooperative
      - Caring
      - Enthusiastic

   5. Leadership
      - Hardworking
      - Adaptable
      - Organized
      - Collaborative
      - Dresses appropriately
      - Lifelong learner

Professional Responsibilities

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

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

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

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

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

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

See Appendix A: STEP Criteria Sheet
See Appendix D: Elementary Course Sequence
See Appendix E: Professional Course Sequence
THE ELEMENTARY EDUCATION MAJOR:
The Elementary Education Program prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a self-contained kindergarten through sixth grade elementary classroom.

### Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED195</td>
<td>Introduction to Education</td>
<td>2</td>
</tr>
<tr>
<td>ED201</td>
<td>Field Experience in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED205</td>
<td>Cultural Diversity in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED206</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>SE210</td>
<td>Introduction to Infants, Children, and Youth with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED219</td>
<td>Instruction and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED272</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED356</td>
<td>Technology in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED357</td>
<td>Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>ED400</td>
<td>KPTP Field Experience Lab</td>
<td>1</td>
</tr>
<tr>
<td>ED490</td>
<td>Seminar in Education</td>
<td>1</td>
</tr>
<tr>
<td>ED497</td>
<td>Kansas Performance Teaching Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>ED498</td>
<td>Clinical Teaching Experience</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total:** 40 credits

### Elementary Education Courses

#### Required General Education Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HI101</td>
<td>History of World Civilization I or</td>
<td></td>
</tr>
<tr>
<td>HI211/212</td>
<td>U.S. History I or II</td>
<td>3</td>
</tr>
<tr>
<td>PH110/L</td>
<td>Physical Science w/Lab or any physical science course w/lab</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

*Offered as a block only

**TOTAL: 40 credits**

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

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**THE SECONDARY EDUCATION 6-12 AND PRE-K-12 LICENSURE PROGRAM:**
STEP provides a “professional studies” curriculum for teacher candidates who are seeking education licensure to teach 6-12 or preK-12, within the following content areas:

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

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

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

Total: 40 credits

**Secondary Education Courses 6-12 and PK-12**
Prior to clinical teaching experience, secondary teacher candidates must have completed all coursework in the Professional Education component. This includes the appropriate content area methods course(s) taken through ACCK.

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

Art, Music, and Physical Education/Health (PK-12) majors have both elementary and secondary methods courses in their major programs that are taught on Sterling College campus.
ADAPTIVE SPECIAL EDUCATION ENDORSEMENT:
An endorsement in Adaptive Special Education is available through the Associated Colleges of Central Kansas (ACCK). The program in Special Education offers Adaptive Special Education (K-6) and Adaptive Special Education (6-12) endorsements. The Special Education programs are undergraduate programs built upon a bachelor’s degree and licensure in education at the elementary or secondary level. Candidates seeking Adaptive Special Education endorsement at the elementary level will be licensed to teach children with intellectual disabilities, behavior disorders and learning disabilities in grades K-6. Elementary Education majors with Adaptive Special Education K-6 licensure may also be approved for Secondary Adaptive Special Education by meeting additional requirements. Candidates seeking secondary licensure 6-12 or preK-12 may complete the program in Adaptive Special Education, which allows endorsement to teach youths in the areas of intellectual disabilities, behavior disorders, and learning disabilities in grades 6-12.

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

See Appendix F: General Education Planner
See Appendix G: Professional Education Check Sheet
See Appendix H: Elementary Education Check Sheet

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

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

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

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

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

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

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

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

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

Specific to STEP, teacher candidates not meeting the criteria at Level Ia may not be allowed to move to Level Ib if they:
- Have ACT scores below required acceptance levels AND have not taken the PPST tests required for acceptance.
- Have an overall grade point average below the required 2.5 GPA.
- Earned less than a C in one of the basic professional education courses at Level Ia and need to retake the course.

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

Teacher candidates may not move from Level Ib to Level II without having met all the criteria at Level Ia. If teacher candidates do not meet all the criteria, the education advisor works with them to determine whether or not they wish to:
- Retake general education coursework that may be keeping them from a 2.5 overall GPA.
- Retake professional education course work where they have a grade lower than a C.
- Retake professional education courses that may be keeping them from a 2.75 GPA in their professional coursework.
- Retake courses in their major that may be keeping them from a 2.75 GPA in their major coursework.
  - Requests from students asking for exceptions to the above are taken to the Teacher Education Council for recommended action.

Teacher candidates electing to stay in the program are ‘put on hold’, with continued support from their education advisor, until all criteria are in place. They then move to the next level. Teacher candidates choosing not to make the required changes that will allow them to meet the criteria are counseled out of the teacher education program.

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

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

STEP teacher candidates or pre-candidates are required to participate in extensive field experiences prior to the clinical teaching experience semester. These Field Experiences must be as varied as possible with placements being in schools with diverse student population and in districts of varying size and location. Teacher candidates in both traditional and online courses will participate in these experiences as specified in course syllabi. STEP Unit personnel coordinate the placements to ensure teacher candidates or pre-candidates are placed in appropriate settings and levels. Teacher candidates or pre-candidates complete assignments and reflections based on STEP goals and Teaching Standards for Kansas Educators during field experience. For more detail, see **STEP Field Work Coordination Guide (Appendix I)**.

**Professional Education Field Experience**

Field Experiences required for Professional Education coursework include the following:

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

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

**Elementary Education Major Field Experience**

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

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

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

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

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

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

- As soon as possible, contact the host teacher to schedule observation times.
- For the first observation, arrive at the school at least 20 minutes early and report to the principal’s office to introduce yourself. Each time you enter the school building, check in with the office and remind the staff of who you are and what you are doing.
- **Dress professionally.**
Professional dress is important because it reflects on you, future job acquisitions, the education department, and Sterling College. Even more importantly, you will be a role model to the students you will be working with in the classroom. Therefore STEP has set up the following guidelines:

1. Professional dress includes slacks, skirts (ladies), dress shirts, polo or oxford shirts.
2. It is not professional to wear:
   - Shorts, jeans, miniskirts, tee-shirts, tank tops, hats, etc.
   - Low necklines and bare midriffs.
   - Jewelry associated with body piercing (except for ladies single earrings) i.e. – eyebrow, belly button, tongue, nose, etc.
   - Clothing that does not cover all tattoos.
3. Clothing should be modest. Plan a wardrobe that meets these requirements.

- Be on time for your scheduled field experience. Enter and leave the classroom with as little disruption as possible.
- Communicate with the host teacher about your role and participation in the classroom. Be alert and show interest in the class and students. When a teacher asks for your assistance, respond enthusiastically. Your experience may include working with small groups and tutoring students.
- Remember you are a guest and conduct yourself in such a way that those working in the school will be glad to have another observer. Be friendly and get to know the school staff.
- Understand the importance of confidentiality. Do not discuss students or school personnel. Your role is not to evaluate the host teacher’s performance but to observe and reflect on educational practice for your own personal growth and learning.
- Notify the host teacher and college professor ahead of time if you are going to miss an observation for any reason and make arrangements for completing the time missed. The host teacher is planning on you being there.
- Say “good-bye” in some way as you leave each observation session. Express your appreciation for the cooperation of the host school staff and teachers by verbal comments during the visits and a written thank you note when the field experience is completed.

See Appendix J: Termination of Placement Policy
See Appendix K: Procedure for Appeal

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

**Level Ia:** General Education Requirement:
- Project with the GD105 Foundations of Servant Leadership Class

**Level Ib:** ED205 Cultural Diversity:
- Low Socio-economic experience approved by course professor

**Level II:** Major Content Area Service Project

**Level III:** ED498 CTE:
- Minimum of 8 volunteer hours at placement school

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

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General Information

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

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

See Appendix B: SC Registrar’s Office Major Declaration Form

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

TWO OPTIONS FOR EDUCATION MAJORS
STEP offers two routes to receiving a degree in education:
1. STEP Traditional on-campus program for traditional students
2. STEP Online Sterling Online STEP for non-traditional students
Regardless of the route, all teacher candidates must declare candidacy and meet program requirements to be accepted and continue in the program.

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

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

See Appendix C: STEP Declaration of Candidacy

TRANSFER CANDIDATE AND POST BACCALAUREATE CANDIDATE INFORMATION:
Defined
- Candidates who have attended an institution other than Sterling College and who are seeking a Bachelor’s degree and licensure through STEP.
- Candidates with degrees from an institution other than Sterling College who are seeking licensure through STEP.
- Candidates with degrees from Sterling College who are now seeking licensure through STEP.
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Procedure
1. Contact Sterling Online or Sterling College Admissions Office and Office of Financial Services for applications, information and fees for attending Sterling College.

2. Complete or meet all Sterling College general education requirements, transfer requirements, and residency requirements (see Sterling College Catalog).

3. Complete or meet all STEP requirements at the time of entry or re-entry into the program (see the departmental major(s) and licensure requirements in the Sterling College Catalog). Candidates must take whatever courses are necessary in the professional education studies and licensure area(s) to meet licensure standards. Candidates who have successfully completed equivalent courses must produce official documentation (transcripts, syllabi, course descriptions, and/or other written forms) before Sterling College will accept the courses. STEP, major content area department(s), and the registrar will determine if courses taken elsewhere are equivalent to the Sterling College courses taken for teaching licensure and reserve the right to require additional hours of coursework. Candidates must submit official transcripts of all college coursework attempted and/or completed.

4. Confer with a STEP Unit faculty member, a major content area advisor, and the registrar to determine courses needed for licensure.

5. Declare candidacy, and be accepted, into the STEP before taking any Level II Education Methods Courses. Any persons wishing to attain a content area endorsement and who took their major coursework at another college or university, must successfully pass the content area Praxis test for their content area prior to taking any Level II professional education coursework.

6. Complete all courses necessary to meet the Kansas State Licensure Standards or produce sufficient evidence that courses were successfully completed elsewhere. 200 level courses or lower cannot be transferred in to count as 300 level courses or higher and candidates cannot repeat courses at Sterling College to remove grades of courses taken elsewhere.

7. Special education programs require additional coursework (see Sterling College Catalog).

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

STEP GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100% - 93%</td>
<td>4.00 TARGET</td>
</tr>
<tr>
<td>A-</td>
<td>92.9% - 90%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>89.9% - 87%</td>
<td>3.30 COMPETENT</td>
</tr>
<tr>
<td>B</td>
<td>86.9% - 83%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82.9% - 80%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>79.9% - 77%</td>
<td>2.30 BASIC</td>
</tr>
<tr>
<td>C</td>
<td>76.9% - 73%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>72.9% - 70%</td>
<td>1.70 UNACCEPTABLE</td>
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<tr>
<td>D+</td>
<td>69.9% - 67%</td>
<td>1.30</td>
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<tr>
<td>D</td>
<td>66.9% - 63%</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>62.9% - 60%</td>
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TEXTBOOKS AND FEES:
1. Textbooks: Candidates or pre-candidates are strongly encouraged to buy the textbooks designated for all their courses and keep them. Candidates or pre-candidates are expected to read their texts to obtain information for class discussions, tests, and for field practices. These texts will serve as valuable reference/resource materials during clinical teaching experience and when studying for Praxis II assessments.
2. Materials: A $20 material fee for STEP will be assessed through financial services for each semester a pre-candidate or candidate is enrolled in any on-campus education class. Elementary Art Methods will be assessed an additional $20 for the Art Department. If Elementary Art Methods is the only education class taken that semester the only assessed amount will be for the Art Department. This fee does not apply to candidates taking coursework through STEP Online.

LIBRARY RESOURCES, MEDIA, SOFTWARE, MATERIALS COLLECTION:
Current educational materials are housed in Mabee Library on the Sterling College campus. All teacher candidates are encouraged to use the resources available there including, online catalogs, print and on-line journals, data-bases, and inter-library loan.

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

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

STEP UNIT LINE OF AUTHORITY:

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

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

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

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

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

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

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

Professional Memberships include:

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

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

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

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

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

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

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

See Appendix L: Scholarship Application
Clinical Teaching Experience (CTE)

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

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

Before the Scheduled Interview:
Applicants will provide the STEP Administrative Assistant with a packet which includes:
- Educational philosophy
- Two references
  - one from a professor in the major content area
  - one from a host teacher who has observed teaching skills or an employer
- Current résumé.

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

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

EXTRA-CURRICULAR GUIDELINES:
CTE may be done either fall or spring semester. CTE will take precedence over extra-curricular activities. Candidates who participate in sports should plan their CTE semester with their advisors.
CLINICAL TEACHING EXPERIENCE INFORMATION:

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

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

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

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

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

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

Housing and Meals:
Housing will be available for candidates required to report to campus prior to the College opening in August, January, or during spring break due to CTE responsibilities. The candidates are responsible for contacting the Director of Student Life prior to the CTE semester to make any special arrangements for housing. Candidates living in the dorms prior the college opening in August, January, or spring breaks are responsible for their own meals. Teacher candidates living off campus will be required to furnish their own housing and meals. Teacher candidates may not charge meals at their host schools. Teacher candidates will not be reimbursed for meals missed at the college cafeteria. Teacher candidates should consult cafeteria personnel for specific policies and go through the Student Life Office to set up a sack lunch program. All teacher candidates are responsible for furnishing their own transportation and expenses to and from their CTE.
Alternative Placement:
Teacher candidates choosing to do their CTE in an alternative placement must apply to TEC for approval. Possibilities for alternative placement include the Urban Life Center in Chicago, IL or a Department of Defense School. Education candidates who wish to do CTE through alternative programs will pay all costs incurred. If TEC approves a request from a candidate to participate in an outside program, the candidate will consult Sterling College Financial Aid to determine the amount of tuition that would apply toward the alternative placement. In addition to any additional tuition not transferred from Sterling College, the candidate will pay the outside program for all administrative costs, room and board, and any other fees connected to the program.

Elementary/Secondary/preK-12 CTE:
CTE is a semester long experience. The CTE in the fall semester begins at the time cooperating teachers report to their respective districts for the new school year. Those candidates teaching during the spring semester should begin their experience, after the holidays, at the time cooperating teachers report back to their respective districts for school.
The CTE time requirements are:
- 75 days for placement in a single setting.
- 80 days or more for special education (50 days in elementary, 30 days in special education or more depending on ACCK requirements).
- 80 days for placement in two (or more) settings.

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

Placement Services

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

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

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

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

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

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

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

See Appendix M: Praxis Qualifying Scores

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

Note: Graduates completing an Application for Kansas Teacher’s License must indicate “YES” or “NO” to the following questions:

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

See Appendix C: STEP Declaration of Candidacy

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

Sterling College admits candidates of any race, color, national origin, sex, or handicap without discrimination to all the rights, privileges, programs, and activities generally accorded or made available to candidates, and furthermore, does not discriminate in the administration of its educational policies, scholarships and loans, and athletic and other school-administered programs. Although certain facilities are not accessible to handicapped persons, Sterling College will take the necessary action to ensure that no qualified handicapped person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination due to inaccessible facilities. Sterling College may meet federal standards through such means as reassignment of classes or other services to an accessible location, redesign of equipment, assignment of aides, alteration of existing facilities, and construction of new accessible facilities. Sterling College is not required to make structural changes in existing facilities where other methods are sufficient to comply with accessibility standards. Because scheduling of classes and arranging of housing may require advanced planning, handicapped candidates accepted for admission should identify themselves one month before they start at Sterling College and indicate the kind of accommodations needed.
Appendix

Appendix A:  STEP Criteria Sheet (revised 6/2/2012)
Appendix B:  SC Registrar’s Office Major Declaration Form
Appendix C:  STEP Declaration of Candidacy
   C1: Undergraduate Candidate
   C2: Post Baccalaureate Candidate
   C2: Declaration of Candidacy Reflection Question
Appendix D:  Elementary Course Sequence
Appendix E:  Professional Course Sequence
Appendix F:  General Education Planner
Appendix G:  Professional Education Check List
Appendix H:  Elementary Education Check List
Appendix I:  STEP Field Work Coordination Guide
Appendix J:  Termination of Placement Policy
Appendix K:  Procedure for Appeal
Appendix L:  Scholarship Application
Appendix M: Praxis Qualifying Scores
Appendix A: STEP Criteria Sheet (revised 6/20/2012)

Name: _________________________________________ Major: _________________________________________

Education Advisor: _________________________ Major Advisor: _________________________

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

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

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

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

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

The IDEAL Servant Leader Educator is called, caring, competent, and committed.
Name: ___________________________ ID#: ___________________________

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

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

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

I WISH TO DECLARE THE FOLLOWING MINOR:

- Applied Mathematics (MA)
- Art (AR)
- Behavioral Science (BS)
- Biology (BI)
- Business Entrepreneurship (BUE)
- Chemistry (CH)
- Christian Ministries (CM)
- Communication & Theatre Arts (CTA)
- Computer & Information Science (CIS)
- English (ENG)
- Family Studies (FS)
- Greek (GK)
- History (HI) and/or Political Science (PS)
- Music (MU)
- Exercise Science (ES)
- Religious & Philosophical Studies (RP)
- Social Entrepreneurship (SOE)
- Special Education (SPED)

I WILL BE SEEKING CERTIFICATION IN:

- Art
- English
- Biology
- Chemistry
- Health & Physical Education
- History & Government
- Mathematics
- Music
- Psychology
- Theatre Arts/Communication
- Undecided: Interested in more information

For Office Use Only:
Concentration code for all of above: EDSC

*Please change my advisor from______________________________________________________________

to ____________________________________________________________.

Additional advisors (double majors & secondary education) _______________________________________

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

Student Signature______________________________________________________________ Date: ____________

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Appendix C: STEP Declaration of Candidacy

STEP DECLARATION OF CANDIDACY (page 1)

Name ___________________________ Date __________________

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

Major Area (secondary only) __________________ Minor Area __________________

Special Education Area:

Projected Clinical Teaching Experience semester: Fall ___ Spring ___ Year ___

1. Check the most appropriate category for race/ethnicity:
   __ Alaskan Native
   __ American Indian
   __ Asian, Black/African American
   __ Hispanic/Latino of any race
   __ Native Hawaiian
   __ Other Pacific Islander
   __ Two or More Races
   __ White/Caucasian
   __ Prefer Not to Answer

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

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

_________________________________________  _____________________________
Student’s Signature                          Date

FOR ADMINISTRATIVE USE:

ACCEPTED BY THE TEACHER EDUCATION COMMITTEE

_________________________________________  _____________________________
Teacher Education Committee Chair            Date
Appendix C (cont.):

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

a. Have you ever been convicted of a felony?
   □ NO    □ YES

b. Have you ever been convicted of ANY crime involving theft, drugs, or a child?
   □ NO    □ YES

c. Have you entered into a criminal diversion agreement after being charged with any offense
described in question a or b?
   □ NO    □ YES

d. Are criminal charges pending against you in any state involving any of the offenses described
in question a or b?
   □ NO    □ YES

e. Have you had a teacher’s or school administrator’s certificate or license denied, suspended,
revoked or been the subject of other disciplinary action in any state?
   □ NO    □ YES

f. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s
certificate or license?
   □ NO    □ YES

g. Have you ever been disbarred or had a professional license or state issued certificate denied,
suspended, revoked or been the subject of other disciplinary action regarding any profession
in Kansas or any other state?
   □ NO    □ YES

h. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of
   Education for falsifying or altering student tests or student test scores?
   □ NO    □ YES

i. Have you ever falsified or altered assessment data, documents, or test score reports required
   for licensure?
   □ NO    □ YES
Appendix C1:

Declaration of Candidacy Contract
Undergraduate Candidate
____Traditional or ____On-Line

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

1. Transfer students must submit all official transcripts from my undergraduate degree.
2. I must have a 2.5 (2.7 is a B- average) overall grade point average.
3. I must complete the pre-professional skills:
   - PPST Writing (172 or above)
   - PPST Reading (173 or above)
   - PPST Math (172 or above)
Or ACT with all scores of:
   - Reading (20 or above)
   - Literature (19 or above)
   - Math (18 or above)
4. I must complete the following STEP Professional Classes (Level IA) with a grade of C or higher:
   - ED 195 Introduction to Education
   - ED 201 Field Experience
   - ED 206 Classroom Management
   - SE 210 Introduction to Infants, Children, and Youth with Special Needs

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

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

(Teacher Candidate Print)

(Teacher Candidate Signature) (Date)

TARGET
3.7 A-
3.0 B
2.7 B-
2.3 C+ BASIC
2.0 C
1.7 C- UNACCEPTABLE
1.3 D+
1.0 D
0.7 D-
0.0 F

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Appendix C2:

Declaration of Candidacy Contract
Post Baccalaureate Candidate – Initial License
____Traditional or ____On-Line

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

5. During the first semester, I must take the Praxis Content Test (6-12 or PK-12) required for licensure with the understanding that the test must be passed prior to the Clinical Teaching Interview and subsequent Clinical Teaching Experience.

6. I must submit the final official transcript from my undergraduate degree.

7. I must complete the following STEP Professional Classes (Level IA) with a grade of C or higher:
   - ED 195 Introduction to Education
   - ED 201 Field Experience
   - ED 206 Classroom Management
   - SE 210 Introduction to Infants, Children, and Youth with Special Needs

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

5. I must maintain at least the following:
   - 2.50 in my overall grade point average (2.7 is a B- average)
   - 2.75 in my professional grade point average (3.0 is a B average)
   - 2.75 (12 or more hours) in my content grade point average (3.0 is a B average)

6. I must be accepted to STEP.

7. I must complete all my professional education courses with a grade of C or higher.

8. Elementary majors must complete all content education courses with a grade of C or higher.

____________________________________________
(Teacher Candidate Print)

____________________________________________
(Teacher Candidate Signature) (Date)
Appendix C3:

Declaration of Candidacy Reflection Question

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

(Teacher Candidate Signature) ____________________________ (Date) ____________________________
Appendix D: Elementary Course Sequence

STEP Elementary Education
Professional and Major Course Sequence

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

LEVEL Ia
Acceptance to STEP
minimum overall GPA 2.5

Fall
- ED 195 Introduction to Education (2 cr)
- General Education HIST 1 World Civilizations I

Spring
- Fall, Int., Spring
- ED 201 Field Experience (2cr)
- General Education Science see recommendations
- SE 210 Introduction to Special Needs (3 cr)
- ED 286 Classroom Management (2cr)
- General Education Social Science RS 115 Principles of Sociology

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

LEVEL Ib
Foundational Coursework
minimum GPA: overall 2.5, content 2.75, professional 2.75

Fall
- ED 205 Diversity in Education (2cr)
- EL 151 Fundamentals of Reading (3)
- Additional Social Science HIST 240 World Geography (F odd)

Fall or Spring
- ED 356 Technology in the Classroom (2cr)
- ED 119 Instruction and Assessment (4cr)
- ED 272 Educational Psychology (3 cr)

Spring
- EL 256 Children/Adolescent Literature (3 cr)
- AR 275 Elementary Art Methods (3 cr)

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

LEVEL II
Methods Coursework
minimum GPA: overall 2.5, content 2.75, professional 2.75

Fall
- MU 243 Music or PE334 K-6 PE Method
  * May be taken at Level Ia or II
- ED 367 Reading and Writing in the Content Area (3cr)

Fall or Spring
- BLOCK (12 cr) EL 356 Reading/LA Methods, EL 335 Social Studies Methods, EL 333 Science Methods, ED 400 KPERT Lab, EL 337 Math Methods II
- ED 490 Seminar in Education (1cr)

Spring
- EL 356 Reading, Testing & Diagnosis with Practicum (3 cr)
- EL 330 Elementary Math Methods Part 1 (3cr)
- Additional Science Credit see recommendations

LEVEL III
Clinical Teaching Experience
minimum GPA: overall 2.5, content 2.75, professional 2.75

Fall or Spring
- ED 498 CTE (Clinical Teaching Experience) (12cr) & ED 497 KPERT (3 cr)
  75 - 80 days
  All major and education coursework must be completed before student teaching

Revised 6-26-12 tg

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The IDEAL Servant Leader Educator is called, caring, competent, and committed.
Appendix F: General Education Planner

General Education Planner

Note: Students are required to take six general education classes in the freshman year. Requirements 1 and 6 must be taken in the first semester.

Requirements 1 - 5 represent basic skills necessary for all college students. Students are required to earn a minimum grade of C- in each of these classes to meet the basic skills requirement.

Only one general education requirement can be fulfilled by a course.

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

The IDEAL Servant Leader Educator is called, caring, competent, and committed.
9. **Take one science course from the following.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101/L Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 110/L Human Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BI 125/L Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BI 170/L Zoology</td>
<td>4</td>
</tr>
<tr>
<td>CH 151/L General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>PH 110/L Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>PH 210/L Physics</td>
<td>5</td>
</tr>
<tr>
<td>BI 110/L Human Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BI 125/L Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BI 170/L Zoology</td>
<td>4</td>
</tr>
<tr>
<td>CH 151/L General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>PH 110/L Physical Science</td>
<td>5</td>
</tr>
</tbody>
</table>

**Class**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Sem./Yr.</th>
<th>Grade</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 101 History of World Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td>HI 102 History of World Civilization II or</td>
<td>3</td>
</tr>
<tr>
<td>H211 U.S. History I or</td>
<td>3</td>
</tr>
<tr>
<td>H212 U.S. History II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 201 Non-Western Culture and History I or</td>
<td>3</td>
</tr>
<tr>
<td>HR 202 Non-Western Culture and History II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 103 Economics</td>
<td>3</td>
</tr>
<tr>
<td>BS 115 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BS 125 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS 131 Self and Society</td>
<td>3</td>
</tr>
<tr>
<td>HG 240 World and Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HG 255 Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>HG 262 World Religions</td>
<td>3</td>
</tr>
<tr>
<td>HG 272 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>CT 365 Gendered/Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

15. TM 266 Basic Christian Doctrine  

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

---

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Appendix G: Professional Education Check Sheet

Sterling Teacher Education Program (STEP)
125 W. Cooper Street
Sterling, Kansas 67579
www.sterling.edu
1-800-346-1017

Student Name_____________________________________

Major:___________________________________________
(major curriculum planner should be attached)

Education Advisor:_______________________________

Content Advisor:_______________________________

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

*Note: Secondary* Content Methods are required for secondary education majors.
### Appendix H: Elementary Education Check Sheet

**Student Name**

**Faculty Advisor**

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>Sem/Yr</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS115 Principles of Sociology (S)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>HI101 History of World Civilization I (F)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td><em>Or US History I or II</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH110/L Physical Science w/Lab (F)</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td><em>Or any physical science course w/lab</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Major Courses (must be completed with a C or higher)</th>
<th>Sem/Yr</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI101/L Principles of Biology w/Lab (S/odd)</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td><em>Or Zoology, Environmental Science w/lab</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HG240 World and Regional Geography (F/odd)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EL153 Language Arts for Elem Teachers (F)</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>EL151 Fundamentals of Teaching Reading (F)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>MU243 Music Methods for Elem Teachers (F)</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>EL256 Child &amp; Adolescent Literature (S)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>AR275 Elementary Art Methods (S)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EL330 Elementary Math Methods I (S)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EL350 Reading, Testing &amp; Diagnosis (S)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ES344 Elem. PE Methods K-6 (F)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EL 350 Reading, Testing, and Diagnosis (S)</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

**Block**

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

**Special Education**

(Separate sheet attached)

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

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Rev 6/20/2012 nh
Appendix I: STEP Field Work Coordination Guide

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

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Professional Education Class</th>
<th>Field Work Location</th>
<th>Diversity Experience</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ia</td>
<td>ED201 Field Experience*</td>
<td>Wichita / Hutchinson</td>
<td>Low SES Race/Ethnicity Urban Populations</td>
<td>30</td>
</tr>
<tr>
<td>Ia</td>
<td>SE210 Special Needs</td>
<td>Sterling</td>
<td>Exceptionalities Rural Populations</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Hours Level Ia (Admission to STEP) All Students – 50

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Professional Education Class</th>
<th>Field Work Location</th>
<th>Diversity Experience</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ib</td>
<td>ED205 Cultural Diversity</td>
<td>Wichita / Hutchinson</td>
<td>Low SES Race/Ethnicity</td>
<td>10</td>
</tr>
<tr>
<td>Ib</td>
<td>ED272 Educational Psychology</td>
<td>Nickerson</td>
<td>Rural Populations Allows observation of one student</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Hours Level Ib (Foundational Courses) All Students - 25

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Professional Education Class</th>
<th>Field Work Location</th>
<th>Diversity Experience</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>ED400 KPTP Field Experience Lab w/Methods</td>
<td>Lyons (Hutchinson if needed)</td>
<td>ELL Low SES Hispanic</td>
<td>Elem=120 Sec =15</td>
</tr>
<tr>
<td>II</td>
<td>ED357 Reading &amp; Writing in the Content Area</td>
<td>Lyons/ Sterling</td>
<td>Content Specific work (4th-12th grade)</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Hours Level II (Methods Courses) Elementary – 130 Secondary – 25

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Professional Education Class</th>
<th>Field Work Location</th>
<th>Diversity Experience</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>ED497 Clinical Teaching Experience</td>
<td>Arranged – see list</td>
<td>Varied depending on previous experiences</td>
<td>Elem=75x7hrs/day Sec=80x7hrs/day</td>
</tr>
</tbody>
</table>

Total Hours Level III (Clinical Teaching Experience) Elementary 525 Secondary 560

*or 3 months documented classroom experience as a substitute teacher or para-educator
Appendix J: Termination of Placement Policy

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

- **At the request of the Teacher Candidate:** In the event that a teacher candidate is unable to acclimate to the assigned classroom and/or cooperating teacher, the candidate should inform his/her STEP Professor as soon as any difficulties or concerns with the placement arise. The candidate may request a change of placement within the first four weeks of the placement. Prior to any changes, there should be sufficient evidence of efforts to rectify the situation and documentation of continued problems with the placement.

- **At the request of STEP:** In the event that STEP believes there is a problem with a placement, the teacher candidate may be reassigned or the placement may be terminated. The host or cooperating teacher, principal, or STEP supervisor must provide evidence of on-going problems of concerns. Sufficient concern and documentation of problem areas in the placement may result in a change of placement or termination of the experience as determined by the STEP Unit.

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

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

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

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

Appendix K: Procedure for Appeal

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

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

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

APPLICATION FOR

ENDOWED SCHOLARSHIPS IN EDUCATION

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

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

Name_____________________________________ Class ______________________

Phone____________________ Major______________ Cumulative GPA ____

Write a brief statement regarding your career goals.

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

List campus and community activities in which you are involved.

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

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

Signature______________________________ Date__________________

DEADLINE: ____________ by 5:00 p.m. to the Administrative Assistant

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Appendix M: Praxis Qualifying Scores

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