TEACHER PREPARATION PROGRAM HANDBOOK

SOUTHEAST MISSOURI STATE UNIVERSITY · 1873®

Welcome

Welcome to the Southeast Missouri State University Teacher Preparation Program! We are excited to have you join us as we work to provide our school partners with excellent educators. Our innovative programs integrate challenging coursework with extensive field experiences, and our EDvolution initiative provides a technology-rich learning environment.
This handbook will help you be successful as you progress through your program. It contains guidelines that are applicable to all teacher candidates. You should review the contents and refer to this document when you have questions in the future.
We are honored that you have chosen Southeast as your teacher preparation home. We hope you will enjoy your time here and leave feeling well-prepared to help young people become life-long learners.

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Acronym Glossary

- DESE – Missouri Department of Elementary and Secondary Education
- EESE – Elementary, Early Child, and Special Education Department
- EPP – Educator Preparation Program
- ETS (Praxis) – State Approved Content Assessment Testing Company
- LMSE – Leadership, Middle, and Secondary Education Department
- MACHS – Missouri Automate Criminal History System
    - System used to register for fingerprint background checks
- MEES – Missouri Educator Evaluation System
- MSHP – Missouri State Highway Patrol
- TPP – Teacher Preparation Program

Departments and Majors

The Department of Leadership, Middle, and Secondary Education (LMSE)

The Department of Leadership, Middle, and Secondary Education—often in collaboration with other academic departments – offers 5-9, 9-12, and K-12 programs that lead to certification in the areas listed below.

Middle School Certification (5-9) Programs

Language Arts
Mathematics
Social Studies
Science

Secondary School Certification (9-12) Programs

Agriculture
Biology
Chemistry
English
Mathematics
Physics
Social Studies

K-12 Programs

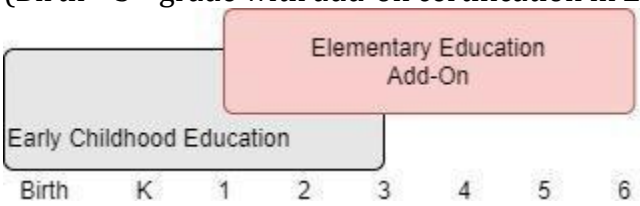
Family & Consumer Science
Music: Vocal
Music: Instrumental
Physical Education

The Department of Elementary, Early, and Special Education (EESE)

The Department of Elementary, Early, and Special Education offers four majors.

Early Childhood Education

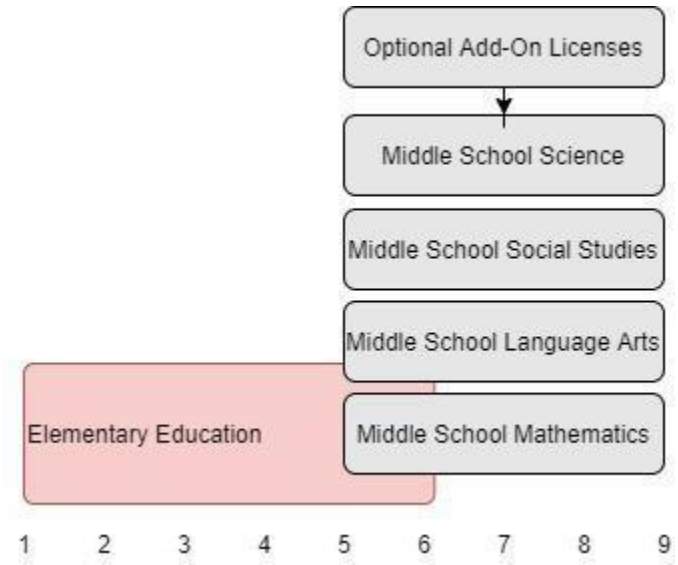
(Birth – 3rd grade with add-on certification in Elementary Education grades 1 – 6)



This major is appropriate for students interested in teaching preschool, kindergarten, or elementary-aged children. Coursework focuses on child development, curriculum, and assessment strategies to use with young children, and family engagement. Students in this program complete field experiences with infants/toddlers, preschoolers, kindergarten, and elementary aged students.

Elementary Education

Gr. 1-6 Elementary Education, optional add-on certification in Middle School, gr. 5-9, Language Arts, Math, Science, or Social Studies

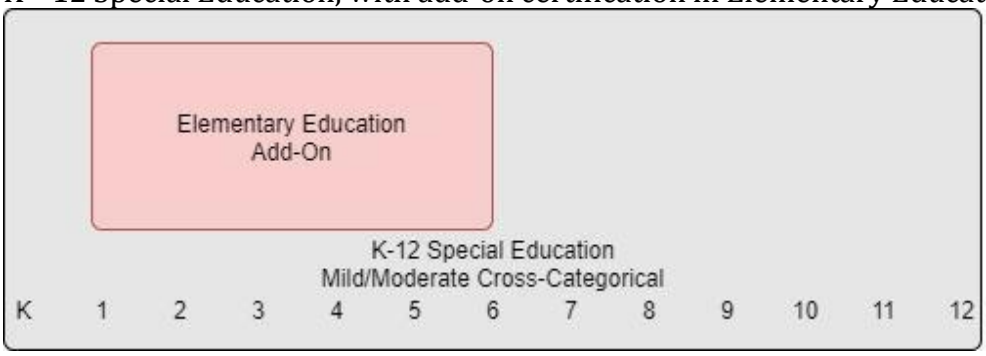


This major is appropriate for students interested in teaching all subject areas in a general elementary classroom. Coursework focuses on the academic subjects of language arts, math, science, and social studies. Students in this program will complete field experiences

in the primary and intermediate elementary grades (and middle school grades if the add-on option is chosen).

Special Education: Mild/Moderate Cross-Categorical

K – 12 Special Education, with add-on certification in Elementary Education, gr. 1- 6



This program is appropriate for students interested in working with individuals with exceptional learning needs. Coursework focuses on instructional and behavioral strategies for the inclusive classroom. Students in this program will complete field experiences in both the general education and special education classrooms.

Early Childhood Special Education

Birth – 3rd grade Special Education, with add-on certification in Early Childhood Birth-3

This major is appropriate for students interested in working with infants/toddlers, preschool, kindergarten, or elementary aged children with special needs in inclusive settings. Coursework focuses on child development, curriculum, and assessment strategies to use with young children in both general and special education, and family engagement. Students in this program complete field experiences with children with both typical development and special needs in these ages: infants/toddlers, preschool, kindergarten, and elementary.

The EDvolution Center

The EDvolution Center provides an experiential learning environment for students, faculty, staff, and regional teachers that fosters expanded problem-solving and critical thinking skills through hands-on interactions with emerging, state-of-the-art technology. The Center features collaboration spaces, video recording spaces, a podcasting booth, 3D printing, large format printing, a virtual reality room, and a maker space as well as lesson recording devices and other technologies that can be checked out by students, faculty, staff, and regional teachers.

Education Programs' Course Progression

Early Childhood Education – Education Course Sequence

ED280 Introduction to Education and CF/PY120 Foundations of Child Development/The Child: Development from Conceptions through Adolescence must be passed before admission to the Teacher Preparation Program						
The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when courses in the previous row are passed.						
CE370	EL300	EL314	EL316	EL317		
CE330	CE364	CE365	CE366	CE368	EL355	EX390
CE340	CE530	ED506	EL354	EL410	EL430	
CE480	EF400					

Exceptional Child: Mild/Moderate Cross Categorical Education – Education Course Sequence

ED280 Introduction to Education and PY222 Development of the Adolescent must be passed before admission to the Teacher Preparation Program or CF/PY120 Foundations of Child Development/The Child: Development from Conceptions through Adolescence must be passed before admission to the Teacher Preparation Program					
The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when courses in the previous row are passed.					
EX302	EX304	EX312	EL314	EL316	EL317
EL355	EL360	EX305	EX309	EX317	EX373
SE390	EL354	EL420	EX409	EX507	
EX480	EF400				

Exceptional Child: Early Childhood Special Education – Education Course Sequence

ED280 Introduction to Education and PY222 Development of the Adolescent must be passed before admission to the Teacher Preparation Program or CF/PY120 Foundations of Child Development/The Child: Development from Conceptions through Adolescence must be passed before admission to the Teacher Preparation Program						
The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when courses in the previous row are passed.						
EX302	EX304	EL300	EL314	EL316	EL317	
CE364	CE365	CE366	CE368	EX312	EX317	EX373
CE530	EL354	EL355	EX409	EX507		
EX480	EF400					

Elementary Education – Education Course Sequence

ED280 Introduction to Education and PY222 Development of the Adolescent must be passed before admission to the Teacher Preparation Program or CF/PY120 Foundations of Child Development/The Child: Development from Conceptions through Adolescence must be passed before admission to the Teacher Preparation Program

The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when the courses in the previous row are passed.				
EL300	EL314	EL316	EL317	EL340
EL310	EL350	EL355	EL360	EX390
ED506	EL354	EL410	EL420	EL430
EL480	EF400			

Elementary Education adding Middle School Education – Education Course Sequence

ED280 Introduction to Education and PY222 Development of the Adolescent must be passed before admission to the Teacher Preparation Program or CF/PY120 Foundations of Child Development/The Child: Development from Conceptions through Adolescence must be passed before admission to the Teacher Preparation Program					
The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when courses in the previous row are passed.					
EL300	EL314	EL316	EL317	EL340	
EL350	EL355	EL360	EX390	SE319	SE360
ED506	EL354	EL410	EL420	EL430	
EL480	EF400				

Middle and Secondary Education Majors – Education Course Sequence

ED280 Introduction to Education and PY222 Development of the Adolescent must be passed before admission to the Teacher Preparation Program		
The courses listed in each row below must be taken concurrently. Progression to the next row of courses can only be accomplished when courses in the previous row are passed.		
SE550 (Ped I)	EX390	
SE552 or SE553 (Ped II)	SE551	SE502
SE385 (Ped III)	SE380	SE390
EF400	SE465	

Contacts

Teacher Preparation Contacts

Office or Department	Location	Phone	E-mail
College of Education, Health, and Human Studies	Scully 411	(573) 651-2408	ehhs@semo.edu
Office of Educator Preparation	Scully 301	(573) 651-2556	edprep@semo.edu
Office of Candidate Status & Certification	Scully 304E	(573)651-5932	csco@semo.edu
Department of Elementary, Early, & Special Education	Scully 313	(573) 651-2122	eese@semo.edu
Department of Leadership, Middle & Secondary Education	Scully 238	(573) 651-2137	dlmse@semo.edu
Office of Field Experiences	Scully 304A	(573) 651-2411	fieldexperiences@semo.edu
EDvolution Center	Scully 210	(573) 986-6881	edvolution@semo.edu

Important University Offices/Contact Information

Name	Phone	Office	E-Mail
Admissions	(573) 651-2590	Academic Hall 100D	admissions@semo.edu
Career Counselors	(537) 651-2583	Academic Hall 057	careerservices@semo.edu
Testing Services	(573) 651-2836	Kent Library 108	testingservices@semo.edu
Registrar	(573) 651-2250	Academic Hall 057	registrar@semo.edu
Student Financial Services	(573) 651-2253	Academic Hall 019	sfs@semo.edu
Dean of Students	(573) 651-2524	Academic Hall 010-011	deanofstudents@semo.edu
Learning Assistance Programs	(573) 651-2861	Kent Library 412	lap@semo.edu
Advising Center North	(573) 651-5090	Seabaugh Polytechnic 301	advising@semo.edu
Advising Center South	(573) 651-2007	Academic Hall 057	advising@semo.edu

Student Organizations

Contact the Department of Elementary, Early, and Special Education or the Department of Leadership, Middle and Secondary Education for student organization contact information.

- ACDA: American Choral Director's Association – Student Chapter
- ASCD: Teacher of Tomorrow
- Kappa Delta Pi (Education Honor Society)
- NafME-C: National Association for Music Education – Collegiate Chapter
- SAME: Student Association of Mathematics Educators
- SMSTA: Student Missouri State Teacher Association
- SSEA: Social Studies Educators Association

Academic Advising

Advising by Degree Program

- Elementary, Early Child, and Special Education
    - Pre-admission to the TPP advised by the Center for Academic Advising
    - TPP admitted students advised by EESE faculty.
- Middle School Education
    - Pre-admission to the TPP advised by the Center for Academic Advising
    - TPP admitted students advised by LMSE faculty.
- Secondary Education (9-12 and K-12)
    - Advised by content faculty and will also be assigned a LMSE faculty advisor.

Services offered by the Center for Academic Advising

- Provide a general orientation of the Teacher Preparation Program to pre-education majors.
- Describe specific program requirements and expectations.
- Recommend when to apply to the Teacher Preparation Program
- Advise pre-admission (not yet admitted to the TPP) Elementary, Early Childhood, Exceptional Child, and Middle School Education majors.
- Assist pre-admission for all Education majors.
- Aid in registering for required courses. If for some reason students have difficulty registering for a course, they should contact their advisor to find what action they must take to register for the course.

Responsibilities of Education Students

Advising Appointments

Prior to your advising appointment:

- Have ALL educational records and transcripts sent to the University
- Students should contact their advisors to arrange an initial advising appointment. At that time, students will receive a Degree Map showing courses needed for a specific major.
- Student advising appointments should take place prior to their priority registration date, which is determined by earned credit hours, not including the credit hours in which a student is currently enrolled. Check your registration date online.
- Prepare for your appointment by
    - Reviewing your DegreeWorks audit to identify your program requirements.
    - Viewing course selections in the "Look Up Classes" feature in your student portal and preparing a list of possible courses.
    - Developing a list of questions for your advisor
- **Transfer students** should work with an education advisor before transferring to determine their graduation date.
- **Transfer students** should also work with an Education Advisor concerning any transfer agreements.

During your advising appointment:

- During the appointment you will discuss semester plans with your advisor using the Degree Map and DegreeWorks. Your advisor may also discuss progress toward gaining admission to the Teacher Preparation Program.

After your advising appointment:

- Once students have met with an advisor, discussed their progress in the program, and received a Personal Identity Number (PIN), enroll in courses on or after their priority registration date. Complete the enrollment process by enrolling via the Student Portal.

Advising After Admission to the Teacher Preparation Program

When students are fully admitted into the Teacher Preparation Program, they begin working with their assigned faculty advisor on expectations for the completion of the Teacher Preparation Program. Faculty advisors will assist students with:

- Registration for professional sequence and responsibilities for applying to student teaching
- Required Professional Education exams including the Praxis Assessment
- Career advice

Advising Reminders

Students that have concerns or questions about the Teacher Preparation Program, their progress in the program, or specific courses should always consult their advisor rather than solicit advice from other students.

Admission to the Teacher Preparation Program

Requirements for Admission to the Teacher Preparation Program

- 42 hours of credit completed
- Have an overall GPA of 2.5 or higher
  OR
- The following course requirements met:
  - Record of having earned a 'B' of above in ED280 – Introduction to Teaching as a Profession or ME222 – Principles of Teaching Music (Music Ed)
  - Record of having earned a 'C' or above in CF/PY120 (Early Childhood, Elementary, or Exceptional Child) OR PY222 (Middle 5-9 and Secondary 9-12 and P12)
    OR
- No record of felony convictions

Second Degree Admission

Students who hold a previous 4-year degree and wish to be certified as a teacher must complete undergraduate program requirements. Second degree students should consult with an advisor before attempting to enroll in courses at Southeast Missouri State University and be officially readmitted through the Admissions Office.
Classification should be requested as a second-degree student. Second-degree students may not be eligible for student aid or loans.

International Students Admission

Requirements*:

- B1-B2 (CEFR) level
- IELTS minimum score of 5.5 or TOEFL minimum score of 61
- Admission to Teacher Preparation Program:
- C1(CEFR) level
- IELTS minimum score of 7.0 or TOEFL minimum score of 95
- 42 credit hours
- Have an overall GPA of 2.5 or higher
  OR
- The following course requirements met:
  - Record of having earned a 'B' of above in ED280 – Introduction to Teaching as a Profession or ME222 – Principles of Teaching Music (Music Ed)
  - Record of having earned a 'C' or above in CF/PY120 (Early Childhood, Elementary, or Exceptional Child) OR PY222 (Middle 5-9 and Secondary 9-12 and P12)
    OR
- No record of felony convictions

(*Note: This policy is for non-United States citizens who are not native English speakers. Student from the United Kingdom, Canada, Australia, and New Zealand are exempt from English proficiency verification.)

Process for Applying to the Teacher Preparation Program

- Applications for admission to the Teacher Preparation Program can be found online at by clicking here. All requirements should be met prior to submitting the application.
- Discrepancies regarding admission to the Teacher Preparation Program should be submitted to Associate Dean for Educator Preparation. See Appeals section.
- Allow 5 business days for processing of the Teacher Preparation Program application.
- An email notification will be sent to both the student and their advisor concerning the acceptance or denial to the Teacher Preparation Program.

Student Appeals to the Teacher Preparation Program

Students denied admission to the Teacher Preparation Program may appeal to the Associate Dean of Educator Preparation, indicating the required expectation and a plan for meeting the expectation during the forthcoming semester.

Appeals should be submitted within 10 days of receipt of the denial letter. Provisional admission to the Teacher Preparation Program will be decided by the Associate Dean of Educator Preparation once the appeal is received. Contact the Office of Educator Preparation for the appeals form.

Provisional Admission to the Teacher Preparation Program

Provisional Admission permits enrollment in professional education for one semester only. It is expected that upon the completion of the first semester of professional coursework all deficiencies will have been corrected. If not, the student will be denied enrollment in further professional education courses.

Retention in the Teacher Preparation Program

To maintain active status in the Teacher Preparation Program, students must remain in good standing in the Teacher Preparation Program.

- A minimum grade of 'C' is required in each professional education course, with the exception of ED280 and ME222, which require a minimum grade of 'B'. Students also must have a GPA of 3.0 in all professional education coursework, a content GPA of 2.5 in the academic discipline in which certification is sought, (except Exceptional Child, Music, and Social Studies Education majors which must have a 3.0 content GPA) and must be in good standing before being permitted to student teach. In the event a student receives a grade of less than 'C' in a professional education course, that course must be repeated with a grade of 'C' or better being earned.
- Students may appeal for readmission to the Teacher Preparation Program following suspension from the program. The appeal is due to the Associate Dean of Educator Preparation within 10 days of dismissal from the Teacher Preparation Program.

Removal from the Teacher Preparation Program

Teacher candidates may be removed from the Teacher Preparation Program for the following reasons:

- Removal from a student teaching placement (consult the Field & Clinical Handbook for more information on removal from a student teaching placement)
- Failure to improve within a given time frame under a documented teaching or dispositional improvement plan created by the departmental chair and faculty (consult the Field & Clinical Handbook for more information).
- Students with a felony conviction are not eligible for further progression through the Teacher Preparation Program at Southeast Missouri State.

Appeals Process

Teacher candidates removed from the Teacher Preparation Program due to offenses that are the judgement of the Associate Dean for Educator Preparation have the right to appeal. Appeals may be made to the Dean of the College of Education, Health, and Human Studies. The student will have the right to provide documentation related to the offenses as well as other evidence to suggest the teacher candidate should be considered eligible to participate in clinical experiences with children or adolescents. Appeals should be made within 10 days of the decision to remove the student from the Teacher Preparation Program. The decision of the Associate Dean may be altered if:

1. The sanction is not consistent with past practice
2. New information is suggestive of suitability in clinical experiences
3. Procedural errors regarding the student's rights involved in the administration of the background check process

Student Teaching Requirements

Candidates for student teaching must meet the following exit requirements:

- A content GPA of 2.5 (for all Middle and Secondary Education majors except Exceptional Child, Music, and Social Studies Education which require a 3.0 content GPA)
- A professional/pedagogical GPA of 3.0 (All Education Majors)
- All other courses besides student teaching courses, must be completed prior to student teaching
    - An appeal can be made to take one course during the student teaching semester with the approval of the Field Director and the Associate Dean
- Passage of the appropriate certification exam(s) required for licensure
    - Praxis/ETS are required for certification by the State of Missouri for candidates seeking teaching certification and are specific to each major or content area:

(Completion of a licensure program only guarantees that a candidate is eligible for licensure at the time of program completion. Failure to apply for licensure at the time of program completion may result in a loss of eligibility due to changes in state requirements.)

Certification Requirements

Candidates for all certification programs must meet the following exit requirements:

- A pedagogy GPA of 3.0
- A content GPA of 2.5(Middle and Secondary Education majors only)
- Successful completion of student teaching with a grade of 'C' or higher
- Passage of the appropriate certification exam(s) required for licensure
    - Praxis exams are required for certification by the State of Missouri for candidates seeking teaching certification and are specific to each major or content area:

(Completion of a licensure program only guarantees that a candidate is eligible for licensure at the time of program completion. Failure to apply for licensure at the time of program completion may result in a loss of eligibility due to changes in state requirements.)

Field Experiences and Student Teaching

The Southeast Teacher Education Program strives to prepare teachers to be competent professional educators. Through a variety of field and clinical experiences, future teachers acquire knowledge of the human condition, the world, and the subject matter he or she teaches. Teacher preparation coursework enables students to acquire skills in the art and science of teaching and encourages them to continue as active learners. The preparation of teachers at Southeast Missouri State University is field based with a minimum of 225 hours of pre-student teaching experience in an area school classroom with a properly certificated and experienced teacher. Student teaching consists of a total of 80 days in the appropriate content area. When teacher candidates complete the education program, they have had ample time and experiences to become competent professional educators.

Background Checks

Students are required to have an up-to-date MSHP/FBI background check to be eligible for all field experiences. No student will be allowed in P-12 schools without a valid background check. Failure to attend to the following information may delay the start of a field placement or, in extreme cases, lead to expulsion from the Teacher Preparation Program.

To participate in ANY field experience, students must provide evidence of having had a valid fingerprint background check administered by the Missouri State Highway Patrol (MSHP). Southeast's Teacher Preparation Program participates in the Missouri and National Rap Back Programs. The purpose of the Rap Back program is to allow the Teacher Preparation Program to receive updated Missouri and National fingerprint based criminal arrest information on individuals who are in the Teacher Preparation Program. (If a student withdraws from the Teacher Preparation Program or the university, they will no longer be in the Rap Back System and will need to obtain a new background check).
To complete a background check for a field experience, please click here. When a clear background check is received, no action is taken on the part of the TPP. Candidates and relevant personnel will be advised that "no news is good news" in terms of CHRI notifications.

When an incident needs to be addressed, the Associate Dean of the College of Education, Health, and Human Studies will review the results of the FBI background check. If incidents are on the report warrant, a meeting is scheduled between the Associate Dean and the student. The following are some of the issues that may affect the decision to meet or subsequent choices:

1. Individual school districts have the right to reject candidates with a criminal history. Students are expected to create a corrective plan that allows districts to see the potential strengths of the teacher candidate despite the offense(s).
2. The timing, pattern, and type of offense(s) may prevent placement into a field experience. Students may be requested to produce official court documents related to the offenses and the resolution of the issue that resulted in the criminal history. Students with *new* offenses must meet with the Associate Dean of Educator Preparation. Students will not be required to meet with the Associate Dean each field experience for a previously reviewed offense.
3. Students with a felony conviction are not eligible for further progression through the Teacher Preparation Program at Southeast Missouri State. A complete list of convictions not eligible for teacher licensure is provided in State Administrative Rule.

Pre-Student Teaching Field Experiences

The Office of Field Experiences maintains its own Field & Clinical Experiences Handbook, which can be found here.

All teacher candidates participate in multiple field experiences in local classrooms.

EDhawk Scholars Program

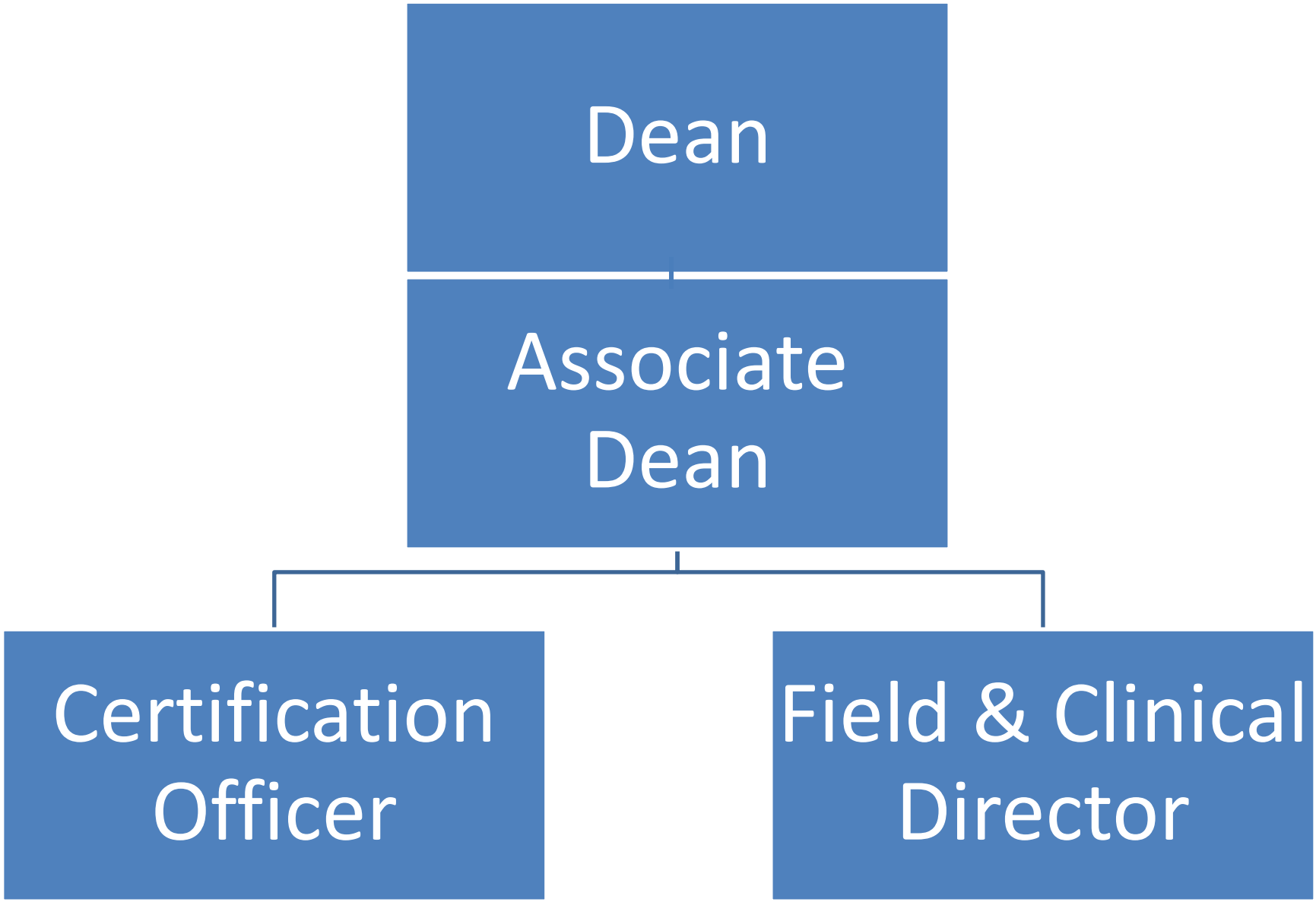
The aim of the EDhawk Scholars program is the development of a beneficial partnership between Southeast Missouri State University Educator Preparation program, school districts, and teacher candidates starting during the Advanced Field Experience placement. The EDhawk Scholars program provides authentic teaching opportunities, paid substitute teaching and professional networking opportunities. More information about becoming an EDhawk Scholar can be found here.

Student Teaching

Students are required to apply for student teaching the semester before their student teaching semester. The application instructions can be found here. Any questions on the application process can be directed to the Candidate Status and Certification Officer at csco@semo.edu.

No other courses can be taken with Student Teaching courses without approval from the Field Director.

The Office of Field Experiences maintains its own Field & Clinical Experiences Handbook, which can be found here.

All teacher candidates complete authentic student teaching experiences in local classrooms with a mentor teacher. Student teachers receive guidance from university supervisors and mentor teacher to support their knowledge and experience as a practitioner.

Chain of Command