



2009-2010
University of Missouri-Kansas City
School of Education
Teacher Education Program
Student Handbook

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GREETINGS FROM THE DEAN

I am pleased to welcome you to the Teacher Education program at the UMKC School of Education. The School of Education, with its focus on urban education, invites you to join us in our journey to become one of the top urban education programs in the country. We hope that the experiences you gain, on campus and in area classrooms, will give you the background and skills needed to be successful with all the learners you will encounter during your teaching career.

SCHOOL OF EDUCATION
615 E. 52nd St.
Kansas City, MO 64110-2499

Office of the Dean

(816) 235-2260

Wanda Blanchett, Dean

LaVerne Berkel, Interim Associate Dean

Ginny Miller, Assistant Dean

Program Coordinators

Sue Vartuli, Early Childhood Education

Cheryl Grossman, Elementary Education

Rita Barger, Middle School/Secondary
K-12 Education

Education Student Services Office

(816) 235-2234

Tracey Dashjian and Bobby Kizer, Life Coaches

Mary Kay Farrow, Int. Director, Field Experiences

Brad Martens, Academic Advisor

Jeff Vincent, Academic Advisor

Jaclyn Dwyer, Administrative Assistant

Kindra Smith, Graduate Assistant

Gail Metcalf Schartel, Certification Manager

Erica Hernandez-Scott, Student Recruiter

Continuing Education Programs Office

(816) 235-1188

CONCEPTUAL FRAMEWORK OF THE SCHOOL OF EDUCATION

The Conceptual Framework describes a shared vision and purpose for the UMKC School of Education. It provides coherence for our curriculum, practicum experiences, and assessments. The framework links to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the School of Education. It is this philosophy and vision which helps to distinguish our graduates from those of other institutions (NCATE 2000). The mission representing the vision and goals of the UMKC School of Education today is:

Empowering professionals to become reflective practitioners committed to a more just and democratic society.

The values of UMKC and the School of Education are centered on:

- 1) Academic excellence
- 2) Inquiry leading to reflective decision-making and problem solving
- 3) Skilled and knowledgeable professionals working collaboratively
- 4) Democracy and social justice
- 5) Creating caring and safe environments

URBAN FOCUS

In line with its values, the School of Education is deeply committed **to urban PK-12 public education in the region**. Our urban focus has become more explicit as we work primarily with nine urban school districts to collaboratively deliver our initial undergraduate Teacher Education program. These districts are Center, Grandview, Hickman Mills, Independence, Kansas City Kansas, Kansas City Missouri/Charters, North Kansas City, Raytown, and Turner.

PROGRAM STANDARDS

The mission and values of the UMKC Teacher Education program are demonstrated through the achievement of the 11 Missouri Standards for Teacher Preparation (MoSTEP Standards). These standards constitute the goals of UMKC's teacher preparation and are listed in their entirety on pp. 18-21 of the Appendix.

The knowledgeable, committed faculty at the School of Education makes learning interesting and applicable to the real world. As a teacher, I have strong value for education and enjoy the quality education I am involved in here at UMKC."

-Abigael Briemle, current student

WELCOME TO TEACHER EDUCATION AT UMKC!

You are about to begin a sequence of professional courses designed to launch your development as a highly skilled and committed educator for tomorrow's classrooms. The Teacher Education handbook tells you about program goals and expectations and will serve as a useful resource as you go through the professional semester. In addition, UMKC's official means of communication for sharing information is via e-mail and Blackboard websites. Throughout your program, you will get important updates via those media. The information in this handbook is posted at on Blackboard and the School of Education website (www.umkc.edu/education) for current students. And remember, your faculty advisor and your academic advisor in the School of Education are always ready to answer your questions.

HISTORY

The School of Education, organized officially as a separate division in 1954, was the result of the University of Kansas City's involvement in professional education since 1940. At that early date, the University was offering an M.A. in education, heavily liberal-arts laden, with most classes conducted in the summer and evenings. An undergraduate major in elementary education was established in 1952, and the first University of Kansas City doctoral program, the Ph.D. in education, was inaugurated with the organizing of the school in 1954. Since 1954, the school has grown to include 16 programs, offering various Bachelor of Arts, Master of Arts, Educational Specialist and doctoral degree options. There are several degree and certification programs offered by the School of Biological Sciences, the Conservatory of Music and Dance, and the College of Arts and Sciences in cooperation with the School of Education.

ACCREDITATION AND CREDENTIALS

- All programs in the School of Education are accredited at the bachelor's, master's, educational specialist and doctoral levels by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of early childhood, elementary, middle school and secondary teachers, counselors, administrators, and other school personnel.
- The School of Education is a member of the American Association of Colleges of Teacher Education (AACTE).
- The Ph.D. program in Counseling Psychology is approved by the American Psychological Association (APA).
- Programs for the preparation of teachers and other school personnel are approved by the Missouri Department of Elementary and Secondary Education (DESE).
- The School is a member of the Coalition of Urban Serving Universities (USU), an organization committed to harnessing the resources of urban-serving public research universities and dedicated to improving urban life and America's competitiveness in the global economy. USU members collaborate with urban school leaders to achieve measurable progress in teaching and learning and to ensure that our best teachers are placed in urban classrooms.

TEACHER EDUCATION PROGRAM OVERVIEW

INTRODUCTION TO PROGRAM REQUIREMENTS

- Education majors may choose a full-time one-, two-, or three-year option for completing the professional requirements, dependent on the program you choose. Part-time options are also available, with the expectation that coursework will be completed within five years.
- Prior to entrance into the sequence of professional coursework, the student must complete the required number of hours of general education and pre-education courses.
- Students must complete all education courses and meet all competency requirements prior to being admitted to student teaching. The Middle School, Secondary, and K-12 programs require students to pass the PRAXIS II examination for their field of study before being admitted.
- Students may have no more than six hours of other required course work (9 hours for Early Childhood students) remaining as they begin student teaching.

Admission Requirements: *All those seeking teacher certification must follow this admission sequence. FINAL deadline February 1 for middle, secondary and K-12 students. PRIORITY deadline February 1 for early childhood and elementary students and FINAL deadline July 1.* Each candidate is assessed based on an online application, which includes a personal essay, a resume and cover letter, two professional references, and an FBI background check.

Prior to applying, candidates should:

- Complete required pre-education and/or subject-area coursework, which is a minimum of 56 hours for students pursuing their first bachelor's degree. Students pursuing their first bachelor's degree must complete (with grades of C or better) an oral communications course, English Composition I and II, and the college-level math courses required for their degree. Education and subject-area coursework must also be completed with a grade of C or better.
- Achieve a cumulative grade point average of at least 2.75 (4.0 scale).
- Pass the College Basic Academic Subjects Examination (C-BASE) with scores of at least 235 on the English, Writing, Mathematics, Science, and Social Studies Sections; C-BASE is required for all students admitted in 2004 or later. Please note that Writing is a sub-set of English but must also be passed.
- Those who have completed high school within the past five years must submit scores from the ACT/SAT. Scores are typically found on high school transcripts.

Middle School, Secondary, and K-12 program candidates must also

- Have a minimum subject-area GPA of 2.5 (4.0 scale).
- Pass the appropriate subject-area PRAXIS II exam (p. 16 for details).

The full application procedure to be admitted to the Teacher Education program is available at:

<http://education.umkc.edu/UndergraduateDegrees/ApplyTE.html>

Course and Degree Requirements:

It is important to note that information contained herein is subject to change at any time by a vote of the faculty. All transfer and correspondence coursework must receive prior approval by an academic advisor. Failure to get prior approval may result in the coursework not applying toward a degree. Students must meet regularly with an advisor in the School of Education to avoid degree requirements not being met, which can cause a delay in graduation.

Prerequisite Details:

- Students must successfully pass the Written English Proficiency Test (WEPT) before taking the required writing intensive course. Successful completion of the WEPT is a graduation requirement for those earning their first bachelor's degree. For specific details, refer to the degree outlines available in Student Services.
- Grades of C or better are required in all education courses and in all subject-matter courses. An overall grade point average (GPA) of 2.75 is required for students to obtain the Bachelor of Arts degree in Education and to be recommended for certification.
- All students must successfully complete the appropriate PRAXIS II Specialty Test in their field prior to student teaching for Middle School, Secondary and K-12 students and to obtain teacher certification in the State of Missouri. Elementary and Early Childhood students must pass the test in the student teaching semester prior to graduation. The PRAXIS II is also a graduation requirement.

Degree Outlines

Complete degree outlines are available in the School of Education Student Services Office or online at the School of Education website (www.umkc.edu/education) by selecting your undergraduate degree program and then clicking on "Program of Study." Following this program of study that will lead you to your goal of receiving a Bachelor of Arts degree in Education. Note: The Bachelor of Arts requires completion of at least 120 credit hours.

Field Experiences/Practica

A crucial component of learning to teach involves spending time in classrooms with young learners. Time in classrooms is important for several reasons, some of which might not be so apparent at first thought.

First, it's important to learn to "see" classrooms with a "new" set of eyes. We've all been learners in classrooms, and may even have had some experience tutoring and teaching in classrooms. But few people take the time to "make the familiar strange." You can learn a lot about people and about teaching and learning by stepping back and observing what goes on as though you've never been in a school before. Looking within the perspective of a "stranger" can help you to better understand classroom dynamics. Field experience allows the opportunity to observe classrooms and students in diverse settings and to develop a greater understanding of individual learners.

Second, teachers in classrooms are an important and direct source of information about teaching. Observing teachers and talking with them about their teaching methods can help you develop your own teaching strategies. You don't simply want to imitate what someone else is doing; however, by observing and talking with multiple teachers, you enhance your knowledge base, which will help you to be a better teacher decision-maker.

Third, you have the opportunity to apply what you are learning in the program to real Pk-12 classrooms and then learn to analyze the work you are doing. Being able to develop and improve your teaching skills and your ability to critique your own teaching is an important aspect of the field experience component of the program.

During each Professional Semester you will enroll in a practicum course. Each of these practica is linked to one or more courses taken during the same semester, with practicum assignments relating to on-campus coursework. During the practica, you will be expected to spend a minimum of 60-90 hours observing in urban classrooms, primarily in our partner school districts of Center, Grandview, Hickman Mills, Independence, Kansas City Kansas, Kansas City Missouri/Charters, North Kansas City, Raytown and Turner. Most people find that they want to spend more than the required hours in Pk-12 classrooms.

For all but Early Childhood Education students, the final semester is your student teaching semester, which is the culmination of your internship year. By that time, you must have completed all of the required education courses. You will spend the entire semester in a school following the schedule of a full-time teacher. While you are student teaching, you will meet on campus regularly in a required capstone course/seminar with a faculty member. The capstone course/seminar is an opportunity for you to engage in reflection about real-life classroom situations.

Students preparing to be early childhood teachers will student teach for the entire internship year, in a Pre-K setting in the Fall and a primary setting in the Spring. A seminar course is not required, but you will engage in reflection throughout the year's student teaching experience.

Teacher Work Sample

The teacher work sample is a way for teacher candidates to demonstrate that they can design and deliver an effective instructional plan, develop and employ appropriate classroom assessments, and reflect on their ability to impact student learning. The teacher work sample process used at the UMKC School of Education is based on the MoSTEP standards outlined in the Appendix, pp. 18-21.

Certification Requirements

- Students who have already completed a degree may opt to complete a second baccalaureate degree or work toward completion of a master's degree with certification.
- In addition to completion of an approved teacher preparation program, satisfactory completion of the PRAXIS II Specialty Area Test is required for Missouri teacher certification (plus the PRAXIS II Principles of Teaching and Learning for certification in Kansas).

- Students are recommended for teacher certification upon completing all degree requirements and applying for state certification through Student Services.

Post-Baccalaureate Students Seeking Teacher Certification

Students with a bachelor's degree from an accredited U.S. college or university are waived from the general education requirements.

Master's Degree with Teacher Certification

Students who elect to pursue a master's degree and teacher certification simultaneously must apply for graduate admission to UMKC and pay graduate fees for all courses taken (undergraduate and graduate). Graduate students are expected to take the graduate level of a course whenever one is available. A student may need to take additional courses to meet requirements for the master's degree while pursuing teacher certification. Candidates for admission to a master's program in Curriculum and Instruction must meet the minimum graduate admission requirement for UMKC. A minimum undergraduate GPA of 3.0 is required for graduate admission.

Students who elect to pursue a master's degree must meet with an assigned faculty advisor during their first semester to establish a planned program of study. Students must abide by all guidelines for graduate study outlined in the UMKC Graduate and Professional Catalog. Some of the guidelines include:

- Graduate students must maintain a 3.0 grade point average in all coursework.
- Grades of B (3.0) or better must be earned in all 300/400 level coursework to be included on a graduate program of study.
- Grades of C (2.0) are restricted to coursework on a maximum of 20% of program of study (5500 level courses only)

A maximum of 14 credit hours of teacher education coursework may be taken for graduate credit and included on the master's program of study. TCH-ED courses numbered 400 and above (except TCH-ED 408) which do not include a practicum may count towards a graduate degree. Subject-area courses numbered 300 or above may be taken for graduate credit as well.

For additional information about degree programs or teacher certification at the UMKC School of Education, contact the Student Services Office at:

UMKC School of Education
Student Services, STAR Center Room 129, 615 E. 52nd St.
Kansas City, MO 64110-2401
Phone: 816-235-2234
<http://www.umkc.edu/education> or email education@umkc.edu

Academic Year Office Hours:

Monday and Thursday	8:00 a.m. – 5:00 p.m.
Tuesday and Wednesday	8:00 a.m. – 6:00 p.m.
Friday	8:00 a.m. – 4:00 p.m.

STUDENT ASSESSMENT AND RETENTION POLICY

The assessment of a candidate in the Teacher Education program is an important process for both the student and the faculty. It represents an evaluation by the faculty of student competency in academic, teaching, and learning skills, as well as in other critical areas of professional conduct. Assessment also helps determine whether a candidate is prepared to complete all steps of the teacher preparation process, including student teaching and eventual certification.

The program's curriculum is designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make candidates worthy for the University of Missouri-Kansas City (UMKC) to recommend them for teaching certification in any state. All candidates in UMKC Teacher Certification Programs (TCPs) are expected to demonstrate that they are prepared to effectively teach children and youth. This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

Introduction to School of Education (SOE) Professional Expectations: *Fitness to Teach*

Aligned with program expectations, the SOE has a process in place to assure that all teacher candidates will be assessed throughout their program according to "*Fitness to Teach*" criteria. These include (full policy: Appendix, pp. 22 - 26):

1. Completed FBI criminal background history review
2. Meeting academic requirements, including scholastic integrity and good communication skills
3. Exhibiting personal and professional behaviors, such as appropriate social and interpersonal skills and appropriate dress for professional contexts
4. Demonstrating the ability to work with ethnically and culturally diverse student populations and exceptional learners
5. Demonstrating appropriate emotional and cognitive dispositions, such as sound judgment and reflective and analytic thinking

All teacher candidates will be assessed semi-annually using aggregated *Fitness to Teach Checklist/Referral Form* (p. 11) data. Candidates in good standing, with acceptable ratings in all categories of behavior, continue in the program. Patterns of concern identified in the assessment may result in a candidate undergoing a formal review process (flowchart of process: Appendix, pp. 27 - 28). Candidates referred for review are expected to participate in the process; refusal to participate does not terminate the process. Any teacher candidate referred for review is afforded due process throughout the review proceedings. The review process may result in a student being dismissed from the Teacher Education program.

Additionally, faculty may choose to refer a teacher education candidate for review at any time by completing the *Fitness to Teach Checklist/Referral Form*. After all stages of review, a candidate may appeal by submitting a letter to the dean for consideration. The dean's decision is final.

Fitness to Teach Checklist/Referral Form

Name of student _____ Course _____ Date _____

Program:
(circle one) Early childhood Elementary Middle School Secondary K-12

Key: A = acceptable; NI = needs improvement

Disposition/Behavior	A	NI
1. Demonstrates professional self-regulation.		
a. Class attendance is regular and punctual.		
b. Stays for entire class session.		
c. Assignments are turned in on time.		
2. Works productively with faculty, staff and peers (in class and out).		
3. Understands others' perspectives about teaching.		
4. Accepts and acts upon constructive criticism.		
5. Separates personal and professional issues.		
6. Speaks in a manner appropriate to the learning environment.		
7. Demonstrates appropriate social skills in professional and social interactions with others.		
8. Demonstrates a commitment to teaching.		
9. Demonstrates appropriate command of both oral and written communication.		
10. Relationships with students, peers, supervisors, family members, staff and faculty are emotionally, verbally and physically appropriate.		
11. Demonstrates an ability to work with ethnically diverse populations.		
12. Demonstrates an ability to work with exceptional learners.		
13. Demonstrates initiative.		
14. Demonstrated enthusiasm for his/her content area.		
15. Exhibits a belief that all children can learn.		
16. Holds all students to high expectations.		
17. Treats all students fairly according to their needs.		
18. Demonstrates commitment to lifelong learning/professional growth.		
	Yes	No
19. Demonstrates scholastic integrity.		
20. Demonstrates appropriate personal hygiene habits and dress.		

Notes:

Student Signature: _____ Date: _____
 Faculty/Cooperating Teacher Signature: _____
 Course Number & Title: _____ Semester: _____

ABC'S OF ACADEMIC ADVISING

Students are also responsible for policies and information in the UMKC Undergraduate Catalog at www.umkc.edu/catalog

ACADEMIC LOADS AND OVERLOADS

Students enrolled in 12 or more hours during a semester (a summer session counts as a regular semester) are considered to be full-time for student aid purposes. Full-time enrollment is necessary to obtain social security benefits and receive full veterans' benefits. Full or part-time status also affects financial aid eligibility and health insurance.

For advising purposes, the recommended academic load is no more than 17 hours for undergraduates during Fall and Spring semesters and 10 hours in the Summer. If you plan to exceed these recommended guidelines, please consult in advance with an Academic Advisor in Student Services.

ACADEMIC PROBATION AND INELIGIBILITY

Students will be placed on academic probation whenever their official UMKC grade point average falls below 2.0.

Students who do not maintain at least a 2.75 grade point average in the Teacher Education program become academically ineligible to continue.

Students who have become ineligible may petition the Teacher Education faculty for continuance. If the faculty judges that such students have a fair chance of future success, they may be continued on a probation contract.

COLLEGE BASIC ACADEMIC SUBJECT EXAMINATION (C-BASE)

The College BASE is a criterion-referenced achievement test that assesses student proficiency in English, writing, mathematics, science, social studies, and three cross-disciplinary, cognitive competencies - interpretive reasoning, strategic reasoning and adaptive reasoning. All of these subjects and competencies represent levels of cognitive functioning developed as a result of education and practice. Scores of at least 235 on each portion of the C-BASE are required by the state of Missouri for admission to a Teacher Education program. This test is required of all UMKC Teacher Education students. For registration or study guide information, contact Student Services.

COMMUNITY COLLEGES

The school will accept an unlimited number of hours of coursework from a community college of recognized standing, but 60 hours must be earned at UMKC or another 4-year college for degree completion. In any case, the final 30 hours applied toward a degree must be earned at UMKC. (see RESIDENCE REQUIREMENTS.)

All courses taken at a regionally accredited institution of higher education will transfer; however, they may or may not apply towards the degree. Pre-college or remedial courses will not transfer.

A number of courses required by the School of Education must be completed with grades of C or greater. They include English Composition I & II, math course required for degree, Communication Studies 110, all middle school, secondary and K-12 subject requirements and all professional education courses.

Students with an Associate of Arts degree (including an A.A. in Teaching) oriented toward a baccalaureate degree and a certified minimum 2.0 grade point average will transfer at junior-level standing. If there are 10 or more hours of vocational/technical coursework, the A.A. degree is not considered to be oriented toward a baccalaureate degree.

Students may take courses at the community college to fulfill certification requirements in general education or the secondary subject matter area by filing a petition in the Student Services Office.

COURSE ADDITIONS/CHANGES

Students wishing to add or change a class in their semester's registration may do so during the first week of the term. After the first week of the term, no additions or changes are allowed without the expressed written consent of the instructor and the signature of an Academic Advisor.

After four weeks, registration is closed for the official report to the state. Only in rare extenuating circumstances may a student add or change a course after this time and only with the consent of the Associate Dean. The necessary paperwork for altering a course schedule must be initiated in the Education Student Services Office.

COURSE WITHDRAWALS

There is no academic assessment for withdrawals during the half of the semester (4 weeks in Summer, 8 weeks in Fall or Spring).

From the half-way point through the 2/3 point (6 weeks summer, 12 weeks in Fall or Spring) an academic assessment of "W" or "WF" must be made. A "WF" has the same effect on the grade point average as an "F" grade.

Students who make a total withdrawal from school must check with the Cashier's Office to see if they need an exit interview before the withdrawal can be completed. A letter should be sent to the School of Education if they seek to return to finish their degree program.

The drop form needs to be initiated in the Education Student Services Office, then taken to Registration.

CREDIT TRANSFERRED FROM OTHER INSTITUTIONS

Transfer credit for the general education requirements is evaluated by the Education Student Services Office. See the UMKC Undergraduate Catalog for specific rules. The information presented herein is an explanation of the coding system used by the Admissions Office.

Transfer credit for both professional education requirements and secondary subject matter area requirements is evaluated by the Education Student Services Office according to standards established by the faculty of the School of Education. Credits must have been earned at a regionally-accredited institution of higher education with an approved teacher education program. The Education Student Services Office will make this determination in consultation with the faculty.

DUAL DEGREE OPTION

A dual degree is a program in which the student completes a minimum of 150 undergraduate hours, completing the total requirements for both majors and is awarded two degrees concurrently. Secondary students can earn a degree in the subject area and a Bachelor of Arts in Secondary Education. Middle school students have the option to earn either a Bachelor of Liberal Arts or subject matter degree. Elementary and Early Childhood students have the option to earn a dual degree with a B.A. in Elementary Education and a Bachelor of Liberal Arts.

Regardless of how many hours were completed for the first baccalaureate degree, each additional baccalaureate degree requires a minimum of 30 hours, 12 of which must come from the major department.

GRADE POINT AVERAGE

Students must maintain a 2.75 average in their course work. For this computation, only the course grades earned at UMKC are used. (See ACADEMIC PROBATION AND INELIGIBILITY.)

Students must have a cumulative GPA (transfer credit included) of at least 2.75 in order to be approved for student teaching. In addition, Middle School, K-12 and Secondary Education students must have a 2.5 GPA in their major subject matter area.

GRADING SYSTEM

Grade reports are issued at the end of each term. The grading system is: A, B, C, D, F, I, AT, CR, NC, WF, W, NR. Pluses (+) may be recorded on grades B, C and D and result in a higher grade point average calculation. Minuses (-) may be recorded on grades of A, B, C and D and result in a lower grade point average calculation. Students who withdraw during the non-academic assessment period will receive a "W" (see COURSE WITHDRAWALS). Students who withdraw during the academic assessment period receive either a "W" or "WF" at the discretion of the instructor. A "WF" has the same effect on the grade point average as an "F". A "NR" grade is given if the professor does not report a grade for you; an "NR" has the same effect on the grade point average as an "F". **A grade of C- is not considered passing for Education, Teacher Education or Secondary Subject classes.**

GRADUATION

Students should file an application for their degree in the Education Student Services Office, Star Center, Room 129, two semesters before anticipated degree completion. When the application is processed, a degree check is done and the student's coursework is reviewed to determine that the degree requirements have been fulfilled. Students earning two degrees will also have a degree check completed by the appropriate academic unit. The student is then advised accordingly. *A student's failure to file the application for degree will NOT be accepted as a reason to waive degree requirements.*

The minimum total hours for the B.A. in Early Childhood is 128. The minimum total hours for the B.A. in Elementary Education is 135. The minimum total number of hours for the B.A. in Secondary Education is 120. The minimum total hours for the B.A. in Middle School Education is 120.

INCOMPLETE GRADES

With the consent of the instructor, an incomplete grade may be given to a student who, because of illness or other serious reason beyond the student's control, has been unable to complete the work of the course. An incomplete grade is appropriate only when enough work in the course has been completed that the student can finish the remaining without re-enrolling in the course or attending additional classes. In other instances, a withdrawal should be initiated by the student.

An incomplete grade should be completed within six weeks after the semester is over. The work must be completed within one calendar year or the grade lapses to an "F". Students should not be told to re-enroll in the course while the suspended grade is still outstanding.

JUNIOR/SENIOR HOURS

Students are required to earn credit in at least 36 semester hours of coursework numbered 300 and above. In the case of transfer students, the junior/senior level work so numbered by the transferring institution to UMKC will be included in this computation. Students earning two degrees should complete at least 50 hours of junior/senior credit.

Junior/senior level work is determined solely by the offering institution, e.g., community college courses cannot be junior/senior level by definition.

NOTE: Students meeting School of Education program requirements at UMKC will automatically exceed this requirement.

MINOR REQUIREMENTS

An academic minor is available in most departments of the College of Arts & Sciences. There are also some interdisciplinary minors. An academic minor is not a requirement for graduation. A minimum of 18 hours is required. At least 9 of the hours must be junior/senior level. At least 9 of the hours must be earned at UMKC. Refer to the UMKC catalog for a listing of approved minors.

NOTE: Earning a minor for students enrolled in a dual degree program will result in the student attaining 170 credit hours rather than 150. Accomplishment of an academic minor does not necessarily constitute a second area of teacher certification.

PATHWAY

The Pathway system is UMKC's online tool by which students manage course enrollment, add and drop courses, obtain a class schedule, and handle payments, among other functions. The keys to the Pathway system are your single sign on (SSO) and your password. Training on using the Pathway system is available at <http://web2.umkc.edu/registrar/pathway.asp>.

PETITIONS

Petitions for exceptions to academic regulations must be approved by the School of Education. Petition-for-exception forms are available in the Education Student Services Office. Petitions for exception must be filed at least 30 days before the start of the term for which an exception is requested. Students will receive written notification of resolution within ten business days. Students working toward completion of a degree in the College of Arts and Sciences must have petitions approved by the Director of the Arts and Sciences Academic Advising Office.

PRAXIS II

The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions.

Check the [Praxis web site](#) for the specific test required for the certification you are receiving. Each state may require different PRAXIS II exams for certification. Cost for each test ranges from \$130-\$140.

REGISTRATION PROCEDURES

A signature or advising hold release from an academic advisor is required for all Education majors. Students are required to meet with their advisor each semester in order to ensure appropriate progress on their programs of study.

REPEATED COURSES

If a course is repeated, the semester hours of credit and the grade points from all enrollments in the course are included in the UMKC grade point calculation. Coursework repeated outside UMKC does not affect the UMKC grade point average.

For the purpose of determining admission to the Teacher Education program, eligibility for student teaching, graduation, and recommendation for certification, ALL grades in ALL college courses will be used, with the exception of repeated courses. When a course has been taken more than once, the best grade earned will be used and the other grade(s) will NOT be used.

RESIDENCE REQUIREMENT

The minimum residence requirement for an undergraduate degree is the final 30 consecutive semester hours of courses for each degree earned.

SCHOLARSHIPS AT THE SCHOOL OF EDUCATION

UMKC School of Education students are encouraged to apply for scholarships. Application forms are available in the Education Student Services Office, Star Center Room 129 and are due February 1 each year. All scholarships are for the following academic year in the Fall.

STUDENT TEACHING/INTERNSHIP

Student teaching is the culminating experience during the final year in the Teacher Education program. Students are required to have a minimum cumulative grade point average of 2.75, to have satisfactorily completed all required field experiences/practica, to have a C or better in all Education courses, and to receive clearance from Student Services, indicating approval to enroll in student teaching. Students who do not meet these criteria and who have not yet successfully passed the C-BASE will have their applications carefully reviewed by their advisor and a faculty oversight committee. In some instances, students who do not have a 2.75 grade point average but who have demonstrated acceptable progress and potential will be allowed to enter student teaching. Employment in a school does not qualify as a student teaching experience. See your faculty advisor for more information.

TEACHER CERTIFICATION

Applications for teacher certification in the states of Missouri and Kansas are available online or in the Education Student Services Office, Room 129.

Graduating students must submit an application for certification in order to receive their teaching certificate(s). Applications for teacher certification cannot be processed until all grades and/or degrees are included on the UMKC transcript. Degree notations are added manually in the UMKC Records Office and appear two to three weeks after the semester ends. Applications for certification are processed in the Education Student Services Office as expeditiously as possible.

The approved program for each desired certification area must be completed, i.e., every course requirement or its equivalent must be fulfilled and degree conferred in order for the School of Education to recommend a student for the certificate. Such a recommendation is required by Missouri for an initial teaching certificate and by Kansas for each and every certificate a student pursues.

In addition to completing an approved program of study, students must take the appropriate national tests for teacher certification. See section on Test Requirements.

TEST REQUIREMENTS FOR TEACHER EDUCATION

ADMISSIONS TESTS

C-BASE: The College BASE is a criterion-referenced achievement test that assesses student proficiency in English, writing, mathematics, science, social studies, and three cross-disciplinary, cognitive competencies—interpretive reasoning, strategic reasoning, and adaptive reasoning. All of these subjects and competencies represent levels of cognitive functioning developed as a result of education and practice. Scores of at least 235 on each segment of the C-BASE are required by the state of Missouri for admission to a teacher education program. UMKC School of Education students will have their C-BASE scores reported to the campus-wide assessment office.

Pilot Writing Sample: The School of Education is piloting a writing assessment to be used to assist students whose writing does not reach an acceptable standard.

ASSESSMENT TESTS FOR UMKC

Written English Proficiency Test: The Written English Proficiency Test (WEPT) must be passed by all baccalaureate degree-seeking students before they may enroll in their required junior level writing course. The WEPT should be taken after completion of English 225 and after the student has completed 45 credit hours. The WEPT is required of all teacher education students seeking their first baccalaureate degree.

CERTIFICATION TESTS

To be certified in most states, individuals must provide evidence of having satisfied a teacher education’s institutional requirements for certification and must submit satisfactory scores on one or more examinations. Below are those required by Missouri and Kansas.

PRAXIS II Specialty Test (MO): The States of Missouri and Kansas require all individuals seeking initial teacher certification submit to scores from the PRAXIS II Specialty Test for their teaching field, i.e. Elementary Education: Curriculum and Instruction & Assessment, English Language and Literature & Composition: Content Knowledge, Mathematics: Content Knowledge. The PRAXIS II Specialty Test must be completed and satisfactory scores achieved before UMKC can recommend an individual for teacher certification. Each specialty test is designed to measure individuals’ preparation to teach in their major field.

Missouri Cut Scores for PRAXIS II Specialty Test are as follows:

Test Name/Code	Passing Score
Art: Content Knowledge/0133	153
Biology: Content Knowledge/0235	150
Chemistry: Content Knowledge/0245	152
Earth & Space Sciences: Content Knowledge/0571	147
Education of Young Children (Early Childhood)/0021	166
Elementary Education: Curriculum, Instruction & Assessment/0011	164
English Language, Literature, and Composition: Content Knowledge/0041	158
French: Content Knowledge/0173	161

Test Name/Code	Passing Score
German: Content Knowledge/0181	161
Mathematics: Content Knowledge/0061	137
Middle School English Language Arts/0049	163
Middle School Mathematics/0069	158
Middle School Science/0439	149
Middle School Social Studies/0089	154
Music Education: Content Knowledge/0113	151
Physics: Content Knowledge/0265	141
Social Studies: Content Knowledge/0081	152
Spanish: Content Knowledge/0191	161

***Kansas Cut Scores may vary from the above.**

PRAXIS II Principles of Learning and Teaching (KS): The PRAXIS II Principles of Learning and Teaching (PLT) at the appropriate grade level and the PRAXIS II Specialty Test are required of all applicants for initial teacher certification in the State of Kansas. The PRAXIS II PLT is a test to measure general pedagogical knowledge at three grade levels: K-6, 5-9 and 7-12.

WEB SITES OF INTEREST

For more information on **Missouri** certification: <http://www.dese.state.mo.us/>

For more information on **Kansas** certification: <http://www.ksbe.state.ks.us/cert/cert.html>

Any questions regarding the policies and regulations of the SOE may be addressed to the School of Education Student Services Office, Star Center Room 129, Education Building, (816) 235-2234 or at education@umkc.edu

The diverse professors are excellent scholars and practitioners who care about their students and create a stimulating learning environment."

-Jackie DeVine, M.A. '07

APPENDIX

Missouri Standards for Teacher Preparation (MoSTEP) **(<http://dese.mo.gov/divteachqual/teached/standards.htm>)**

1. *The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.*

Performance Indicators:¹ The preservice teacher...

- 1.1. knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies)
- 1.2. presents the subject matter in multiple ways;
- 1.3. uses students' prior knowledge;
- 1.4. engages students in the methods of inquiry used in the discipline;
- 1.5. creates interdisciplinary learning.

2. *The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.*

Performance Indicators: The preservice teacher...

- 2.1. knows and identifies child/adolescent development;
- 2.2. strengthens prior knowledge with new ideas;
- 2.3. encourages student responsibility;
- 2.4. knows theories of learning.

3. *The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Performance Indicators: The preservice teacher...

- 3.1. identifies prior experience, learning styles, strengths, and needs;
- 3.2. designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- 3.3. knows when and how to access specialized services to meet students' needs;
- 3.4. connects instruction to students' prior experiences and family, culture, and community.

4. *The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.*

¹ Performance indicators should give the reader greater explication regarding the meaning of each specific standard.

Performance Indicators: The preservice teacher...

- 4.1. selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
 - 4.2. creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
 - 4.3. evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.
5. *The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Performance Indicators: The preservice teacher...

- 5.1. selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
 - 5.2. engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.
6. *The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Performance Indicators: The preservice teacher...

- 6.1. knows motivation theories and behavior management strategies and techniques;
 - 6.2. manages time, space, transitions, and activities effectively;
 - 6.3. engages students in decision making.
7. *The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Performance Indicators: The preservice teacher...

- 7.1. models effective verbal/non-verbal communication skills;
 - 7.2. demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
 - 7.3. supports and expands learner expression in speaking, writing, listening, and other media;
 - 7.4. uses a variety of media communication tools.
8. *The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Performance Indicators: The preservice teacher...

- 8.1. employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
 - 8.2. uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
 - 8.3. evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
 - 8.4. maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.
9. *The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.*

Performance Indicators: The preservice teacher...

- 9.1. applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
 - 9.2. uses resources available for professional development;
 - 9.3. practices professional ethical standards.
10. *The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.*

Performance Indicators: The preservice teacher...

- 10.1. participates in collegial activities designed to make the entire school a productive learning environment;
 - 10.2. talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
 - 10.3. seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
 - 10.4. identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
11. *The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.*

Performance Indicators: The preservice teacher...

- 11.1. demonstrates an understanding of instructional technology concepts and operations;
- 11.2. plans and designs effective learning environments and experiences supported by informational and instructional technology;
- 11.3. implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 11.4. uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
- 11.5. uses technology to enhance personal productivity and professional practice;
- 11.6. demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

Student Fitness to Teach Policy

The School of Education (SOE) offers a curriculum designed to academically prepare individuals for the teaching profession. However satisfying the curriculum and testing requirements alone do not make a candidate worthy for the University of Missouri-Kansas City (UMKC) to recommend the candidate to the State of Missouri or the State of Kansas for teaching certification. All teacher candidates in UMKC Teacher Certification Programs (TCPs) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

A. Required Documentation

Prior to admission to the TCP, all teacher candidates will receive a copy of this policy and other related forms. The policy and forms may also be obtained during the initial meeting with an academic advisor, and are available in the Student Services, Certification and Field Placement offices, as well as on-line at the School of Education website (www.umkc.edu/education/). This policy applies to all students upon enrollment in all professional education coursework and remains so until completion of student teaching.

- 1. In December and April a reminder will be sent to faculty to use the on-line application to record Fitness to Teach data (subsequently referred to as the Fitness to Teach Checklist). Faculty may, however, complete the Fitness to Teach Checklist at any time prior to or during the professional level courses. A summary of the Checklist behaviors and dispositions is found in Appendix A.**
- 2. The completion of these assessments will allow the School of Education faculty and staff to identify teacher candidates who display knowledge and/or skills that deserve recognition and identify those who may have some difficulties that raise concerns about the candidate's chances of successfully finishing the program. All data collected will be sent to the Director of Teacher Education or his or her designee.**

B. Fitness To Teach Criteria

In addition to curriculum and testing requirements addressed in the UMKC catalog and/or other UMKC or SOE policies, all teacher candidates will be screened throughout their program according to the criteria addressed in this policy. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Certification Program and/or denied the opportunity to student teach. Without unconditional acceptance into the TCP and successful completion of student teaching or its equivalent, the University does not recommend teacher candidates for any state certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process.

1. Completed Criminal Background History Review

In accordance with Missouri Statute 168.133, RSMo, an examination of each teacher candidate's criminal background history will be conducted prior to participation in preparation activities that occur in a field-based setting, including student teaching. Criminal background history record information, which includes both conviction and arrest records is obtained. An school district or other school field-based entity may deny placement of students with a criminal background. The student's clearance for fieldwork is the prerogative of the school district or participating entity and not the UMKC SOE. If a student is not accepted for a field-based placement, he/she will not meet UMKC SOE requirements for recommendation for teacher certification.

2. Academic Requirements

a. Scholastic Integrity

The teacher candidate must demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

b. Communication Skills

The teacher candidate must demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.

(1) *Written:* Writes clearly, uses correct grammar and spelling. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

(2) *Oral:* Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as defined by the faculty.

c. Admission criteria are found in the UMKC Undergraduate Catalog.

3. Personal and Professional Requirements

a. A teacher candidate must not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.

b. Teacher candidates must demonstrate interpersonal skills that are required for successful professional teaching. These skills include:

(1) an openness to accepting and testing the results of unfamiliar ways of teaching;

(2) the ability to accept and act upon reasonable criticism, enthusiasm for working collegially;

(3) the ability to understand others' perspectives about teaching, and the ability to separate personal and professional issues;

(4) the display of positive attitudes toward faculty, colleagues, and students;

(5) the disposition to act always for the benefit of all students.

c. The teacher candidate must not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.

d. Teacher candidates must attend class and all field experiences as expected. Punctuality is expected at all times.

e. Teacher candidates must demonstrate positive personal hygiene.

f. Teacher candidates must dress appropriately for their professional contexts.

g. Teacher candidates must adhere to the student conduct code as outlined in the UMKC catalog (published yearly, in 2007-2208 available at <http://www.umkc.edu/umkc/catalog/html/append/policy/0020.html>).

4. Cultural and Social Attitudes and Behavior

a. Teacher candidates must exhibit respect for superiors, peers, children and youth.

- b. **Teacher candidates should appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teachers must not impose personal, religious, sexual, and/or cultural values on others.**
- c. **Teacher candidates must exhibit acceptance of and provide accommodations for exceptional learners.**
- d. **Teacher candidates must be able to work productively with their peers.**
- e. **Teacher candidates must be able to speak in a manner appropriate to the context of the classroom.**
- f. **Teacher candidates must demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.**

5. Physical Skills

- a. **The teacher candidate must exhibit motor and sensory abilities to attend and participate in class and practicum placements, with or without accommodations as recommended by Student Disability Services.**
- b. **No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the TCP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.**
- c. **Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify Student Disability Services and provide documentation as needed. Student Disability Services makes recommendations for accommodations. A SOE ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including Student Disability Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.**

6. Emotional and Mental Abilities

- a. **Stress Management**
The teacher must demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she must handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- b. **Emotional and Mental Capabilities**
The teacher must use sound judgment. He or she must seek and effectively use help for medical or emotional problems that interfere with scholastic and professional performance.
- c. **Cognitive Dispositions**

- (1) Teachers must think analytically about educational issues.
- (2) Teachers must be thoughtfully reflective about their practice.
- (3) Teachers must be flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- (4) Teachers must question and test their assumptions about teaching and schooling.

C. Admission to Teacher Certification Programs at the UMKC SOE

1. Provisional Acceptance
All teacher candidates at UMKC will be provisionally admitted to Teacher Certification Programs upon application and satisfaction of admission criteria.
2. Unconditional Acceptance
Unconditional acceptance to Teacher Certification Programs will be granted prior to the student teaching (or internship) experience if the following conditions are met: there are no outstanding negative Fitness to Teach reviews that a candidate has not successfully remedied, the teacher candidate has earned a grade of "C" or better in any and all professional education coursework, and has otherwise completed all program requirements, including but not limited to completion of standardized examinations and current criminal background investigations.
3. Probationary Acceptance
Teacher candidates will be placed on probationary status in the case of a Level 1 or 2 Formal Review. (See below.) Teacher candidates will remain on probationary status until such time as they have successfully completed a remediation plan or a decision to revoke candidacy has been made. If a student successfully completes a remediation plan and additional Fitness to Teach referrals arise, the student's full program history will be reviewed.

D. Conditions for Completion of Student Teaching/Internship

Successful completion of student teaching/internship is a condition for meeting teacher certification requirements. Students may attempt student teaching/internship a maximum of two times. If the student does not successfully complete the second student teaching experience, they will not be eligible to enroll in student teaching a third time. The student may appeal to the Appeals and Continuation Committee to be reinstated only in the case of documented extenuating circumstances.

E. Review of Teacher Candidates at the UMKC SOE

All teacher candidates will be reviewed semi-annually in the form of aggregated Fitness to Teach Checklist data. Patterns of concern identified in the review may result in formal review (Level 1 or Level 2). Additionally, faculty may choose to refer a teacher education candidate at any time by completing the Fitness to Teach Referral Form Addressing Faculty Concerns.

Regardless of process, candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process.

The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Level 2 Formal Review. Violations of the UMKC SOE or host school district's student code of conduct will result in immediate Level 2 Formal Review.

1. Informal Review.
An informal review may involve a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the fitness to teach criteria, the faculty member will:

- a. **discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;**
- b. **advise the appropriate department head and the dean or his or her designee of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;**
- c. **document dates and content of meetings with teacher candidates.**

If a problem arises in the field, the cooperating teacher of the host school district will follow the same procedures. Depending on the nature of the concern, the cooperating teacher of the host school may discuss concerns directly with the UMKC faculty member or Field Placement Director. The Field Placement Director may then initiate additional conversation with teacher candidate individually or in consultation with the cooperating teacher, faculty advisor and/or university supervisor.

- 2. **Formal Review: Level 1.**
When a faculty member is sufficiently concerned about a teacher candidate's fitness to teach, he or she will fill out the Fitness to Teach Referral Form Addressing Faculty Concerns. These forms are to be turned in to the Director of Teacher Education or his or her designee.

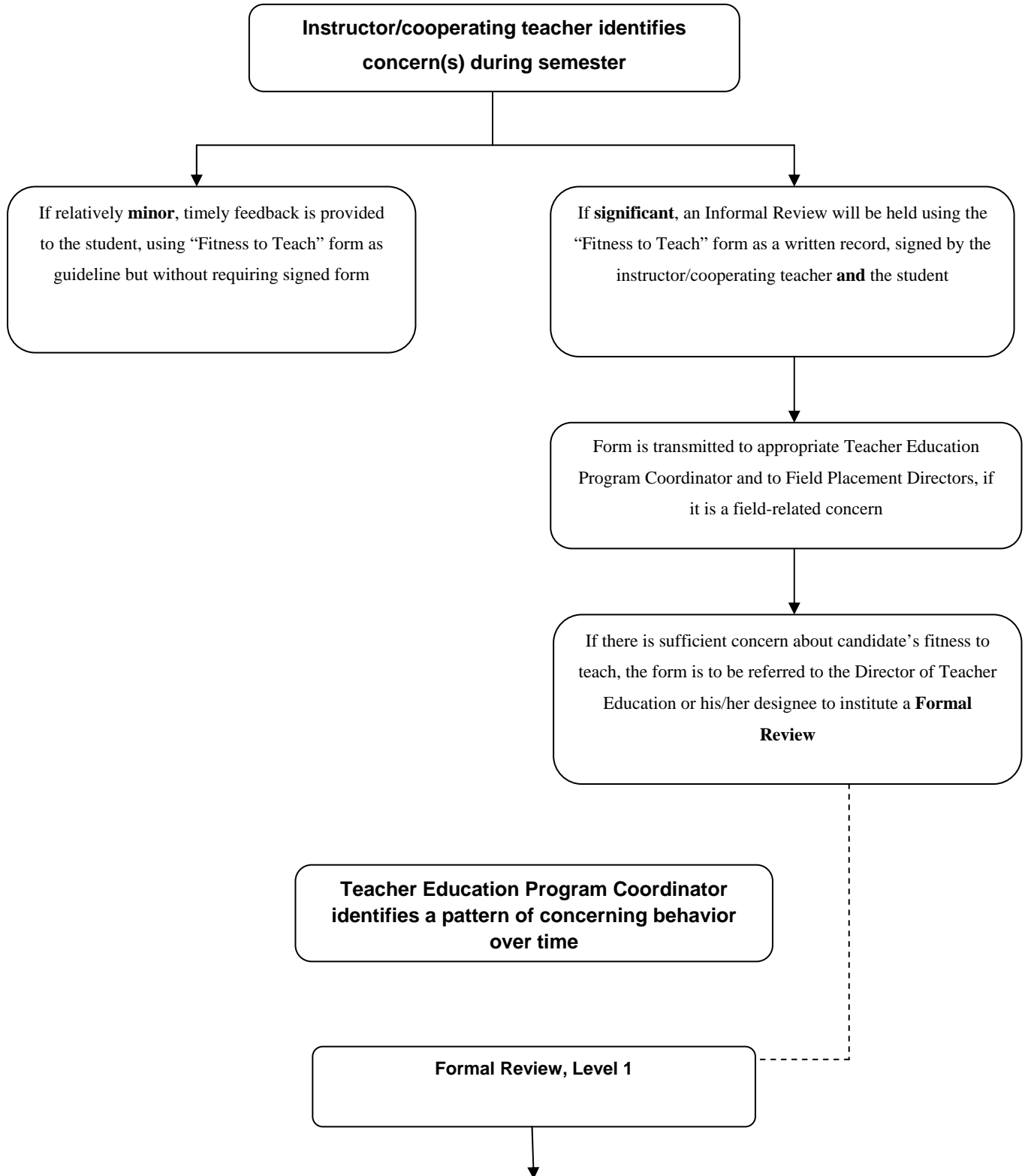
Additionally, when a problematic pattern is identified in the regularly scheduled review of Fitness to Teach data (January and April/May) faculty may be assembled by the Director of Teacher Education or designee to discuss the identified pattern with involved faculty, and may initiate a Formal Review: Level 1.

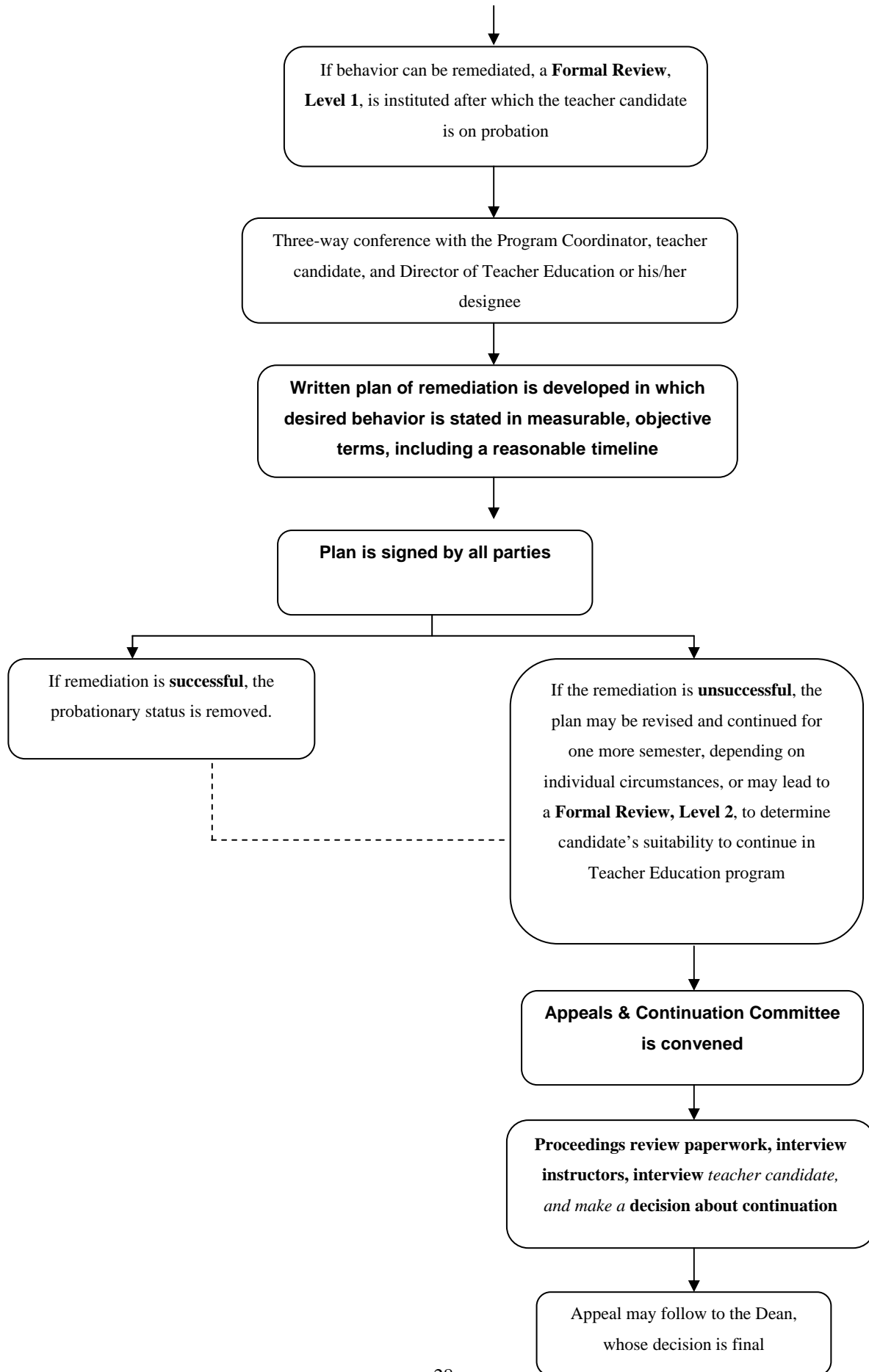
A Formal Review: Level 1 will consist of a three-way conference scheduled with the instructor(s), the teacher candidate, and the dean or his or her designee. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the candidate fails the remediation plan(s) he/she will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation plan, probationary status will be removed. The remediation plan may continue for more than one semester, depending on the individual circumstances.

- 3. **Formal Review: Level 2.**
If a second incident or concern is reported on the same teacher candidate, a second pattern of concern is identified on the same teacher candidate, the candidate has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrant it, the Appeals and Continuation Committee will be convened. This group (made up of faculty and student services personnel) will meet to:
 - a. **review the paperwork documenting concerns and progress,**
 - b. **interview the faculty members who have instructed the teacher candidate,**
 - c. **interview the teacher candidate, and**
 - d. **make a determination regarding the teacher candidate's suitability to continue in the program.**

The teacher candidate is afforded due process throughout these proceedings. Following a Level 2 review, a letter of appeal may be submitted to the dean for consideration. The dean's decision is final.

“Fitness to Teach” Process Flowchart





TECHNOLOGY SERVICES

UMKC TECHNOLOGY SERVICES

UMKC Computing Resources

Available resources include but are not limited to: an email account, file storage, personal student web pages, and access to the equipment in [IS-managed computer labs](#), including 150 pages of free printing per week! Please visit our [Available Resources](#) page for a more thorough listing of available UMKC computer resources

In order to access computer resources at UMKC, you must first [activate your Exchange account](#). Exchange accounts and associated services are only available to currently enrolled UMKC students who have paid their fees. Within two business days after you have paid your fees, your Exchange account will become available for activation. Once you have successfully completed the account activation procedure, you can immediately access your email. Access to data storage and printing will be granted within another two business days. Please visit our [Accessing Your Resources](#) page for information on how to access UMKC computer resources.

The School of Education has a large computer lab in room 129 of the Education Building, which is open for all UMKC students. For locations of all UMKC-IS supported labs and other labs, see <http://www.umkc.edu/labs/>.

UMKC E-mail Account

All students have an automatically generated UMKC email account. This is the official means of communication from the University to students. It is imperative that you check your UMKC e-mail account weekly. You can create a personalized email address to use in conjunction with your automatically generated address here: <http://www.umkc.edu/current/emailname.asp>

Help Line: (816) 235-2000 or www.umkc.edu/is/support

The UMKC Information Services Call Center serves as the front-line, technical support contact for the university. The main purpose of the Call Center is to provide exceptional technical support to current students, faculty and staff by resolving computer-related issues. Call Center assistance is available for UMKC students and affiliates with web, email, and Residence Hall networking issues. Limited [support for home computers](#) is also available. The Call Center is located at 4825 Troost, Room 102 and the phone number is 816.235.2000.

Hours of operation for both walk-in and telephone support are as follows:

Monday - Thursday	7:00 AM - 7:00 PM
Friday	7:00 AM - 5:00 PM
Saturday and Sunday	Closed

NOTE: An answering service is available after hours to report network outages or other IT emergencies.

The Call Center can also be reached via email at callcenter@umkc.edu, by fax at 816.235.6503, or via the [online problem report form](#).

SOE TECHNOLOGY SERVICES

Technology Learning Lab (TLL) (816) 235-2250

The Technology Learning Lab is located in the STAR Center in room 129 in the Education Building. The TLL is operated by the School of Education specifically for Education students. It offers specialized equipment for scanning, digital video and digital video editing. In addition, one-on-one assistance with software applications, electronic portfolio construction and technology integration techniques for the classroom is available. Customized training is provided with an appointment and on a first-come, first-served basis. For more information, visit <http://education.umkc.edu/tll>

Fall 2009 hours are: Monday through Thursday, 8 AM – 8 PM
Friday, 8 AM – 4 PM

OTHER STUDENT SERVICES

Career Services (816) 235-1636

Contact: Annette Haynes (816) 235-2588

<http://www.career.umkc.edu/>

The Career Services Office, located at 4825 Troost, offers a variety of career and job-related services to students and alumni. A part-time job database is available for students seeking supplemental income throughout the year, including many childcare and nanny positions. In addition, students can receive resume, interview, and job search assistance. During a student's final year, on-campus interviews are held on campus, and a full-time database is available online listing positions with local school districts. Most services are free, others such as registration with the office during the last year are offered at a minimal charge.

Cashiers Office: (816) 235-1365

<http://www.umkc.edu/adminfinance/finance/cashiers/>

To avoid being dropped for non-payment, a minimum payment must be made to your tuition and fees by the Friday before classes start. Fees can be paid in one of multiple ways:

Online <http://pathway.umkc.edu> (check or credit, MasterCard or Discover only)
In person Cashier's window, 1st floor of the Administrative Center (cash or check)
Drop box, 1st floor of the Administrative Center (check)

Copying Services

<http://www.umkc.edu/rooprints/>

Law Library (816) 235-5274
Royall Hall, Room 102 (816) 235-5299
Hospital Hill (426 Dental School) (816) 235-5271

Services include: High Speed Duplicating, Color Copies, Lab & Course Manuals/Packets, Forms, Brochures, Newsletters, Memo Pads, Laminating, Self Service Copiers, Free Pickup and Delivery and Finishing Services. Photocopying machines are located on campus, including the student lounge/study area in Room 28 on the ground level of the School of Education. Other services may be available; it is best to check the website for specifics.

Counseling, Health, and Testing Center 4825 Troost, 2nd floor

Testing Center (816) 235-1635 <http://www.umkc.edu/chtc/testing/>

National testing programs for admission and licensure and certification programs are available to all interested individuals. The Center maintains current registration materials for many of the exams administered, which may be picked up during office hours. If the Center does not offer the examination you need, we will assist you in identifying a source. Students who are seen at the University Counseling and Testing Center, or community members who are clients at the Community Counseling Center may be tested, as deemed appropriate by their counselor. A full range of psychological and career testing is available.

Counseling Center (816) 235-1636 <http://www.umkc.edu/chtc/counseling/>

The center, offers a comprehensive set of services to students, faculty, and staff. These services range from individual counseling for personal concerns to standardized educational testing (e.g., ACT, GRE, MCAT).

Health and Wellness (816) 235-6133 <http://www.umkc.edu/chtc/health/>

Services include: assessment of acute symptoms/illnesses and chronic illnesses and treatment or referral as appropriate; first aid (non-emergency), physical examinations, pregnancy testing and counseling, contraceptive counseling/information, STD testing, tuberculosis testing, well-woman exams by appointment, allergy shots, blood pressure checks, immunizations, education, flu shots, HIV testing.

Records and Registration Office

Registration: (816) 235-1125

<http://pathway.umkc.edu>

Registration begins in November for the Spring semester and April for the Summer and Fall semesters each year. Students are e-mailed their "appointment date" to their UMKC e-mail address. This is the earliest date they can register for the given semester. Students should make an appointment to meet with their academic advisor prior to their appointment date so they may register at the earliest possible time.

Students may register in one of three ways:

Online	http://pathway.umkc.edu
In-person	115 Administrative Center (AC)

Records: (816) 235-1122

Students may order transcripts through the Records office. There are three options when it comes to ordering transcripts. You may come in person to 5115 Oak Street, Room 115; or mail your request to UMKC Transcripts, 5100 Rockhill Road, KCMO 64110; or send your request by fax to (816)235-5513. There is a nominal cost of \$5 per transcript.

Student Life (816) 235-1407

www.umkc.edu/stulife

Student Life provides services and programs that are responsive to student development including the social, cultural, recreational, educational, intellectual, and life-long learning needs of the campus and surrounding community.

Student Mentoring Office (816) 235-5993

The Student Mentoring Office is located in Room 18 at the Education Building. Staffed by Tracey Dashjian and Bobby Kizer, Life Coaches, it provides a place where students can find help in balancing the needs of both school life and home life. Hours of the Student Mentoring Office will be determined at the start of FS 2009 and will be posted outside of Room 18. One-on-one appointments can also be made, and e-mail mentoring is also available.

Swinney Recreation Center (816) 235-1556

www.umkc.edu/src

The University's Recreation Center is located west of the University Center. It offers an indoor track (1/8 mile) and a 25-meter pool. Weight-lifting apparatus is available and the facility includes courts for racquetball and squash. Aerobics classes are offered as are a variety of intramural sports. You will need your UMKC Student ID to access recreation services.

UMKC Bookstore (816) 235-BOOK (2665)

<http://www.umkcbookstore.com/>

The UMKC Bookstore is located in the University Center. Hours of operation are consistent during academic semesters but may vary at other times. Aside from selling all required textbooks, the Bookstore maintains a large inventory of miscellaneous books, office supplies, gifts, UMKC apparel, and graduation announcements, rings, caps, and gowns.