TEACHER EDUCATION HANDBOOK

Chadron State College
Chadron, Nebraska

Updated Fall 2015

Three colleges
Thousands of Opportunities
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WELCOME TO CHADRON STATE COLLEGE
EDUCATION DEPARTMENT

The faculty of the Department of Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions and enables a person to touch the lives of countless individuals.

This handbook is designed to help guide you through the teacher education program at Chadron State so that you will make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible.

To enter the Teacher Education Program you must first pass the Praxis Core Test. This test will be taken no later than the first semester of the Sophomore year or as soon as you decide to enter the Teacher Education Program. If you delay in taking the CORE test, you will not be able to enroll in upper division education classes (Observation and Participation). The average time for the results of the CORE test is approximately 2-3 (two to three) weeks. You must enter the CSC Score Recipient code (6466) on the test registration for the Field Experience Office to receive your results. If you do not enter this code you will have to pay an extra fee to ETS to have them send your scores.

Deadlines for important steps to the Teacher Education Program include the following:
1. During Introduction to Teaching (EDUC 131) you will submit your Application to the Teacher Education program with information about you and your proposed endorsement area(s).
2. The application for the Professional Year is made during either semester of the Junior Year. The date for application submission for the following fall is March 1. The date for application submission for the following spring is November 1.

Please read this handbook carefully it is very important that you know this information as you go through your program and, when you have questions, please feel free to come into the Field Experience Office or speak to a member of the department.

AREAS OF STUDY IN TEACHER EDUCATION

The Teacher Education Program at Chadron State College provides teacher preparation in accordance with the requirements of the Nebraska State Department of Education. Chadron State College requires that individuals seeking teacher certification be qualified in at least one field endorsement or one subject endorsement area. Fields and subjects are defined as follows:

SUBJECT ENDORSEMENT: Refers to specific courses of study, such as English, History, or Chemistry.

FIELD ENDORSEMENT: Refers to two or more closely related subjects packaged together that represent a wider and broader scope than that of a subject endorsement. With a field endorsement, the teacher may teach all subjects within that particular field of study as outlined in NDE Rule 24.
Chadron State College offers teacher preparation programs in the following fields and subjects, you must choose at least one Field or one Subject endorsement:

**Teaching Fields**
- Art (K-12)
- Business Education (6-12)
- Early Childhood Education Inclusive B-Grade 3
- Elementary Education (K-8)
- Family and Consumer Sciences (6-12)
- Health and Physical Education (K-12)
- English Language Arts (6-12)
- Mathematics (6-12)
- Middle Grades (4-9)
- Special Education (K-12)
- Music (K-12)
- Science (7-12)
- Social Science (7-12)

**Teaching Subjects**
- Basic Business (6-12)
- Biology (7-12)
- Chemistry (7-12)
- Earth & Space Science (7-12)
- Health (7-12)
- History (7-12)
- Physical Education (K-6, 7-12)
- Physics (7-12)
- Vocal Music (K-8) (7-12)
- Coaching (7-12)*
- Diversified Occupations* (9-12)
- Early Childhood* (B-3)
- Theatre* (7-12)

*Supplemental endorsements—they cannot stand alone; the student must hold, or be concurrently seeking a subject or field endorsement (i.e. coaching)

**MISSION**
The mission of the Chadron State College Teacher Education program, founded on educating Visionary Leaders, is to prepare candidates to use current pedagogical methods that impact student learning in the candidate’s respective content area of study. Candidates will gain applicable knowledge and skills in the area of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, psychology, literacy and instructional technology as part of this program.

**Philosophy of Teacher Education**
Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Unit of Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education Unit act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community and the education profession at large.

Students within the Education Unit are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the staff of CSC and in turn the student (Teacher Candidate) will serve others after graduation in their role as an educator.
We believe the educator’s role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to actively participate in the learning environment and to process knowledge through methods appropriate to their individual learning styles. Our model is based, to a great extent, on the constructivist theory of learning.

In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for the learning styles are encouraged and responded to through appropriate teaching styles and open communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the content of the subject are not diminished in the teaching effort which will produce the greatest positive change.

INTENDED PROGRAM OUTCOMES

CSC Education Unit Intended Program Outcomes: The intended program outcomes are as follows:

1) CSC/InTASC Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)

2) CSC/InTASC Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)

3) CSC/InTASC Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Communication)

4) CSC/InTASC Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)

5) CSC/InTASC Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)

6) CSC/InTASC Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Assessment)

7) CSC/InTASC Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)

8) CSC/InTASC Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)
9) **CSC/InTASC Standard #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)

10) **CSC/InTASC Standard #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)

THE VISIONARY LEADER MODEL

**Theme**
Chadron State College’s Teacher Education Program is designed to develop Visionary Leaders. Visionary Leaders inherit our profession's quintessential traditions and tools, and are made aware of the best contemporary educational research and developments. We give a vital educational vision - one that honors both tradition and innovation - to our students.

The Visionary Leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies, Specialty Studies, and Professional Studies. One circle, Professional Studies, consists of seven components that make up the conceptual framework for the Education Unit. All seven components are interwoven throughout the professional preparation programs. These components are:

- Communication
- Assessment
- Thinking Skills
- Inclusive Learning Environment
- Methodology
- Professionalism
- Leadership

**Moral Character and Safety Concerns**
Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Teachers are responsible for the education, safety, and well-being for anyone in their charge. Therefore, the Chadron State College Department of Education is interested in training future teachers who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our College and our program.

With this in mind, should the College discover behavior, which in its reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential of risk to young persons and others in the educational community, the Department of Education reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behaviors shall be adequate foundation
to deny any candidate or potential candidate from participation in any practicum, pre-practicum, teacher internship or similar field experience, since the interests and safety of the children, and young people present in the classroom, schools and other venues where these field experiences take place are paramount.

Problematic behaviors, which the Nebraska Department of Education reasonably determines renders the candidate a risk to the educational community, or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions.

Similarly, behaviors which result in a finding by a court or other governmental body that the individual is:

- A mentally ill and dangerous person;
- Mentally incompetent to stand trial;
- Acquitted of criminal charges because of insanity;
- An incapacitated person;
- A person in need of a guardian or conservator, or
- A person unable to manage his or her property/affairs due to mental illness, mental deficiency, or chronic use of drugs or chronic intoxication are the kind of behaviors which are likely to disqualify a candidate from participation in practicum experiences and other Department of Education programs.

**Nebraska State Department of Education Policy Pertaining To Students with Felony or Misdemeanor Convictions**

The Nebraska Department of Education policy requires that a person with felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct shall not be allowed to participate in pre-teacher internship, laboratory and/or classroom field experiences or intern experiences without approval by the Board of Education. To comply with this policy, the Chadron State College Department of Education will require each student to undergo a certified criminal background check, thus verifying that he/she does not have any convictions in the above-named areas prior to any field experience placement; this background check will be good for one calendar year. If a student does have any felony or misdemeanor convictions, he/she is required to meet with the Chadron State College Certification Officer, as soon as possible. Students with questions pertaining to convictions should also contact this office.
FLOW CHART FOR PROGRAM COMPLETION

STEP 1

Complete 2 English Courses & a Communication Arts Course

Application to Teacher Education (candidacy)

Register and take Praxis CORE test (info at www.ets.org/praxis)

STEP 2

Begin developing Dossier (info on the Web site)

- Educational Psych
- Intro. To Exceptional Learner
- Multimedia Support

STEP 3

Continue Dossier development

Check with Field Experience Office one semester prior to Observation & Participation class

- Passed Praxis CORE
- Application to Program
- Completed 30 hours with a 2.75 GPA

Student admitted into Teacher Education Program

STEP 4

Take Observation & Participation Class
STEP 5

By March 1 or November 1 of Junior Year, apply for admission to Professional Year (in Field Experience Office, Old Admin 114)

- 2.75 GPA required in ALL college coursework
- 2.75 GPA in Area of Concentration and/or 2nd endorsement area
- Departmental recommendations

Approval for the Professional Year

STEP 6

Professional Year (Block) Praxis II

STEP 7

Teaching Internship for 16 weeks

1. Apply for Graduation
   May Graduation-November 15
   December Graduation-April 15
2. Apply for certification

Dossier due to advisor or methods instructor by March 1 or November 1

Elementary must pass 100% of all Elementary Ed courses with C or better and at least a 2.75 GPA
STEPS TO BE TAKEN TO GET TO THE PROFESSIONAL YEAR

Dr. Lorie Hunn
Director of Field Experiences
308-432-6491 e-mail: lhunn@csc.edu
Old Admin 106

Stefani Van Vleet
Project Coordinator for Field Experiences
308-432-6383 e-mail: svanvleet@csc.edu
Old Admin 114

Step 1  Freshman year or 1st semester after decision to become a teacher. Transfer students should begin the process the first semester on campus.

EDUC 131  Introduction to Teaching
1. Completion of 10 hours of observation required as part of the course.
   a. A criminal background check will be conducted by the candidate at www.certifiedbackground.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).
   b. Affirmation under oath that the candidate does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health.

2. Application to the Teacher Education Program form completed and turned into the Field Experience Office.

3. Student must earn a "C" or better in this class.

4. Praxis CORE test should be taken at this time.

5. The student should make an initial contact with the Field Experience Office to verify that a file has been created.

Step 2  The following courses will be taken after successful completion of EDUC 131 with a grade of "C" or better.

PSYC 231 Educational Psychology
1. Completion of 15 hours of observation required as part of the course.
   a. A criminal background check will be conducted by the candidate at www.certifiedbackground.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions
involved involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).

b. Affirmation under oath that the candidate does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.

**SPED 230 Introduction to Exceptional Learner**  
**EDUC 224 Multimedia Support of Instruction/Learning**

A student must have a "C" or better in all of the above courses.

**Admission to the Teacher Education Program (Candidacy) MUST be completed at this time.**  
This means that the following criteria have been met:

1. Application to the Teacher Education Program (Candidacy) form completed and submitted to the Field Experience Office.

2. The candidate should come to the Field Experience Office to check on his/her progress toward meeting the qualifications to be admitted to the Teacher Education Program. If a secondary education candidate has additional questions about the Teacher Education Program he/she should seek out an Education faculty member as a supporting advisor.

3. Attainment of satisfactory scores on the Praxis I CORE test.
   a.  CORE minimum scores:  Reading 156, Math 150, Writing 162

4. An overall G.P.A. of 2.75 is required. The G.P.A. will be calculated by using **ALL** previous college/university course work, as well as course work from CSC.

5. Completion of the college's 3 courses (6 hours of Composition courses, and 3 hours of Communication Arts) in written and oral communications, with no grade lower than a "C". Transfer students should meet with their advisor to double check where they stand with requirements that were transferred in.

6. Completion of EDUC 131: Introduction to Teaching, with a grade of "C" or above.

7. Completion of PSYC 231: Educational Psychology; SPED 230: Introduction to Exceptional Learner; EDUC 224: Multimedia Support of Instruction/Learning; with a grade of “C” or above.

8. Health and physical fitness:
   a. Emotional stability;
   b. Absence of defects that would impair successful teaching;
   c. Absence of predisposition toward poor health as determined by a physical and medical examination at the request of the college Screening Committee.

**Candidates who fail to meet all the above requirements will be denied admission** until such time as the criteria are met.
Step 3  At least one full semester prior to registering for EDUC 300/320 Observation and Participation class the candidate MUST check into the Field Experience Office to verify his/her progress toward Admission to the Teacher Education Program (Candidacy). This is necessary to allow the candidate a full semester to rectify any problems that need to be corrected prior to being admitted to the Teacher Education Program (Candidacy) and qualifying for the Observation and Participation classes.

Step 4  The candidate will be allowed to enroll in EDUC 300/320 Observation and Participation after all criteria above have been met. The Observation and Participation classes require the following:

1. Completion of 75 hours of observation for EDUC 300 Secondary Observation and Participation (if observation hours were completed with Intro to Teaching and Educational Psychology).

OR  Completion of 100 hours of observation for EDUC 320 Elementary Observation and Participation (if observation hours were completed with Intro to Teaching and Educational Psychology).

2. Nebraska Department of Education Legal Issues
   Rule 20 of the Nebraska Department of Education requires that students who are participating in or completing a teacher education program disclose any information about misdemeanor or felony convictions as well as information about their mental capacity. (Nebraska Department of Education Rule 20: 004.06A Disclosure) If either of the following applies to your current situation, please contact the Director of Field Experiences immediately:
   - If you have ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor and have not yet disclosed this fact to the Director of Field Experiences, or
   - If an order of determination is currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill or dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication.

   A. A criminal background check will be conducted by the candidate at www.certifiedbackground.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20: 004.06C).

   B. Affirmation under oath that the candidate does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health
Step 5

By November 1 or March 1 of the candidate's junior year, the candidate must make Application for Admission to the Professional Year. To qualify for admission, the candidate must have completed the following criteria:

1. The candidate must have earned at least 90 semester hours by the time of enrollment in the Professional Year. At least 12 semester hours must have been earned in residence at Chadron State.

2. Achievement of an overall 2.750 GPA in ALL college work (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work),

3. Achievement of a 2.750 GPA (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC) in ALL areas of specialization, area of concentration, and in professional education for endorsement and certification purposes.

4. A secondary candidate must have completed 100% of the Professional Education courses and 75% of the course work required for all endorsements with a GPA of 2.750 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).

5. An elementary candidate must have completed 100% of the Professional Education courses, 100% of all Elementary Education Endorsement courses and 75% of the second endorsement area or 67% of the area of concentration with a GPA of 2.750 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).

6. A secondary candidate pursuing two endorsements can take one of his/her special methods classes (EDUC 431) prior to the professional year but not before the candidate's junior year. They will then take the other Special Methods class (EDUC 431) and the Learning Methods class (EDUC 435) during the same semester as the Block courses. The candidate must attain at least a 2.750 GPA in her/his EDUC 431: Special Methods course/s and EDUC 435: Learning Methods course. These courses are only offered in the Fall Semester.

7. Those preparing to enter teaching must have no grade less than a "C" and a GPA of 2.750 in the prerequisite professional education courses. (EDUC 131, PSYC 231, EDUC 224, EDUC 300/320, EDUC 329, SPED 230, , SPED 334, EDUC 434).

8. Completion of a Dossier verified by the candidate's advisor which is sent to the Director of Field Experience. The dossier will be submitted to the candidate's advisor before November 1 or March 1 of the semester prior to the Professional Year. (See appendix for Dossier Instructions)

9. Demonstration of social, emotional, personal maturity as well as the physical capabilities essential to handle the vast responsibilities required in the teaching profession. If at any time a candidate's emotional, mental, or physical capabilities are determined to be impaired seriously so that as a result of professional judgment the candidate is unable to demonstrate the qualities required for the teaching profession, the college reserves the right to remove him/her from the program.

10. The candidate should come to the Field Experience Office to check on her/his progress toward meeting the qualifications to be admitted to the Professional Year. If a secondary education candidate has additional questions about the Teacher Education Program the candidate should seek out an Education faculty member as a supporting advisor.
Application for Professional Year

The Professional Year is comprised of the following two semesters of study: Professional Semester (Block) and the Teacher Internship semester (Student Teaching).

The student, in cooperation of his/her advisor, must make application for the Professional Year by March 1 for the Fall semester enrollment and November 1 for the Spring semester enrollment; this must be done during the applicant’s Junior Year of study. The student and the advisor must be sure that all prerequisites for entrance into the Professional Year are properly met before making application. These prerequisites include admission to candidacy and appropriate grade point averages stated. Failure to meet these requirements will result in the denial of the application.

The process required for being admitted into the Professional Year is as follows:

1. The candidate will obtain the Application packet from the Education Department Field Experience Office or email the Project Coordinator to obtain the packet.
   a. Fill out application form and return it to Field Experience Office by due date (March 1st for fall semester, November 1 for spring semester)
2. The recommendation forms are then taken to the candidate's advisor and
   a. Three forms are given to members of the candidate's departmental faculty
   b. One recommendation form is given to a faculty member outside the candidate's department, such as an Essential Studies Professor.
   c. The advisor keeps one recommendation form and the “Department Recommendations for Admission to Professional Year” sheet to fill out.
   d. All faculty recommendations must be from a professor that the candidate has had in at least one college course.
3. After all the completed evaluation forms are returned to the advisor, he/she presents the candidate's Departmental Recommendations to the candidate's Department for departmental approval to be admitted to the Professional Year.
4. The candidate should check in with the advisor to make sure the recommendations have been returned and have been acted upon by the Department.
5. The Department has three (3) possible choices:
   a. recommend candidate be admitted to the Professional Year
   b. recommend with reservations
      1. Department recommends the candidate but has concerns. The candidate and the Education Department will be notified by letter of these concerns from the department.
      2. The candidate will be placed within a 150 mile radius of CSC.
   c. does not recommend
      1. The candidate is not admitted into the Professional Year and would need to change majors or work out the issues with the candidate’s Department.
6. If the Department approves the Departmental Recommendations, the forms are sent to the Field Experience Office. They are then sent on to the Dean for Professional Licensure and Accreditation Education Unit Head and the Vice President for Enrollment Management and Student Services for approval. Last, it is sent back to Field Experience Office and filed into the candidate’s folder.
7. The candidate's advisor must receive the candidate's dossier by November 1 for Spring and March 1 for Fall Professional Year. After checking the dossier the advisor will ask the candidate to make changes or they can approve the dossier as presented. When the advisor approves the
candidate's dossier, the Dossier Evaluation form is signed and sent to the Field Experience Office.
8. Following completion of all the above requirements, the application is sent to the Screening committee for final approval.
9. If the Department or the Screening Committee does not approve the application, the candidate will not be allowed to enter the Professional Year.

Note: If a student in the program for teacher education is suspended from the college, he/she automatically is removed from the Teacher Education program. If the student should later be accepted for re-admission to the college, it will be necessary for him/her to reapply for admission to the teacher education program should he/she desire to re-enter the program.

Note: A student who is denied admission to teacher education or who is administratively withdrawn from their teaching internship may appeal the denial of administrative withdrawal by contacting the Director of Field Experiences for due process procedures.

Admission to Teaching Internship Semester (Student Teaching)
To be eligible to enter the teaching internship semester the candidate must meet the following requirements:
1. maintain all G.P.A. requirements listed for admission to the Professional Year;
2. make a sworn statement that the student has not been convicted of a felony or certain misdemeanor crimes and complete a criminal background check;
3. make a sworn statement that the student is mentally competent; and
4. secondary students must have completed Special Methods classes (EDUC 431) and Learning Methods (EDUC 435);
5. complete background check at www.certifiedbackground.com

Teaching Internship
Chadron State College requires teacher internship full-days for one semester; if a candidate is seeking more than one endorsement they are required to intern at a minimum of nine (9) weeks full-days for each Field endorsement and eight (8) weeks for each Subject endorsement taught during a given semester. Interning is a full-time position. It is strongly suggested that teacher interns not engage in additional employment or take additional courses. Student teachers will not be able to participate in campus athletics during the student teaching semester. If a candidate fails to complete their internship they will be allowed one additional attempt to complete it at a later semester. Employment requirements will not be accepted as an excused absence from the Teaching Internship.

Eligibility for Initial Certification or Added Endorsement
To be recommended for Teacher Licensure or certification, the student must have (1) completed teaching internship with a minimum G.P.A. of 2.750 or above in each area of endorsement, (2) met all course and credit requirements for endorsement in their specialization fields, (3) received departmental approval and recommendation, (4) met all graduation requirements for the appropriate degree, (5) passed the Praxis II exam, and (6) filed an application with the Certification Officer.

A student seeking an additional endorsement after completing his/her degree program must develop a plan of study with the certification officer, complete the appropriate course work, and officially notify the Certification Officer upon completion of the endorsement program/course work.

Graduation Without Certification
In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification. This provision is for the student who does not qualify for or is removed from their teacher internship. However, there are times when, because of illness or other extreme situations, a student will decide
not to complete all professional requirements. In this situation, the student should contact his or her advisor, and then complete a formal request to the Chadron State College Vice President for Academic Affairs to be allowed to graduate without completing all certification requirements. If permission is granted, an appropriate amended plan of study will be determined.

Any student who graduates without a recommendation for certification will not be recommended for teacher certification in any state. If, at some future time, the student wishes to complete certification requirements, (s)he must first reapply for readmission to the teacher education program. At least one semester must pass after graduation before the application can be made. Upon readmission to the Teacher Education program, the student will complete all requirements in effect at the time of reentry, including passing grades in all methods courses.

**Program Changes**

Chadron State College is a member of the Nebraska Council of Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all students majoring in early childhood, elementary, middle grades, or secondary education programs are subject to any program rule changes that may occur while a student is enrolled. If a student has not completed their program of study within three years following the program change, he/she will be required to adjust his/her program to reflect the change.
CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
SECONDARY EDUCATION
(Grades 6-12, 7-12 or K-12)

The program for Secondary Education requires that the candidate complete the Essential Studies, Professional Studies, Specialty Studies, Praxis CORE, application to the program, application to the Professional Year, faculty recommendations and dossier. Within Essential Studies education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

PROFESSIONAL EDUCATION COURSES
Courses to be taken prior to Professional Year
(2.75 GPA required and no grade below a "C")

EDUC 131 Intro to Teaching................................................... 3
EDUC 224 Multi Media Support Instr/Learning ......................... 2
EDUC 300 Secondary Obs. Participation * ................................ 1-3
EDUC 329 Assessment Foundations .................................... 2
EDUC 434 Technology in Instructional Strategies** ............... 3
PSYC 231 Educ Psychology.................................................. 3
SPED 230 Intro Exceptional Learner...................................... 3
SPED 334 Differ Instr for Diverse Classroom........................... 3

At least one subject or field endorsement

*(Every student must have been admitted to the Teacher Education Program before they may enroll in EDUC 300: Secondary Observation and Participation)

**May be taken concurrently with the Block Professional Semester.

Students should be encouraged to take the Praxis CORE as early as possible or it may delay their moving through the program.

Professional Year (two semesters) - Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching). The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): refer to Application for Professional Year requirements.

Semester 1- Only offered during the fall semesters (Block).
EDUC 411S Reading/ Writing in the Content Area.................... 1
EDUC 412S Secondary/MS General Methods........................ 1
EDUC 414S Classroom Management..................................... 1
EDUC 415S Human Relations/Multi Cultural......................... 1
EDUC 418S Secondary/MS Assessment................................ 1
SPED 412S Special Education Practices and Strategies........... 1
EDUC 431 (A-L, S) Special Methods*
EDUC 435 (A-C) Learning Methods*

*Special Methods and Learning Methods courses are scheduled for one semester---if the Special Methods and Learning Methods course is not scheduled during the Block semester it needs to be taken the semester prior to
Block. ALL Learning Methods and most Special Methods are ONLY offered in the Fall, check the class schedule for your Special Methods course.

*Students pursuing two Field or Subject Endorsements must take EDUC 431 Special Methods in both subjects. Also, the student must have a grade of "C" or better in the Special Methods course(s) and Learning Methods course.

Course requirements for secondary endorsements in the following subjects or fields are listed in each departmental section of the General Bulletin (catalog). A GPA of 2.75 is required. (GPA will be calculated using grades from ALL previous college/university course work, as well as from CSC course work.) All Students in CSC Secondary Education Teaching programs must complete the Praxis II - Content Area Assessment exam in their specific endorsement content area to fulfill CSC graduation requirements.

<table>
<thead>
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<th>Field Endorsement Programs</th>
<th>Subject Endorsement Programs</th>
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<tr>
<td>Social Science</td>
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<tr>
<td>Special Education</td>
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</tbody>
</table>

**Supplemental Endorsements** *(Require either a field or subject as well as the supplemental)*
- Coaching
- Cooperative Education – Diversified Occupation
- Theatre

**Semester 2 – Student Teaching/Teacher Internship**
The following courses can be taken only upon completion of the above courses (minimum GPA of 2.75 required):
- EDUC 480K  Student Teaching K-12
- OR  EDUC 490S  Secondary Student Teaching
- OR  EDUC 480V  Student Teaching Special Education

To be eligible for state teacher certification, the 16-20 week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.750 GPA).
CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
FIELD ENDORSEMENT IN MIDDLE GRADES
(Grades 4-9)

A student must complete the following program in addition to the Essential Studies, Praxis CORE, application to the program, application to the Professional Year, faculty recommendations and dossier and Middle Grades “Content Area Specialization” requirements. Within Essential Studies program education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

* Students are encouraged to take the Praxis CORE as early as possible.

**Professional Education:** The following courses are Pre-requisites to the Professional Year (2.75 minimum cumulative GPA required and no grade may be below a “C”):
EDUC 131 Intro to Teaching……………………………………………….. 3
EDUC 224 Multi Media Support Instr./Learning ………………………… 2
EDUC 320 Elementary/MS Obs. & Participation………………………… 1-3
EDUC 329 Assessment Foundations ………………………………………. 2
EDUC 433 The Middle School……………………………………………… 3
EDUC 434 Technology in Instructional Strategies………………………… 3
EDUC 431 (A-L, S) Special Methods*
EDUC 435 (A-C) Learning Methods*
PSYC 231 Ed Psychology………………………………………………… 3
PSYC 334 Developmental Psychology
OR
FCS 139 Human Development ………………………………………….. 3
SPED 230 Intro Exceptional Learner……………………………………….. 3
SPED 334 Diff Instr for Diverse Classrooms ……………………………. 3
**One (1) Elementary Methods course, from below………………………… 2-3

Content Area of Specialization from below…(2 areas @ 18 cr. hrs.)..36

(Every student must have been admitted to the Teacher Education Program before they may enroll in 
EDUC 320 Observation and Participation).

*One EDUC 435A-C Learning Methods course required as well as two Special Methods courses (i.e., EDUC
431) in the content areas. One Special Methods course may be taken prior to the first professional semester.
During the professional semester, one EDUC 435 Learning Methods and one Special Methods course will be taken.

**Elementary Methods Courses Selections:**
ART 334 Art for the Elementary Teacher…………………..……….. 3
EDUC 321 Teach Elementary/Middle School Math……………….. 2
EDUC 322 Teach Elementary/Middle School Language Arts…2
EDUC 323 Teach Elementary/Middle School Social Studies…. 2
HPER 339 Theory of Physical Education K-8…………………..…. 3
MUS 333 Music for the Classroom Teacher ……………………. 3
Content Area of Specialization Requirements: The applicant must complete a minimum of TWO 18-21 credit hour Content Areas of Specializations. Course requirements for each of the offered Content Areas of Specialization are outlined within the appropriate departmental sections of the catalog/bulletin.

Art
Business Education
English Language Arts
Family and Consumer Sciences
Health and Physical Education (K-12 only)

Language Arts
Mathematics
Sciences
Social Science
Special Education (K-12 only)

Professional Year (two semesters) – Comprised of “Block” Professional Semester and Teacher Internship semester (Student Teaching).

Students pursuing the Middle Grades Endorsement program may select to complete their Professional Year course work requirements by enrolling in either the Elementary Professional Year (Elementary Block route) during the spring semesters or the Secondary Professional Year (Secondary Block route) during the fall semesters. Options are outlined below.

The following courses can be taken only as part of the Professional Year (2.75 minimum G.P.A. required): refer to Application for Professional Year requirements.

Semester #1/Option 1 – Elementary Block Route: on campus and Sheridan during the Spring semester only and Fall semesters in Scottsbluff and North Platte only.

EDUC 413    Elem/MS Curric. & Counseling……1
EDUC 414    Classroom Mgmt………………….1
EDUC 415    Human Relations/Multicultural……1
EDUC 416    Elem/MS Assessment……………….1
EDUC 417    Teach Read & Writing Diagnosis……1

EDUC 422    Teach Elem/MS Science & Health …..2
EDUC 423    Teach Primary Read & Writing…….2
EDUC 424    Teach Internm. Read & Writing…….2
SPED 412e    SPED Practices & Strategies…………1

Total       12

Semester #1/Option 2-Secondary Block Route: Fall semester and on campus only

EDUC 411    Read/Writing in the Content Areas…1
EDUC 412    Curriculum & Standards……………1
EDUC 414    Classroom Mgmt………………….1

EDUC 415    Human Relations/Multicultural……1
EDUC 418    Secondary/MS Assessment………….1
SPED 412s    SPED Practices & Strategies…………1

Total       6

An approved READ course (i.e., READ 430 or 431) must also be completed prior to the Teacher Internship (Student teaching) semester.

Semester #2-Teacher Interning
EDUC 480M, Teacher Internship Middle School, can be taken only after the successful completion of the Professional Semester (Block) courses (minimum G.P.A. of 2.75 required).
CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
FIELD ENDORSEMENT IN ELEMENTARY EDUCATION
(Grades K-8)

A student must complete the following program requirements in addition to the Essential Studies program, one Area of Concentration OR an additional endorsement program, Praxis CORE, application to the program, application to the Professional Year, faculty recommendations and dossier. Within the Essential Studies program, Education majors must take ENG 135, ENG 361 and CA 125 or CA 233

*Students are encouraged to take the Praxis CORE as early as possible or it could delay their advancement through the program.*

**Professional Education:** The following courses are Pre-requisites to the Professional Year (2.75 minimum cumulative GPA required no grade may be below a “C”):

EDUC 131 Intro to Teaching.............................................. 3
EDUC 224 Multi Media Support Instr/Learning ..................... 2
EDUC 320 Elem/MS Obs & Participation..................................... 1-3
EDUC 329 Assessment Foundations .............................. 2
EDUC 434 Technology in Instructional Strategies*................ 3
PSYC 231 Ed Psychology.................................................. 3
PSYC 334 Developmental Psychology.................................. 3
OR
FCS 139 Human Development........................................ 3
SPED 230 Intro to the Exceptional Learner......................... 3
SPED 334 Diff Instr for Diverse Classrooms ....................... 3

* May be taken concurrently with the Block Professional Semester.

(Every student must have been admitted to the Teacher Education Program before they may enroll in (EDUC 320) Observation and Participation or before they may participate in any school-based field experience pertaining to this course).

**Elementary Education Endorsement Courses:** The following courses are prerequisites to the Professional Year (2.750 minimum cumulative GPA required and no grade may be below a “C”):

ART 334 Art for the Elem/MS Teacher.............................. 3
EDUC 321 Teach Elem/MS Mathematics ............................. 2

AND
EDUC 322 Teach Elem/MS Language Arts ......................... 2

AND
EDUC 323 Teach Elem/MS Social Studies ......................... 2

OR
EDUC 361 Integrated Elem/MS Core Methods...................... 6
ENG 235 Children’s Literature ......................................... 3
HPER 339 Theory of Physical Educ K-8 ......................... 3
MATH 235 Math for the Elem Teacher I ............................ 3
*MATH 238Math for the Elem Teacher II............................ 3
MUS 333 Music for the Elementary Teacher .................... 3
*Can be taken before or during the Professional Year.

Supplemental Endorsements (Requires the Field Endorsement in Elementary Education: Early Childhood Education)

**Elementary Area of Concentration OR Second Endorsement:** Course requirements for the following areas of concentration and/or endorsements programs are listed in each departmental section of this catalog/bulletin. One 9 credit hour Area of Concentration OR a second endorsement program is required (minimum cumulative 2.75 GPA required). Sixty-seven (67) % of the 9 credit hours of the chosen Area of Concentration must be completed prior to entry into the “Block” (first semester of the Professional Year). Or, if the student candidate has opted to complete a second endorsement (instead of an Area of Concentration), then the candidate must have 75% of the second endorsement program course work completed prior to entry into the “Block” (first semester of the professional year).

Potential Elementary Areas of Concentration include:
Art
**Early Childhood
English
Mathematics
Music
*Physical Education
Science
Social Science
*Special Education

*These areas may also be taken as a second endorsement instead of the Area of Concentration  
**This area may also be taken as a supplemental endorsement instead of the Area of Concentration

The following courses are offered only as part of the Professional Year (2.75 GPA required): Refer to Application for Professional Year.

**Semester #1- (Block)**
EDUC 413 Elem/MS Curr & Counseling........................................... 1
EDUC 414e Elem/MS Classroom Mgmt........................................... 1
EDUC 415 Human Relations/Multicultural................................. 1
EDUC 416 Elem/MS Assessment..................................................... 1
EDUC 417 Teach Reading & Writing Diagnosis ............................. 1
EDUC 422 Teach Elem/MS Science & Health................................. 2
EDUC 423 Teach Primary Reading & Writing ................................. 2
EDUC 424 Teach Internm. Reading & Writing.............................. 2
SPED 412e SPED Practices & Strategies........................................ 1

Total 12

Note: Elementary Block is offered on campus and in Sheridan only during the Spring semester and North Platte and Scottsbluff only during the Fall semester.

The following courses can be taken only upon completion of the above courses, a minimum GPA of 2.75 required:

**Semester #2- Student Teaching/Teacher Internship**
EDUC 480P  Student Teaching Primary
To be eligible for state teacher certification, the 16-20 week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.75 GPA).

NOTE: The Praxis II: Elementary Education Curriculum, Instruction and Assessment Exam (as required by the Nebraska Department of Education) must be taken as a requisite for graduation for all Elementary Education students.

**SUPPLEMENTAL ENDORSEMENT IN EARLY CHILDHOOD EDUCATION (Age 3 through Grade 3):** Persons with this endorsement are prepared to teach children from Pre-kindergarten (age 3) through grade 3/age 8. Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement. (No grade may be below a “C”).

EDUC 231 Play, Art & Music .................................... 3  
FCS 139 Human Development .................................. 3  
FCS 337 Guid. Tech. in Human Relations .................. 3  
FCS 338 Prenatal and Infant Develop ...................... 3  
FCS 239 Partners in Early Childhood Educ ............... 3  
FCS 321A Curr Dev in Early Childhood Education ...... 2  
FCS 423 Program Development & Mgmt .................. 3  
FCS 448/448L Early Childhood Practicum & Lab ....... 3  
FCS 448L Early Childhood Practicum Lab ............... 1
CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
EARLY CHILDHOOD INCLUSIVE EDUCATION
(Birth-Grade 3)

This endorsement qualifies teachers to teach and provide services to infants, toddler, and children from birth through grade 3, including those with special developmental and/or learning needs, and to support families and other personnel with responsibilities for their care and education. A student must complete the following program requirements in addition to the Essential Studies and Professional Education Program course requirements, Praxis CORE, application to the program, application to the Professional Year, faculty recommendations and dossier. Within Essential Studies education majors must take ENG 135, ENG 361 and CA 125 or CA 233.

PROFESSIONAL EDUCATION COURSES
(2.75 GPA required and no grade below a “C”)

Students are encouraged to take the Praxis CORE test as early as possible.

Courses to be taken prior to Professional Year:

EDUC 131 Intro to Teaching................................................. 3
EDUC 224 Multi Media Support Instr. Learning.................. 3
EDUC 320 Elem/MS Obs & Participation.............................. 1-3
EDUC 329 Assessment Foundations .................................. 2
EDUC 434 Technology In Instructional Strategies............... 3
PSYC 231 Educational Psychology..................................... 3
SPED 230 Intro Except Learner ......................................... 3
SPED 334 Diff Instr for Diverse Classrooms ...................... 3

(Every student must have been admitted to the Teacher Education Program before they may enroll in (EDUC 320) Observation and Participation or before they may participate in any school-based field experience pertaining to this course).

Early Childhood Education Inclusive Endorsement: The following courses are Pre-requisites to the Professional Year (2.75 minimum cumulative GPA required and no grade below a “C”):

EDUC 231 Play, Art & Music for Early Childhood .......... 3
EDUC 233 Lit & Language Arts for Early Child.................. 3
EDUC 321 Teach Elem/MS Math ........................................... 2
FCS 139 Human Development ......................................... 3
FCS 337 Guidance Tech in Human Relations.................... 3
FCS 338 Prenatal & Infant Practicum
(Birth through age 3)....................................................... 3
FCS 239 Partners in Early Child Educ................................ 3
FCS 321A Curriculum Development in Early Childhood Education .................................................... 2
FCS 423 Program Development Mgmt.............................. 3
FCS 448/448L Early Childhood Practicum & Lab
(Age 3 through Grade 3).................................................................................. 4
SPED 216 Clinical Experience in Pre-referral........................................ 1
SPED 316e Micro Teaching in Preschool ............................................... 1
SPED 331 Behavior Interventions ......................................................... 3
SPED 433 Program Dev, Implem, & Mgmt ........................................ 3
SPED 435 Assessment Indiv Mild/Mod Dis.......................................... 3
SPED 438 Consultation/Collaboration ............................................... 3
SPED 439 Language & Learning Disorders ............................. 3

The following courses are offered only as part of the Professional Year (2.75 GPA required): Refer to Application for Professional Year.

EDUC 413E Elementary/Middle School Curriculum & Counseling
EDUC 414E Classroom Management
EDUC 415E Human Relations/Multicultural
EDUC 416E Elementary/Middle School Assessment
EDUC 417E Teach Reading Diagnosis
EDUC 422 Teach Elementary/Middle School Science & Health
EDUC 423 Teach Primary Reading
EDUC 424 Teach Intermediate Reading
SPED 412E SPED Practices and Procedures

The following courses can be taken only upon completion of the above courses; a minimum GPA of 2.75 is required:

EDUC 480R Student Teaching Early Childhood Education Inclusive

To be eligible for state teacher certification, the 16 Week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.750 GPA).
CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
SPECIAL EDUCATION
(K-12)

Students seeking a teaching endorsement in the area of Special Education (K-12) are required to complete the following courses in addition to the Professional Education courses (2.75 minimum cumulative GPA required), and the Essential Studies requirements. Within Essential Studies education majors must take ENG 135, ENG 361 and CA 125 or CA 233

The Teacher Internship experience in Special Education (K-12) requires 6 Teacher Internship credit hours in a Special Education setting at the secondary level, as well as 6 credit hours at the elementary level; (EDUC 480V, Teacher Internship Special Education).

Professional Education:
The following courses are Pre-requisites to the Professional Year (2.75 minimum cumulative GPA required no grade may be below a “C”):
EDUC 131 Intro to Teaching.................................... 3
EDUC 224 Multi Media Support Instr. Learning ............... 2
EDUC 320 Elem/MS Obs & Participation.................... 1-3
EDUC 329 Assessment Foundations .......................... 2
EDUC 433 The Middle School .................................... 3
EDUC 434 Technology in Instructional Strategies ............ 3
PSYC 231 Educational Psychology ............................. 3
SPED 230 Intro Exceptional Learner ......................... 3
SPED 334 Diff Instr for Diverse Classrooms .................. 3

Special Education Endorsement Courses (K-12):
CTE 431 Intro. to Special Needs Prog in CTE................. 3
HPER 422 Intro to Adapted PE .................................. 3
PSYC 334 Developmental Psychology
OR
FCS 139 Human Development ................................... 3
READ 431 Improv. of Instr. in Reading ....................... 3
SPED 216 Pre-referral Clinical Experience ................. 1
SPED 232 Interper. Comm Skills for SPED ................. 3
SPED 316e Microteach Elem/Middle School ............. 1
SPED 316s Microteach Secondary Special Ed ............ 1
SPED 331 Beh. Modification & Mgmt ......................... 3
SPED 432 Elem./MS/Sec. Meth. Mat. M/M Dis. .......... 3
SPED 433 Program Dev., Imp. & Eval ......................... 3
SPED 435 Assess. Indiv. with M/M Disab .................. 3
SPED 438 Consultation/Collaboration ......................... 3
SPED 439 Lang. and Learning Disorders ..................... 3
SPED 455 Characteristics of LD ............................. 3
One Core Content course (Math, Science, SS, or ELA) .... 3
Professional Year (two semesters):
Comprised of the “Block” Professional Semester and the Teacher Internship Experience semester (Student Teaching)
Students pursuing only the Special Education Endorsement program may select to complete their Professional Year course work requirements by enrolling in either the Elementary Professional Year (Elementary Block route) or the Secondary Professional Year (Secondary Block route). Options are outlined below.
The following courses can be taken only as part of the Professional Year (2.75 minimum cumulative GPA required): refer to Application for Professional Year requirements.

Semester #1/Option 1 – Elementary Block Route: Refer to Application for Professional Semester
EDUC 413 Elem/MS Curric. & Counseling ........................................... 1
EDUC 414 Classroom Mgmt......................................................... 1
EDUC 415 Human Relations/Multicultural...................................... 1
EDUC 416 Elem/MS Assessment................................................... 1
EDUC 417 Teach Reading & Writing Diagnosis ................................ 1
EDUC 422 Teach Elem/MS Science & Health................................. 2
EDUC 423 Teach Primary Reading & Writing ................................. 2
EDUC 424 Teach Interm. Reading & Writing ................................... 2
SPED 412e SPED Practices & Strategies........................................ 1

Semester #1/Option 2 – Secondary Block Route: Refer to Application for Professional Semester
EDUC 411 Reading/Writing in the Content Areas ............................ 1
EDUC 412 Curriculum & Standards .............................................. 1
EDUC 414 Classroom Mgmt.......................................................... 1
EDUC 415 Human Relations/Multicultural...................................... 1
EDUC 418 Secondary/MS Assessment........................................... 1
SPED 412s SPED Practices & Strategies......................................... 1

Semester #2 – Teacher Interning
EDUC 480, Teacher Internship can be taken only after the successful completion of the Professional Semester (Block) courses (minimum cumulative GPA of 2.75 required).

NOTE: The Praxis II Test #5354 Special Education: Core Knowledge & Application AND the Praxis II Test #5017 Elementary Education Curriculum, Instruction and Assessment must be taken as a requisite for graduation for all Special Education Endorsed students.
ADMISSION TO TEACHING INTERNSHIP

Teaching internship is a part of the professional year. To be eligible to enter the teaching internship semester the candidate must meet the following requirements:

a. **Moral Character:** Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Teachers are responsible for the education, safety, and well-being for anyone in their charge. Therefore, the Department of Education is interested in working with individuals of high moral character who can serve as representatives of our College.

With this in mind, should the Department discover behavior on the part of the candidate which establishes a lack of integrity or moral/ethical character, the Department of Education reserves the right to deny entry to, or dismiss anyone, from any program which leads to certification.

Behavior which establishes a lack of integrity or moral/ethical character may exist when a student has a record of arrests and/or convictions which impacts the candidate’s ability to represent himself or herself as a professional in the field of education, or if other information exists which the Department of Education reasonably determines renders the candidate a risk to the educational community or demonstrates a likelihood of illegal activity.

b. Maintain all GPA requirements listed for admission to the Professional Year.

c. Must have earned a "C" or better in all Education courses.

d. A criminal background check will be conducted by the candidate at [www.certifiedbackground.com](http://www.certifiedbackground.com) to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).

e. Affirmation under oath that the student does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.

PROCEDURES TO FOLLOW TO BE PLACED AS A TEACHING INTERN

During the first week of the Professional Year Block Semester the candidate is required to fill out a form that identifies the locations for school sites where they would like to complete their teaching internship. Candidates are also required to fill out the Application Form that is used to provide personal information about themselves (this form needs to be typed). The Project Coordinator for Field Experiences then uses the information provided to place the candidate in an internship school site. The candidate may request a specific school; however, placement in that school is **NOT** guaranteed. Placement depends upon the availability of a teacher who has at least three years teaching experience (including one year on site); plus the willingness of the district superintendent, building administrator, and teacher to accept a teacher intern from Chadron State. After the Project Coordinator has contacted a school district and has tentative approval to place a candidate, the Application Form is sent to the district so that the administrator and the cooperating teacher have a chance to review the background of the prospective teacher intern. When the candidate makes his/her first visit to the school he/she may be asked to interview with the principal. At this point, if anyone in the school district should decide that the candidate is unacceptable, the procedure starts again in another school district. Student teaching placements can be very slow-paced so please be patient with the process.
POLICIES FOR FIELD EXPERIENCES

TEACHING INTERNSHIP POLICIES

I. Employment requirements will not be accepted as an excused absence from Block Classes or Teaching Internship.

II. No Teacher Intern will be placed in a school district where a family member is a teacher, administrator, student, or works there in any capacity, or is a member of the board.

III. No Teacher Intern will be placed in a school district where they have previously been employed, including as a paraprofessional or in the after-school program.

IV. Teacher Interns will not be allowed to fulfill their Coaching Internship during the same semester as their Teacher Internship. They can volunteer as a coach but student teaching is the priority.

V. Teaching Interns will not be placed in their home communities for the following reasons:
1. Teachers/administrators may have preconceived ideas of how the candidate may perform during the Internship experience.
2. Teachers may know the Teaching Intern’s family or extended family, which could cause problems due to previous interactions with the family good or bad.
3. Chadron State College wants to provide Teaching Interns with an “educational experience” that is different from others they have experienced; a different system, a different philosophy, etc.

Any exceptions?
1. A community with two or more high schools.
2. Non-traditional candidate who has been away from the community for at least 10 years and has no relatives in the school.

VI. Candidates will be placed in a school site(s) located within a 150 mile radius of CSC.

VII. Candidates may choose to Intern outside of the Chadron State 150 mile supervision area, however, this is not recommended. If the candidate has a strong reason to request this, the candidate will need to be prepared to meet the following:
1. Pick up permission form from Project Coordinator for Field Experience and get a signature from the content area Special Methods teacher and the advisor.
2. Submit signed form to the Project Coordinator for Field Experiences.
3. The faculty teaching the Block classes and Special Methods/Learning Methods faculty will then consider whether the candidate should be approved to leave the Chadron State College service region area. Approval may, or may not, be granted by either department.
4. The candidate will sign a form agreeing to pay the expenses of the supervisor (which could be anywhere from $0 to $2,000) and other expenses incurred by the school district and/or college that are cooperating in the placement. Failure to pay these expenses will be grounds to withhold the Teaching Internship grade until payment is made.
5. The candidate will understand that the process for placing the candidate in an area outside the Chadron State service area will take longer, therefore; patience is required.

VIII. Teaching Interns must be placed where there is a certified teacher within the candidate’s endorsement area. The Cooperating Teacher must have a minimum of three (3) years teaching experience and at least one (1) year of teaching experience in their current school workplace where the Teaching Intern is being placed.
The Teaching Internship experience will be one full semester with the number of weeks depending upon the number of field or subject endorsements that the candidate is working on. The candidate will follow the school district calendar. The Intern will complete the Teaching Internship experience on the date specified by the Field Experiences Office.

**Absence Policy**
You are required to be at your student teaching placement every day the school has class or in-services days. If you should have to miss due to illness or any other reason only five (5) days total will be allowed for the 16-week experience. After two (2) absences you will meet with your college supervisors or be contacted by the Director of Field Experience concerning your absences. If you miss more than five (5) days during the Teacher Internship experience your grade will be reduced by a letter grade and have the possibility of not passing the Teacher Internship Experience. When you are absent from your Teacher Intern experience you are required to complete sub plans and turn them into your cooperating teacher.
TEACHER INTERN RESPONSIBILITIES

The objectives of the teaching internship are to gain insight into teaching skills and to develop professional integrity; therefore, it is necessary that he or she accept certain responsibilities and be aware of specific policies while interning:

A. Responsibility to the Pupil

1. The Teaching Intern is a professional practitioner in his/her relationship with his/her pupils. All data concerning the school and the pupils must be kept confidential.
2. The Teaching Intern refrains from imposing religious or political views upon pupils.
3. The Teaching Intern is an example to his/her pupils physically, mentally, intellectually, morally, and ethically.
4. The Teaching Intern recognizes his/her continuing need for understanding child growth and development. On the basis of this understanding he/she develops:
   a) A learning program oriented to the individual capacities of his/her pupils.
   b) A social climate, which encourages personal integrity and societal responsibility.
5. The Teaching Intern deals sympathetically with each pupil without prejudice or partiality.
6. Driving personal vehicles with K-12 students as passengers: Teacher Interns or practicum students from Chadron State College are not allowed to drive any K-12 students who are in their charge in a personal vehicle under any circumstances.

B. Responsibility to the Host School

1. The Teaching Intern acts only through accepted channels of communication and authority in the school system.
2. The Teaching Intern recognizes his/her duties, responsibilities, and privileges.
3. The cooperating teacher is legally responsible for, and in control of, the class; therefore, the Teaching Intern assumes only the authority which has been delegated.
4. The Teaching Intern respects the professional rights and personal dignity of the cooperating teacher and other staff members, the college supervisor, the student observers in the classroom situation.
5. The Teaching Intern having difficulty in a professional situation first consults the cooperating teacher. If he/she desires additional aid, the college supervisor or Director of Field Experiences should be contacted.

C. Responsibility to the Teacher-Education Institution

1. The Teaching Intern recognizes that any misconduct is a reflection upon the teacher-education institution, which he/she represents. Having voluntarily chosen his/her teacher-education institution, the teaching intern upholds the standards of the institution in his/her professional conduct.
2. The Teaching Intern approaches his/her own learning situation with a positive attitude.
3. The Teaching Intern makes constructive use of the assistance of the college supervisor and cooperating teacher in adjusting to professional practice.
4. The Teaching Intern will complete all lesson plans, journals, and other documents assigned in a timely manner.

D. Responsibility to the Profession

1. The Teaching intern shows pride in, and considers himself/herself a member of the profession. He/she acts according to established ethics in all matters.
2. The Teaching Intern maintains membership in, and otherwise supports, professional organizations.
E. Responsibility to the Professional Year

1. Teaching internship is a full-time position. It is strongly suggested that teaching interns should not engage in additional employment during their placement, or take additional coursework. Days missed due to outside obligations will not be considered excused absences and will need to be made up.

Placement in a teaching internship situation is not a guarantee of a successful experience. Any teaching intern found not performing up to expectation can, and will be, removed from that situation and the Due Process procedure will be in effect. Any Intern who fails to successfully complete their internship requirements, will be allowed **one** additional opportunity at a later semester.

**TEACHING INTERN DUE PROCESS PROCEDURE**

The following is a list of procedures used when withdrawing a teaching intern from his/her assignment:

1. Candidate is notified by cooperating teacher of unsatisfactory performance and a conference is held where differing views are discussed and suggestions for improvement are made. Usually a two-week period is considered sufficient time to see needed improvement in the form of a written ‘Plan of Improvement’.
2. When improvement is not visible, agreement to withdraw a candidate from assignment is reached between the College and the school.
3. Candidate is notified verbally of the decision by the Director of Field Experiences.
4. Candidate is given specific reasons in writing.
5. Candidate is given appeal procedure in writing.
6. Candidate may appeal in writing to:
   a. Education Department Chair
   b. Dean for Professional Licensure and Accreditation and the Education Unit Head.
7. Candidate may appeal in writing to Teacher Education Screening Committee. *
8. Candidate may appeal in writing to Student Affairs Committee.
9. Candidate may appeal in writing through the administrative process of the college outlined in the CSC General Bulletin.

*The student may wish to contact NSEA for assistance, if a member
TEACHER AND ADMINISTRATIVE CERTIFICATION INFORMATION

Issuance of Nebraska teaching or administrative certificates is the legal responsibility of the Nebraska Department of Education. Universities and colleges do not issue professional certificates, but rather, they offer the course work (required by the State) for specific teaching or administrative programs--for which the college or university then provides the endorsement. The college transcript showing the endorsement, along with a completed application packet, may then lead to the issuance of a teaching or administrative certificate.

THE CERTIFICATION PROCESS

In order for an individual to become certified at the professional level (teaching or administrative) they must complete a program of study in an endorsement area at a college or university which has been approved by the State Board of Education. When the program of study has been completed and the endorsement has been posted on an official college transcript, the student may then submit a certification application to the Department of Education of the state in which they are seeking to obtain certification. After an application with payment has been made to the state, the candidate should provide the CSC certification officer with the appropriate paperwork needed to verify the completion of the teacher education program.

Upon the request by the candidate, the CSC certification officer will send official transcripts, official PRAXIS I and PRAXIS II scores and the proper certification forms to the Nebraska Department of Education (or to the respective state desired), and the state will, in turn, issue the certificate. Notification of your certification status will be made by the state, not the certification officer.

Any candidate applying for a Nebraska teaching or administrative certificate who has NOT lived in Nebraska for five consecutive years immediately prior to application must submit two sets of fingerprints which have been taken by law officials. Cards and information can be obtained from the CSC certification officer. Payments for this service are included in your application fee and should be made to the Nebraska Department of Education.

CERTIFICATE RENEWAL

If an individual is wishing to renew his/her professional certificate (with either 6 credit hours or 15 credit hours of course work) he/she should contact the CSC Certification Officer for course work requirements. Candidates should follow the renewal application of each state. If verification is required, then the candidate should provide the CSC certification officer with the proper paperwork to submit to the state. If required, the CSC certification officer will provide the official transcripts and verification of credit to the state in which the candidate is seeking certification renewal.

NOTE: for certificate renewal purposes, the State of Nebraska does not accept course credit hours that are older than 5 years at the time the renewal application is submitted.

OUT-OF-STATE APPLICANTS

Individuals from other states wishing to obtain Nebraska professional certification will need to have successfully completed the Nebraska Human Relations and Special Education course requirements, the Nebraska approved CORE Basic Skills test and submit two copies of their fingerprints for processing. In addition, individuals should contact the Nebraska Department of Education, Teacher Certification Unit at (402) 471-0739 for specific requirements pertaining to their endorsement area(s).
Individuals seeking certification in another state should contact that specific state for requirements and certification areas (endorsements) available. For additional information, call us at (800) CHADRON, or (308) 432-6032.

**PLACEMENT SERVICES**

In order to be considered for employment as a teacher, applicants need to establish a credential file. The credential file contains personal information about the applicant and written references from various people. Those officials within the districts who are involved with the hiring of new teachers will expect to receive credentials from all candidates and will not consider anyone who does not provide a copy. For additional information contact Career Services Office, King Library, Chadron State College at (308)432-6292.
Appendix A
Code of Ethics

STANDARDS OF
PROFESSIONAL PRACTICES

Introduction
It is the responsibility of the Commission to provide advice and counsel to the State Board of Education in developing standards of professional practices in areas including but not limited to (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations. Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority.

The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices which are in the best interest of the students, the profession, and the public.

CODE OF ETHICS

A. Preamble
In 1967, the Legislature declared that teaching and the related services including administrative and supervisory services are a profession, and that this profession shall possess all the rights, responsibilities, and privileges accorded all other recognized professions. In accordance with this declaration, the State Board of Education has adopted standards of professional conduct and ethics for teachers and administrators who hold Nebraska school certificates issued by the Nebraska Department of Education. This pamphlet will briefly set forth the minimum standards required by Nebraska public school certificate holders. It is the responsibility of all certificate holders to know and apply the standards during the duration of their certificate. Failure to abide by the standards may subject a certificate holder to disciplinary action by the Commissioner of Education, the Professional Practices Commission, or the State Board of Education.

A complete set of the standards of conduct and ethics is set forth in Title 92, Nebraska Administrative Code, Chapter 27. A copy of these standards is available and will be provided upon request by contacting the General Counsel’s Office as listed at the end of this pamphlet.

If a certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

DEFINITIONS
Admonishment shall mean a private sanction to an educator that further unprofessional or unethical conduct may result in more serious action, including the suspension or revocation of a certificate. This sanction may be imposed by the Commissioner, Commission, or Board.

Board shall mean the Nebraska State Board of Education.

Commissioner shall mean the Nebraska State Commissioner of Education.

Educator shall mean a holder of a public or nonpublic teaching, administrative, or special services certificate issued pursuant to 92 NAC 21.

Reprimand shall mean a public sanction criticizing or rebuking an educator for unprofessional or unethical conduct. This sanction may be imposed by the Commissioner, Commission, or Board.

Revocation shall mean a public sanction canceling an educator’s certificate for a certain period of time. At the expiration of the revocation period, the former educator may apply for reinstatement in accordance with 92 NAC 29. This sanction may be imposed by the Board.

Suspension shall mean a public sanction withdrawing an educator’s certificate for a certain period of time. The certificate is automatically reinstated at the expiration of the suspension period if it has not expired during the period of suspension. This sanction may be imposed by the Board.
B. Principle I – Commitment as a Professional Educator
Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, gender, marital status, age, national origin, ethnic background, or disability.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.*
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of the standards designated by an asterisk (*).
- Shall seek no reprisal against any individual who has reported a violation of the Standards of Conduct and Ethics.

C. Principle II – Commitment to the Student
Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.

D. Principle III – Commitment to the Public
The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
Shall neither offer nor accept gifts or favors that will impair professional judgment.
Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
Shall not commit any act of moral turpitude or any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.*
Shall, with reasonable diligence, attend to the duties of his or her professional position.

E. Principle IV – Commitment to the Profession
In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.*
- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- Continuance in professional service requires the maintenance of a valid teaching, administrative, or special services certificate in accordance with the laws of the State of Nebraska.

F. Principle V – Commitment to Professional Employment Practices
The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.
- Shall use time on duty and leave time for the purpose for which intended.
- Educators shall adhere fully to the terms of a contract or appointment.

STANDARDS OF COMPETENCY
Administrative and Supervisory Requirements: Educators must possess the abilities and skills necessary to accomplish the designated task. Each educator shall:

- Keep records for which he or she is responsible in accordance with law and policies of the school system;
- Supervise others in accordance with law and policies of the school system;
- Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each teacher and special services provider shall:
- Utilize available instructional materials and equipment necessary to accomplish the designated task;
Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services provider;
Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
Each administrator shall:
Use available instructional personnel, materials and equipment necessary to accomplish the designated task;
Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator;
Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.

**Analysis of Individual Needs and Individual Potential:** The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:

- Personal observation;
- Analysis of individual performance and achievement;
- Specific performance testing.

**Instructional Procedures:** Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures. Each educator shall:

- Create an atmosphere which fosters interest and enthusiasm for learning and teaching;
- Use procedures appropriate to accomplish the designated task;
- Encourage expressions of ideas, opinions and feelings.

Each teacher shall:

- Create interest through the use of materials and techniques appropriate to the varying abilities and background of students;
- Consider individual student interests and abilities when planning and implementing instruction.

Each administrator shall:

- Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task;
- Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

**Communication Skills:** In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:

- Utilize information and materials that are relevant to the designated task;
- Use language and terminology which are relevant to the designated task;
Use language which reflects an understanding of the ability of the individual or group;
Assure that the designated task is understood;
Use feedback techniques which are relevant to the designated task;
Consider the entire context of the statements of others when making judgments about what others have said;
Encourage each individual to state his ideas clearly.

**Management techniques:** The educator shall:
- Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
- Maintain consistency in the application of policy and practice;
- Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others;
- Develop and maintain positive standards of conduct.

**Competence in Specialization:** Each educator shall:
- Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
- Be aware of current developments in his or her field;
- Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

**Evaluation of Learning and Goal Achievement:** An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement. Each educator shall:
- Utilize several types of evaluation techniques;
- Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
- Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;
- Utilize the results of evaluation for planning, counseling and program modification;
- Explain methods and procedures of evaluation to those concerned.

**Human and Interpersonal Relationships:** Educators shall possess effective human and interpersonal relations skills. Each educator shall:
- Allow others who hold and express differing opinions or ideas to freely express such ideas;
- Not knowingly misinterpret the statement of others;
- Not show disrespect for or lack of acceptance of others;
- Provide leadership and direction for others by appropriate example;
- Offer constructive criticism when necessary;
- Comply with reasonable requests and orders given by and with proper authority;
- Not assign unreasonable tasks;
- Demonstrate self-confidence and self-sufficiency in
exercising authority.

**Personal Requirements:** In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason of training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

- Be able to engage in physical activity appropriate to the designated task except for temporary disability;
- Be able to communicate so effectively as to accomplish the designated task;
- Appropriately control his or her emotions;
- Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Individuals having questions about these standards may contact:

- General Counsel
- Nebraska Department of Education
- P. O. Box 94933
- Lincoln, NE 68509-4933

Information is also available on our website at the following address (case sensitive):

http://www.education.ne.gov/CC/index.html

- Teacher Certification Office
- 402-471-0739
Appendix B
Education Dossier Requirements/Instructions

Each student must develop a dossier before entering the Professional Semester (block). Students should have their dossiers to their advisor by November 1 for Spring Block or March 1 for Fall Block enrollment.

You will complete some of these components for your Intro to Teaching class (if you take it at CSC), then when you are applying for Block you will revise/update them for your dossier.

Guidelines for completion of Autobiography, Personal and Professional Goals

1. Prepare a 1-2 page autobiography describing your background and experiences; emphasizing what has prompted you to consider teaching as a career. Think about school experiences, extra-curricular activities and life experiences in working with children and youth. For example, you may have worked as a student classroom aide; coached youth sports teams; or served as a 4-H Junior Leader. Remember, the dossier is to be read by professionals who don’t know you, so be cognizant of the personal information you include. While it is personal, it should be kept professional! Write in a style that is somewhat formal, but allows the reader to become acquainted with you!

2. Prepare a 1 page listing of your personal and professional goals. You may use a paragraph or a list format. Goals may be short, medium or long-term. At times there may be overlap between personal professional goals. Use your own judgment. A minimum of three personal and three professional goals are expected. Remember again, include goals that would be perceived in a positive light by a reader who does not know you.

Prepare both sections professionally. This means error free. Put your best foot forward!!

Guideline for Philosophy of Education

Your own philosophy of education is important because it provides you with focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values, and how they knit together with your instructional and professional practices. This also prepares you to integrate them with the goals and values espoused by your school district and your community.

Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no right philosophy, however, some fit into certain settings better than others. You are likely to refine, augment, and redevelop your philosophy throughout the rest of your career.

Below are some guidelines to produce a well-written, focused, and articulate statement of your philosophy. This statement of philosophy should rely on your personal beliefs and experiences. Your philosophy will be influenced by the knowledge and experience you acquire as you proceed through your teacher certification program.

Your 1-2 page statement of philosophy should answer the following questions:

- What is the purpose of education?
- What is the purpose of the curriculum?
- What is the student’s role?
- What is the teacher’s role?
Guidelines for Essay

During Intro to Teaching you will complete the essay “Why I want to be a teacher”, then for your dossier you will update that and also include the following:

Your one page essay on “Why I want to be a teacher?” should include a description of the impact you will have on students. Also incorporate the following from the CSC Conceptual Framework into your essay, explaining how each of the following 7 components will play a role in your effectiveness as a teacher.

- Professionalism
- Communication
- Inclusive Learning Environments
- Methodology
- Thinking Skills
- Assessment
- Leadership
Appendix C
Nebraska Department of Education – Personal & Professional Fitness

Presently, persons applying to the Nebraska Department of Education for a teaching certificate are asked the questions that appear below as an indication of their personal and professional fitness to teach. At this point in your education, Chadron State College also asks you to answer these same questions of two reasons: (1) The answers to these questions may provide CSC with information it finds important in deciding whether to allow you to participate in field experiences; and (2) Early identification of issues may impact your ability to obtain a teaching certificate upon completion of your degree. All students shall complete the following oath prior to participation in pre-student teaching, field, laboratory and classroom experiences or teacher internship. No student will be allowed to participate in classroom experiences or teacher internship until this notarized statement has been presented to the Director of Field Experiences.

PRINT:  
Full Name:__________________________________________________
Soc. Sec. #:_________________________________________________
Semester/Year of practicum or internship:_________________________

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered?
   ____Yes  ____No

2. Are you currently the subject of any inquiry or investigation, or is any action currently pending against you by any licensing agency, governmental body, or criminal justice agency?
   ____Yes  ____No

3. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug or juvenile court? (Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported.)
   ____Yes  ____No

4. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication?
   ____Yes  ____No

5. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?

If I have answered YES to any of the above questions, I agree that I will make an appointment to see Dr. Don King as soon as possible, and obtain a copy of my court record, if applicable.

______________________________
Legal Signature
Date

Subscribed and sworn before me on the _____ day of ______________________, __________.

_________________________________________
SEAL
Notary Public
Appendix D
Legal Documents Supporting Teaching Internship

1. L.B. #175, Session Laws 1971
Section 1: As used in this act, student teacher or intern shall mean a student enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and Board of Education to student teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Student teaching or interning may include duties granted to a certificated teacher under the rules and regulations of such board of Education and any other part of the school program for which either the cooperating teacher or the principals are responsible.

Section 2: A student teacher or intern under the supervision of a certificated teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal, or other administrator and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local Board of Education and observe all duties assigned to certified teachers.

Section 3: It shall be the responsibility of a cooperating teacher in cooperation with the principal or other administrator and the representative of the teacher preparation institution, to assign the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching.

Section 4: Whenever in this act Board of Education is referred to and the school that a student teacher or intern is referred to does not have a Board of Education, such term shall be the person on governing body that administers such school.

2. Nebraska Department of Education – Rule 20 – “Regulations for the Approval of Teacher Education Programs,” Title 92, Nebraska Administrative Code, Chapter 20. Effective Date: July 2, 2014

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.
The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

The institution shall require a clinical practice experience equivalent to:

A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.
Nebraska Clinical Practice Evaluation  
Chadron State College  
Cooperating Teacher Evaluation  
(Student Teaching Experience)

Name of Teacher Candidate: ___________________________ Date of Evaluation: _________________________

Name of Cooperating Teacher/Mentor: ___________________________ Classroom subject/grade: __________________

Directions: Please indicate your rating of the teacher candidate’s ability to **effectively demonstrate** each standard, including qualitative comments to support your ratings. Use the following performance descriptors to complete the evaluation:

<table>
<thead>
<tr>
<th>Consistent</th>
<th>The teacher candidate <strong>consistently</strong> demonstrates the Standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent</td>
<td>The teacher candidate <strong>frequently</strong> demonstrates the Standard.</td>
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<tr>
<td>Occasional</td>
<td>The teacher candidate <strong>occasionally</strong> demonstrates the Standard.</td>
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<tr>
<td>Rare</td>
<td>The teacher candidate <strong>rarely</strong> demonstrates the Standard.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>Consistent</th>
<th>Frequent</th>
<th>Occasional</th>
<th>Rare</th>
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<tbody>
<tr>
<td><strong>Standard 1: Student Development</strong></td>
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<tr>
<td>Standard 1.1: The teacher candidate understands how students grow and develop.</td>
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<td>Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</td>
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<td>Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.</td>
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<td><strong>Standard 2: Learning Differences.</strong></td>
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<tr>
<td>Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.</td>
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<td>Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.</td>
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<td><strong>Standard 3: Learning Environments</strong></td>
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<tr>
<td>Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.</td>
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<tr>
<td>Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
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<td>Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.</td>
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<td><strong>Standard 4: Content Knowledge</strong></td>
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<tr>
<td>Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</td>
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<tr>
<td>Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.</td>
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<td>Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.</td>
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<td><strong>Standard 5: Application of Content</strong></td>
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<tr>
<td>Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.</td>
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<tr>
<td>Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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</table>
**Standard 6: Assessment**

| Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate’s and student’s decision making. |

**Standard 7: Planning for Instruction**

| Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals. |
| Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy. |
| Standard 7.3: The teacher candidate draws upon knowledge of students and the community context. |

**Standard 8: Instructional Strategies**

| Standard 8.1: The teacher candidate understands a variety of instructional strategies. |
| Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways. |
| Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment. |

**Standard 9: Professional Learning and Ethical Practice**

| Standard 9.2: The teacher candidate models ethical professional practice. |
| Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. |
| Standard 9.4: The teacher candidate models professional dispositions for teaching. |

**Standard 10: Leadership and Collaboration**

| Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning. |
| Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth. |

**Standard 11: Impact on Student Learning and Development**

| Standard 11.1: The teacher candidate works to positively impact the learning and development for all students. |

**Comments (if any)**

Signature of Cooperating Teacher ________________________________ Date _______________

Signature of Teacher Candidate ________________________________ Date _______________
Appendix F

OUT OF AREA APPROVAL FORM FOR TEACHER INTERNSHIP

The following student is requesting to complete their Teacher Internship outside of the CSC service area. Education Unit policy holds that only those students with a high level of academic competence and skill will be granted permission for out of area intern placement. With this in mind, please complete this form.

______________________________  ___________________________
Name  Date

_____________________________
Endorsement Area

Student’s reason for making this request and where:

Current GPA status:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Education GPA</th>
<th>Overall GPA</th>
</tr>
</thead>
</table>

Methods Instructor and Advisor (if different):

Please complete the evaluation below (both raters use the same page; instead of a checkmark, please use your initials)

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Academic Competence</td>
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<tr>
<td>Written Communication Skills</td>
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<tr>
<td>Oral Communication Skills</td>
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<tr>
<td>Professional Behavior</td>
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<tr>
<td>Self Confidence</td>
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<tr>
<td>Teaching Potential</td>
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</tbody>
</table>

The reason for making this request is appropriate and the ratings reflect a strong candidate. Based on my professional judgment, this student will represent Chadron State well.

______________________________  ___________________________
Signature of Methods Instructor  Date

______________________________  ___________________________
Signature of Advisor  Date

Final Approval by Department Chair:

______________________________  ___________________________
Signature of Education Department Chair  Date