



Department of Educational Studies
Teacher Education Handbook

1851

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Introduction

This Handbook is designed to guide your passage through the teacher education program at Ripon College. It should be consulted for specific information about the educational studies major and minor, all teacher certification programs, clinical experiences and student teaching. In addition, the Handbook outlines the specific requirements students must meet to be approved for entry into the teacher education program, student teaching and certification. The Handbook should be used in conjunction with the College Catalog. These documents, along with the counsel of your advisers in educational studies and your content area major, will help you complete your teacher education program successfully.

We urge you to read the “Philosophy of Teacher Education” and “Teacher Education Program Principles and Objectives” which follow immediately in the Handbook. These are the broad organizers for all courses offered by the Educational Studies Department. They explain why certain knowledge, skills, abilities and dispositions are emphasized in the teacher education program at Ripon College. The philosophy statement, in particular, signals the type of teacher we hope you will become through your study and clinical experiences at Ripon College.

Finally, the educational studies faculty members are available to answer questions you may have about our program or to talk with you about career opportunities in teaching. Please call, e-mail or stop by to see one of us, even if you are not yet sure that you wish to pursue a teaching certificate through Ripon College. Faculty office numbers, phone numbers and e-mail addresses are listed below for your convenience.

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Philosophy of Teacher Education at Ripon College

The teacher education program at Ripon College serves an important purpose in preparing teachers to be active, creative and constructive participants in America's democratic social institutions—especially schools. We believe teachers must understand that what they do in their classrooms contributes to the quality of life in all the social institutions they and their students inhabit—families and communities; local, state, and national governments; businesses and social service agencies.

Public schooling has become an essential institution for preparing students for democratic life. Through schooling, teachers assist students to become good citizens—citizens who will help maintain, improve and reinvent the social institutions sustaining a democratic state. Teachers accomplish this objective by assisting all learners to acquire the knowledge and skills necessary to function as free and effective citizens in modern society. In addition, because they have a special obligation to protect democratic ideals, teachers must work to guarantee all individuals equal access to quality education and real opportunities to participate in America's institutions.

Teachers have a primary responsibility to attend to the characteristics, needs and goals of the individual students with whom they work. Individuals do not, however, live in isolation from others, and teachers need to understand how individual experience and the quality of education can be shaped by membership in groups defined by race, gender, ethnicity and class. Teachers should be aware of the tension between the needs of the individual and the needs of the society and work, always with the intention to educate students so they will have the power to govern their own lives and contribute to the society at large.

We believe the combination of liberal and professional education in Ripon College's teacher education program is particularly effective for preparing teachers who can and want to address the complexities of teaching in a democratic society. The curriculum of the Educational Studies Department is designed to prepare teachers who share two basic beliefs:

- All individuals have abilities, rights and responsibilities to learn an array of subjects preparing them to relate to the diverse people and institutions comprising democratic society.
- The democratic social context requires a learning process in which teachers and students constantly explore how they relate to each other, their school, community, nation and world.

We hope graduates of our program will be committed to the idea that teachers have a special responsibility to ensure that all individuals realize the benefits and obligations of being free citizens in a democratic state.

Ripon College's Conceptual Model for Teacher Education

Teacher Education in a Liberal Arts Context

Educational Studies Mission Statement. The Educational Studies Department promotes the disciplined study of education as a social institution that serves both collective and individual aspirations and needs. The department also is dedicated to the preparation of knowledgeable, effective and reflective teachers for PreK-12 classrooms in public and private schools in the United States and around the globe.

Overview. Ripon College's conceptual model, *Teacher Education in a Liberal Arts Context*, makes strong linkages between liberal and professional education. The model is consistent with the *Wisconsin Standards for Teacher Development and Licensure* that state as the first standard that "Teachers know the subjects they are teaching." It also echoes the 2001 No Child Left Behind Act that asserts that reform of teacher education should ensure that all teachers "have the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach." (NCLB, Title II, 2113 (c) (1) (A) (1). In the teacher education programs at Ripon College, primary emphasis is given to liberal education. Breadth of knowledge is developed through the general education and breadth requirements and depth of knowledge through completion of a major and/or minor in a subject area discipline. Course work in professional education is designed to help students understand the role and nature of the school in a democratic society and to develop the professional knowledge, skills and dispositions that are the foundation for effective practice in K-12 teaching.

Ripon College Students. Ripon College is dedicated to providing high quality liberal arts and sciences education to students from diverse circumstances and backgrounds. The faculty is committed to the idea that a liberal education is appropriate for all students admitted through the college's selective admissions process. Historically and currently, the college admits a large number of first-generation college students (35 percent to 40 percent of recent classes), and minority and international student enrollments have increased substantially over the past five years. Ripon College students bring to the college diverse educational backgrounds, life experiences and professional aspirations. All of these factors are taken into account as students choose an academic path and work to define and achieve their life goals.

Advising. A strong advising system is key to the strong retention of students at Ripon College. From summer orientation prior to their first year on campus, students meet with an adviser or advisers every semester to discuss their academic program and progress. Most students in the teacher education programs of the college have at least two academic advisers — one in teacher education and one in the department of their disciplinary major/minor. They meet with their advisers every semester to plan for the next semester's course work and review their overall academic progress and progress in meeting the standards of the educational studies program. The advising process initiates

and sustains strong connections between students and faculty. Advising is seen as a humanistic process through which the student can discuss goals and academic experiences with a sympathetic adult. The advising process allows educational studies faculty to monitor students' progress through their programs and through the various technical tasks required of teacher education candidates.

The Explore-Select-Connect Curriculum. The teacher education program, like the College's overall curriculum, is organized in three stages: explore, select and connect. In the initial, exploratory courses in teacher education (EDU 195, 250 and 270), students examine the nature of the school as a historical and social institution and the development and needs of learners from both psychological and sociological perspectives. The students "select" one of the teacher education programs available at the College and begin in-depth study of curriculum, teaching methods, learning and assessment sometime in the sophomore or junior year of study. As students progress through their teacher education course work and clinical experiences, they also are working through course work in general education and their major/minor field/s of study. The integration of professional and liberal arts course work is especially evident in the junior level pre-student teaching clinical block experience, but it also is obvious in students' engagement with subject matter as they plan units, critique curriculum materials and documents, and prepare instructional materials throughout their professional course work.

The "connect" stage of the Ripon College curriculum is specifically intended to lead students through a process of reflecting on what they have learned and inquiring into ways that their academic experiences can be used to address problems, issues, needs and opportunities in contemporary culture. Within the academic major, students complete a senior capstone experience that may involve guided research, artistic expression or an internship experience. Students are expected to demonstrate mastery of discipline-based knowledge and skills in the completion of their project, reflect on how the project shows growth throughout the undergraduate program, and make some kind of presentation or performance of their work.

Within the teacher education programs, students complete two capstone experiences. The capstone experience of the departmental course work is the EDU 412 Senior Seminar in Educational Studies course. In this course, students work individually to write a coherent and well-crafted statement of their philosophy of education. They also work alone or as a member of a group to conduct a thorough investigation into an issue in education and present their research in three forms — in a public poster presentation, in an oral presentation to their classmates and the educational studies faculty, and in a formal research paper. The capstone experience for the teacher education program as a whole is student teaching — a semester-long experience in which students must demonstrate not only their command of classroom planning, teaching and management strategies, but also their mastery of relevant subject matter. Ripon College has developed several student teaching options to allow students to experience work as a teacher in culturally diverse settings. Student teaching is considered a critical experience in which the student must demonstrate the integration of liberal and professional education in the delivery of effective instruction and classroom management.

Curriculum Initiatives. Ripon College is an institution committed to students' academic and personal development. The curriculum incorporates two initiatives that thread through all majors and programs — Communicating Plus and assessment. Each department and program on the campus has developed a Communicating Plus plan in which they detail how skills in written communication, oral communication, critical thinking and problem-solving are developed and assessed over time. The Communicating Plus Program provides mentors who work with students on the development of these skills as they are completing class projects and assignments. Students are expected to demonstrate mastery of these skills throughout the curriculum, but especially in their senior seminars and project work.

Assessment is also a college-wide initiative at Ripon College. Each department has developed and is implementing a departmental assessment plan. These plans are designed to provide information about individual student's progress through the program and information about the program itself. The College's goal is to have an assessment program that is fully integrated into the curriculum, gathers data about student learning on an ongoing basis, and engages students in reflection on their own learning. Departments submit assessment reports to the college's Academic Standing Committee. Those reports must demonstrate the collection and analysis of data on student learning and explain how that analysis has influenced the department's curriculum and teaching practices.

Within the teacher education programs at Ripon College, three types of assessment thread through the students' programs: 1) assessment of student learning in individual classes, clinical experiences and capstone projects; 2) assessment of students' overall progress through the professional development portfolio; and 3) assessment of students' achievement of the program entry, student teaching and licensure requirements.

Developmental Emphasis. In a democratic country with a publicly funded K-12 education system, the need for qualified and dedicated teachers from a variety of social backgrounds is persistent — although not always entirely predictable. Ripon College students are given every opportunity to achieve the goal of becoming such a teacher. They are informed early in their programs of the requirements they must meet and they receive frequent updates on their progress and advice about their options. But they are not summarily blocked from participating in the program while they work to meet prescribed benchmarks. Perseverance and diligence are, after all, dispositions that contribute mightily to effective teaching. Faculty members in the Educational Studies Department take their roles as advisers, teachers and clinical supervisors very seriously and use information gathered in those roles to advise students about their options with respect to teaching. They make every attempt to treat prospective teachers with the same degree of honesty, empathy and integrity, as they would expect K-12 teachers to demonstrate with their younger students. They believe the role of the teacher education faculty is to guide, support and nurture students' growth toward effective teaching practice and, when necessary, to help students make an alternative career choice.

Conclusion. The curriculum and procedures of the teacher education programs at Ripon College are deeply informed by John Dewey's considerations of the functions of education

in a democratic culture. The programs are designed to help students develop a solid foundation in liberal learning, the skills and dispositions evident in effective teaching, and the critical thinking and communication skills that will allow them to be active and effective participants in the ongoing civic dialogue about education in the United States. John Dewey argued that education is not just preparation for life, but also a key life experience in and of itself. Teacher education at Ripon College is not just preparation for a career, it is designed to be a life-enhancing experience that builds on students' experiences and expands their worldviews through an integrated program of liberal and professional studies.

Standards and Program Perspectives. The standards and perspectives listed below guide the development of teacher education programs, curriculum and assessments at Ripon College. The Ripon College Program Perspectives define distinctive values related to the liberal arts and social foundations components of teacher education programs on this campus. The *Ten Wisconsin Teaching Standards* represent broad consensus in Wisconsin about the qualities of effective teachers.

Ripon College Program Perspectives

1. Liberal Arts Foundation. Teachers are liberally educated.

The teacher has developed both breadth of knowledge across the liberal arts disciplines and depth of knowledge in a particular discipline and is committed to lifelong learning to enrich his/her teaching.

2. Social and Historical Foundations of Education. Teachers are active scholars of the educational process in our democratic society and around the world.

The teacher can draw upon and further develop their knowledge of the social and historical foundations of education to understand local, national and global issues in teaching and the conduct of education.

3. Humanistic Guidance. Teachers utilize humane practices to guide student behavior.

The teacher can establish a climate of respectful communication that encourages students to achieve academic excellence, build positive connections with others, and express their individual talents and personalities authentically.

4. Teacher Activism and Empowerment. Teachers are advocates for the improvement of education.

To promote the improvement of education for all students, teachers are active in professional and community organizations and projects and engage in individual professional development.

5. Ethical Engagement. Teachers are ethical professionals.

The teacher models ethical behavior and decision-making in their teaching, professional development, and professional interactions with students, colleagues, parents and community members.

Ten Wisconsin Standards for Teacher Development and Licensure

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem-solving and performance skills.
5. Teachers know how to manage a classroom. The 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.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Planning Your Academic Program

Students planning to earn teacher certification through Ripon College must plan their academic programs carefully so that graduation and certification requirements will be completed in a timely manner. Program outlines for the different certification levels and program planning sheets are available in the Educational Studies Department. Please keep the following information in mind as you work with your educational studies and subject area advisers to develop your academic program.

- You must satisfy four sets of requirements for teacher certification:
 - Satisfy all College distribution requirements including some special requirements for teacher education students.
 - Complete a subject area major. All students seeking teacher licensure at any program level must complete a subject area major.
 - Complete the professional education course sequence appropriate for the level of certification being sought. See the Ripon College Catalog, the appropriate advising worksheets in Appendix V and your education adviser.
 - Complete the professional education requirements outlined in the “Program Requirements Checklist” in this Handbook.
- Attend orientation and information meetings held for first-year students during the summer prior to entry to Ripon College and during the first semester. General information meetings also are held every semester. Attendance at one of these meetings is required.
- An educational adviser will be appointed to you after you make known your interest in pursuing a program in educational studies. Work closely with your advisers (another adviser also will be appointed to you by the College for first-year advising). Here are the names, addresses, subject areas and grade levels for advising of the Educational Studies faculty:
 - Olga Shonia - Todd Wehr 307, 748-8387 - Early Childhood, Middle Childhood, Early Adolescence/Adolescence and student teachers planning to go abroad.
 - Dr. Jeanne Williams - Todd Wehr 308, 748-8386 - Early Childhood, Middle Childhood, Early Adolescence/Adolescence, Dual Special Education Certification and K-12.
 - Dr. Suzanne Katz - Todd Wehr 309, 748-8388 - Early Childhood, Middle Childhood, Early Adolescence/Adolescence, Foreign Languages, Music and Theatre.
- After you select a subject area major, you should speak with an adviser in that field of study as soon as possible. That adviser, along with your adviser in Educational Studies, will work with you to ensure you are meeting all requirements to qualify for certification and graduation from the College. The following majors and minors

are approved for teacher licensure at Ripon College. Be sure to check the "College Catalog" for specific requirements of each major/minor.

- [Biology](#) (major and minor)
 - [Chemistry](#) (major and minor)
 - [Communication](#) (major and minor)
 - [Computer Science](#) (minor only)
 - [Economics](#) (major and minor)
 - [English](#) (major and minor)
 - [Exercise Science](#) (major)
 - [Environmental Biology](#) (minor)
 - [French](#) (major and minor)
 - [German](#) (major and minor)
 - [Health](#) (minor only)
 - [History](#) (major and minor)
 - [Mathematics](#) (major and minor)
 - [Music](#) (major only)
 - [Physical Science](#) (major only)
 - [Physics](#) (major and minor)
 - [Politics and Government](#) (major and minor)
 - [Psychology](#) (major and minor)
 - [Sociology](#) (minor and minor)
 - [Spanish](#) (major and minor)
 - [Theatre](#) (major and minor)
-
- Students also may work with their advisers to identify teaching minors, broad field course work, or concentrations that can be completed to add teaching areas to the license.

 - You must select the grade levels at which you plan to teach:
 - Early Childhood (birth to age 5)
 - Early Childhood to Middle Childhood (birth to grade 5)
 - Middle Childhood to Early Adolescence (grades 1 through 9)
 - Early Adolescence to Adolescence (grades 6 through 12)
 - Physical Education (grades preK through 12 certification only)
 - Music (grades preK through 12 certification only)

 - Be diligent and plan ahead. Work to satisfy as many distribution requirements (See APPENDIX I) as possible during your first two years. Courses taken to meet these requirements may help you identify a teaching major or minor you had not considered previously. This also will permit you to concentrate on your major and professional development as a junior and senior.

 - Take your first educational studies course during the second semester of your first year or the first semester of your second year at Ripon College. "EDU 195 Introduction to the Social Foundations of Education " and "EDU 250 Psychological

Foundations of Education" are usually the first courses taken by students seeking teacher certification.

- Consider your student teaching options as you plan your academic programs. Most teacher education students now complete their student teaching during a ninth semester following graduation. Tuition is reduced if student teaching is completed during the ninth (or later) semester. Ninth semester student teaching permits students to include off-campus experience, overseas study and/or a teaching minor in their academic programs. These experiences will improve your chances for employment and may assist you in exploring student teaching through the *Teach Chicago!* program or in an international placement. Students also have the option of completing Special Education Certification in a dual program with UW-Oshkosh beginning in their junior year. Discuss these options with your adviser.
- Your Wisconsin teaching license will transfer to other states. However, requirements do vary from state to state, and you will be required to meet the additional requirements. Often, transfer teachers are given provisional certification to teach until they meet state requirements.
- Use the Program Checklist in Appendix IV as a useful guide.

Electronic Professional Development Portfolio

All students seeking teacher licensure are required to construct and maintain a professional development portfolio using *i-webfolio* software. The portfolio will be reviewed three times: at admission to the teacher education program (EDU 270); at approval for student teaching; and at the conclusion of the student teaching semester.

Portfolios are hosted at www.iwebfolio.com.

Admission to the Department

When enrolled in EDU 270, you should complete the following requirements to be officially accepted into the teacher education program:

- Complete a yellow Application for Entry to the Teacher Education Program and file it in the Educational Studies Office (TW 306). The application must have all appropriate signatures.
- Provide proof that you have earned a cumulative GPA of 2.5 or better for all course work completed thus far in your academic program. Grades presented for courses in the subject area major and minor and teacher education must be C- or above. Transcripts should be provided for all coursework.
- Provide proof that you have taken and earned grades of C- or better in the following courses: EDU 195, 250 and 270.
- Provide proof of successful completion of at least 30 hours of clinical work in a school setting.
- Provide documentation of passing scores on the three subtests of the Praxis I PreProfessional Skills Test (PPST).
- Submit portfolio for review by the department.

Portfolio

All students seeking teacher licensure are required to construct and maintain a professional development portfolio using *i-webfolio* software. The portfolio will be reviewed three times: at admission to the teacher education program (EDU 270); at approval for student teaching; and at the conclusion of the student teaching semester. Students will present their portfolios to the Educational Studies faculty at the end of their student teaching experience.

Criminal Background Check

All students enrolled in teacher education programs must submit appropriate documentation to allow the College to conduct a criminal background check prior to EDU/EXS 320 Clinical Block and again prior to student teaching. The criminal background check is completed to ensure that all students enrolled in the program meet the same employment standards as professional staff in the districts in which clinical experiences are completed and to verify each student's eligibility for licensure upon completion of student teaching.

Off-Campus Programs

Students in teacher education programs are encouraged to consider participating in an off-campus program during their undergraduate years. A number of programs offered through Ripon College will enrich the experience of a student planning to teach. Among the offerings are: the ACM Urban Studies Program; the ACM Chicago Semester in the Arts; any ACM foreign study program; the Bangor, Wales, Education Program; the Washington, D.C., Semester in Educational Policy Studies; or any one of the Maymester travel courses offered through Ripon College.

Student Teaching

You can discover all about the Ripon College Student Teaching experience via our online [Student Teaching Handbook](#).

Global Student Teaching

Ripon College works in cooperation with the Foundation for International Education to offer students opportunities to complete their student teaching in another country. [Olga Shonia](#) is the adviser for this program, and students interested in it should see her at least one year before they plan to student teach. To enroll in global student teaching, students must complete EDU 300.01, Seminar on Intercultural Education.

Teach Chicago!

In cooperation with the Chicago Center for Urban Life and Culture, students may complete their student teaching in downtown Chicago. [Dr. Suzanne Katz](#) is the adviser for this program, and interested students should see her at least one year before they plan to student teach. To enroll in the Teach Chicago! program, students must complete EDU 300.01, Seminar on Intercultural Education.

Navajo Student Teaching Experience (pending faculty approval)

Ripon College works in cooperation with Indiana University to offer students the opportunity of completing their student teaching at a Navajo school in Utah, Arizona or New Mexico. [Olga Shonia](#) is the adviser for this program, and students interested in it should see her at least one year before they plan to student teach. To enroll in the Navajo Student Teaching Experience, students must complete EDU 300.01, Seminar on Intercultural Education.

Approval to Student Teach

Applications for approval for student teaching and all supporting documentation must be submitted to the Educational Studies Office on or before the last day of classes before the mid-semester break in the semester prior to student teaching. The following documentation must be presented to the department at that time.

- Previous admission to the teacher education program.
- Application for Approval to Student Teach with all required signatures.
- A transcript showing an overall GPA of 2.75 or better, including all transfer course work. A minimum grade of C- must be achieved for all course work in the teaching major, teaching minor and professional education sequence.
- Successful completion of 100 hours of clinical experience, including the 30-hour “Human Relations ” clinical experience.
- Endorsement for student teaching by the cooperating teacher and college supervisor of the EDU 320 Clinical Block experience.
- Satisfactory evaluation of teaching dispositions on the department Dispositions Assessment Form throughout the Educational Studies program and in clinical placements.
- A criminal background check that would qualify the student for licensure.
- Passing score/s on the appropriate Praxis II Content Knowledge exam/s.
- Application for Ninth Semester Tuition Reduction, if appropriate.
- Application for *Teach Chicago!*, international student teaching or Navajo Student Teaching Experience (pending faculty approval) as appropriate.
- Submission of the Professional Development Portfolio for its second review.

Policy Regarding the Timing of Student Teaching

Student teaching normally will take place during the eighth or ninth semester of a student’s undergraduate program. Students must have senior status (93 credits completed) or equivalent to qualify for student teaching. Students may not take more than one semester off between completion of course work and student teaching. A lengthier deferral may be granted for the following reasons: military service, Peace Corps duty or similar social service work. Students must secure prior approval for such a department by submitting a request signed by their educational studies adviser before the beginning of the deferment period.

Policy Regarding Distance for Supervision

The service area within which Ripon College will provide supervision for student teaching includes the following school districts: Beaver Dam, Berlin, Cambria Friesland, Fond du Lac, Green Lake, Markesan, Montello, Neenah, North Fond du Lac, Oakfield, Omro, Oshkosh, Princeton, Randolph, Ripon, Rosendale-Brandon and Waupun.

If students wish to work outside of the districts identified above, they must alert the Educational Studies Department in their application to student teach. If approved for student teaching at a distance, students are required to a) enroll in an approved student teaching seminar at an accredited College or University in lieu of the Ripon College student teaching seminar; b) contract with faculty at an accredited College or University to supervise the student teaching experience and notify Ripon's Educational Studies Department of this contract; and c) complete and submit the electronic job search portfolio in accordance with Ripon College's standards.

Ninth Semester Tuition Reduction

Ripon College recognizes that completion of a teacher education program can take longer than eight semesters. The College offers reduced tuition (\$150 per credit for 13 credits) for student teaching in a semester following graduation. Student must have completed four full-time semesters at Ripon College and submit an Application for Reduced Tuition to be eligible for this program. The reduced tuition rate does not apply to any other courses taken during or after the semester of student teaching.

Internship Opportunities

Ripon College participates in an internship program through the DPI Wisconsin Improvement Program. Internships are designed by a cooperating public school district and Ripon College and are meant to benefit both the public school and the student in some specific way. An internship differs from student teaching in that the intern is paid a small stipend for his/her work in the school and assumes greater responsibility for instructional planning and teaching than most student teachers do. Whenever possible, internships will be arranged so that the student will complete nine weeks of supervised student teaching prior to the beginning of the internship period.

When an internship becomes available, all students who qualify for student teaching and are seeking the appropriate teaching certificate for the position will be considered for it. The basic qualifications for an internship are:

- The student meets all qualifications for program entry and approval for student teacher and has not had any requirements waived.
- The student has a minimum overall GPA of 3.0 or better.
- The student has successfully completed all required clinical experiences.
- The student is recommended for the internship by at least one educational studies faculty member and his/her subject adviser.
- The student will have completed the requirements for the AB degree prior to the beginning of the internship.
- Approval of the student teaching portfolio.

Exceptions to the basic qualifications can be made at the discretion of the Educational Studies Department.

The Educational Studies Department chair will notify students when they are being considered for an internship. The student who is hired as an intern will pay a \$200 internship fee to cover state-mandated administrative expenses.

Requirements for Approval for Licensure to Teach

Students must meet the following criteria to qualify for a Wisconsin teaching license upon completion of their academic program and student teaching:

- Previous admission to the program and approval for student teaching.
- Earned bachelor's degree and completion of the appropriate teaching major/minor and professional education sequence for the license being sought; they should have a minimum overall GPA of 2.75. A minimum grade of C- must be achieved in all courses in the teaching major, teaching minor and professional education sequence.
- Completion of a full-time, full-semester student teaching placement with satisfactory evaluations by the cooperating teacher/s and college supervisor.
- Completion of a licensure form for Wisconsin or another state.
- Successful presentation of the job search portfolio with inclusion of evidence from the student teaching experience including the Teacher Work Sample (TWS).

Decisions and Appeals Procedure

The full-time and part-time faculty of the Educational Studies Department have collective responsibility for review of student portfolios and applications for admission to the teacher education program, approval for student teaching and approval for teacher licensure. The faculty may review transcripts, evaluations of clinical experiences, other documents in the departmental file, the professional development portfolio, and background check reports as part of the decision-making process. Students will be notified in writing if the faculty decides not to approve their application at any of these review points. The student may appeal departmental decisions using the process outlined below.

Appeals Procedure

Any student who is denied admission to the teacher education program, approval for student teaching, approval for certification or a waiver of one of the requirements for any of the above:

- Will be notified in writing by the chair of the Educational Studies Department of the reason for the denial within two weeks of the date of the decision; and
- May appeal the decision through the office of the Dean of Students.

Statement of Professional Judgment

A student may be denied admission to the teacher education program, permission to complete clinical experiences, approval for student teaching or approval for certification if in the best professional judgment of a majority of the faculty of the Educational Studies Department:

- The student does not demonstrate the knowledge, skills, abilities or dispositions needed to function effectively as a K-12 classroom teacher; or
- The student's assignment to a classroom teaching position could prove harmful to the well-being and/or educational prospects of K-12 students.

Special Students

Post-Baccalaureate Teacher Certification Program Ripon College

Policy and Procedures Revised November 2009

The Ripon College Post-Baccalaureate Teacher Certification Program serves those students who have completed an undergraduate degree program at Ripon College or another accredited college and wish to complete the course work, clinical experiences and student teaching required to qualify for a teaching license in the state of Wisconsin. Based on an analysis of an applicant's transcript, a program of study will be defined that meets the same requirements as completed by the undergraduate students completing teacher licensure at Ripon College. Up to five students can be accepted into this program each year, but enrollment will be contingent upon the availability of space in required courses. Graduates of Ripon College will be given preference in determining acceptance of students into the program for each academic year.

In order to qualify for this program, a student must:

- Have completed a B.A., A.B. or B.S. degree within the past five years from an accredited college or university with a major or minor in the discipline or disciplines for which licensure is being sought.
- Have an overall GPA of 3.0 or higher and letters of recommendation for at least two faculty members from the undergraduate institution from which the degree was awarded.
- Meet with an adviser in the Educational Studies Department to formulate a plan for completing course work for the teaching license within a framework of two academic years.
- Submit a formal letter of application for admission to the Post-Baccalaureate Teacher Certification Program to the chair of the Educational Studies Department at least two months prior to enrollment in the program.
- Achieve passing scores on the Praxis I PreProfessional Skills Test offered by the Educational Testing Service with the letter of application.

Students accepted into the program will be charged a tuition rate of \$350 per credit hour for a maximum of 17 credits per semester. Credits in excess of 17 in a semester will be billed at the current institutional per credit fee for part time students. Students may petition the Dean of the Faculty to extend the credit limit for the \$350 fee beyond 17. Post-Baccalaureate students will be eligible for the reduced tuition for student teaching after two semesters of full-time course work at Ripon College. Students enrolled in the Post-Baccalaureate program will not be eligible for Ripon College financial aid; however, the Ripon College Financial Aid Office will assist students in applying for all state and federal financial aid programs for which they might be eligible.

Not to be confused with the Post-Baccalaureate Teacher Education Program for teachers who have taught full-time for at least three years.

Appendix 1

Praxis I: Preprofessional Skills Test (PPST) Information

Passing scores on all three sub-tests of the Pre-Professional Skills test (PPST) administered by the Educational Testing Service (ETS) are required for formal admission to the teacher education program at Ripon College (See section on [Admission to the Department](#).)

The PPST consists of sub-tests in reading, mathematics and writing. It is similar in form and content to the ACT exam many students took for college entry. You may take the PPST on one of the group test dates or at one of the computer testing facilities. The College offers test preparation materials and assistance through the Student Support Services office in Bartlett Hall. Students may retake any sub-test on which they do not earn a passing score. There is no limit to the number of times a sub-test may be retaken, although there is a minimum waiting time of 60 days between test retakes. Each student is responsible for having an official score report sent to Ripon College. Test dates, registration procedures and test information can be accessed at www.ets.org.

Appendix II

Praxis II: Content Knowledge Tests

All students completing their teacher licensure programs after August 2004 are required to pass a content knowledge test as a prerequisite for student teaching. These tests are offered at test centers throughout Wisconsin several times each year. Students must have passed the PPST test or received a PPST waiver before taking the content test. There are no waivers for the content knowledge test.

The required tests for each certification and subject area are listed in the chart below. Students must take a test for each subject area in which they plan to license. Thus a student seeking certification as an early adolescent/adolescence teacher of Spanish and English must take the content tests for English and Spanish. Similarly, a middle childhood/early adolescence teacher who wishes to have History listed as a subject area on their license must take both the Middle School: Content Knowledge test and the content test in History.

Test dates, registration procedures and test information can be accessed at www.ets.org.

Licensure Area	Test Code	Test Name
Early Childhood/Middle Childhood	0014	Elementary Education: Content Knowledge
Middle Childhood/Early Adolescence	0146	Middle School: Content Knowledge
Communications (Speech)	0041	English Lang., Lit., and Comp: Content Knowledge
Computer Science	0061	Mathematics: Content Knowledge
English	0041	English Lang., Lit., and Comp: Content Knowledge
English as a Second Language	0360	Teaching English as a Second Language
French	0173	French: Content Knowledge
German	0181	German: Content Knowledge
Health	0550	Health Education
Mathematics	0061	Mathematics: Content Knowledge
Music	0113	Music: Content Knowledge
Physical Education	0091	Physical Education: Content Knowledge
Science Broadfield*	0435	General Science: Content Knowledge
Social Studies**	0081	Social Studies: Content Knowledge
Spanish	0191	Spanish: Content Knowledge
Theatre	0640	Theatre: Content Knowledge

** Students seeking certification in Biology, Chemistry, Environmental Science, Physical Science or Physics should take this test.*

***Students seeking certification in Anthropology, Economics, History, Politics and Government, Psychology, Sociology or Broad Field Social Studies should take this test.*

Appendix III

Policy Regarding Waiver of Program Requirements

The Wisconsin Department of Public Instruction allows the Educational Studies Department to issue a very limited number of waivers of the standard requirements for admission to the teacher education program or approval for student teaching. As a general rule, the department can grant only one or two waivers per year.

The following rules govern the issuance of waivers to individual students:

- A waiver may apply to only one subtest on the PPST.
- Waivers will not be granted for a GPA that falls under 2.75 or for failure to obtain a passing score on the PRAXIS II exam.
- No student will be considered for a waiver whose file does not include the proper completed application forms or forms documenting completion of required clinical experiences.

If you believe you are eligible for waiver of a requirement for admission to the teacher education program or approval for student teaching, request a copy of the full “Educational Studies Department Waiver Policy” from the chair of the department and read it carefully. The full policy describes the criteria the department will use to determine eligibility and priority in the issuance of waivers.

Please note that DPI policy gives the Educational Studies Department authority to issue waivers for program requirements, but does not mandate waivers be granted.

Appendix IV

Frequently Asked Questions

1. Must students seeking certification as early childhood/middle childhood or middle childhood/early adolescence teachers complete a teaching major?

All certifiers must complete a subject area major to satisfy college graduation requirements. They can meet certification and graduation requirements by completing an education major and:

- a. A subject area teaching major, or
- b. A subject area major that includes all course work required for a teaching minor in the same field, or
- c. A major in one discipline and a teaching minor in another discipline.

2. Can students earn licensure in more than one subject area?

Yes. Students can add a licensure area by completing a teaching minor in a second field of study. Students completing a teaching major in history or another social studies field can extend their licensure by completing the requirements for a Broad Field Social Studies license. Students majoring in one science discipline may extend their licensure by completing the requirements for a Broad Field Science license (pending program approval). Individuals should see the Educational Studies Department for more information about Broad Field Social Studies or Broad Field Science.

3. Does Ripon College offer a major or minor in education?

The college offers both a major and a minor in Educational Studies. Students who do not wish to license to teach can complete both the major and minor. Students usually complete the major with interests in the study of early childhood/middle childhood or middle childhood/early adolescence. Students usually complete the minor with interests in middle/secondary education. Both the major and minor require a major in another discipline for graduation.

4. When do students have their first experiences working in classrooms?

Most students complete their first clinical experience in conjunction with the courses EDU 195 Introduction to the Social Foundations Education or EDU 250 Psychological Foundations of Education. All students must complete a minimum of 100 clock hours of direct involvement with pupils before they student teach.

5. Can student teaching be scheduled for either semester?

Student teaching and the student teaching seminar are offered during the both the fall and spring semester of each academic year.

6. Why is student teaching in the fall semester preferred?

Fall semester student teaching has distinct advantages over spring semester student teaching. Fall semester student teaching allows individuals to participate in the opening of a new school year, to begin their student teaching before classroom routines and

expectations are too firmly set, and to have their credential files completed in time for spring semester teacher job fairs and interviews.

7. Is there financial aid for students who must attend an extra semester or two to complete course work for teacher certification?

Ripon College has a tuition reduction program for students who return for a ninth (or later) semester to complete their student teaching. Other financial aid is available for students who need longer than eight semesters to complete their programs. Personnel in the Financial Aid Office can provide information about the eligibility requirements for specific aid programs.

Appendix V

Program Worksheets

The forms below list the courses required to complete majors or minors in each licensure area. Please note that all students seeking licensure must complete the distribution requirements listed on the Distribution Requirements Worksheet and that these requirements differ from the general Ripon College ESC requirements.

- [Distribution Requirements Worksheet for All Licensure Areas](#)

- [Early Childhood/Middle Childhood \(Grades PK-5\)](#)

- [Middle Childhood/Early Adolescence \(Grades 1-8\)](#)

- [Early Adolescence/Adolescence \(Grades 6-12\)](#)

This worksheet is appropriate for those seeking secondary licensure in the following academic areas: English, math, any social studies discipline, any science discipline, foreign language and theatre.

- [Physical Education \(Grades PK-12\)](#)

- [Music Education \(Grades PK-12\)](#)

- [Art Education \(Grades PK-12\)](#)

DISTRIBUTION REQUIREMENTS FOR TEACHER CERTIFICATION AND GRADUATION

All Certification Levels

Revised January 2010

Notice: In some areas the requirements for certification *exceed* the distribution requirements. **The chart below shows the college's distribution requirements in *italics* and specific requirements for certifiers in regular type.** Education and subject major advisers will assist you in planning your course selection.

_____ **Writing Requirement** - *ENG 110.*

_____ **First Year Seminar** - *FYS 175.*

_____ **Fine Arts** - *3 credits.*

Recommend one of the following courses: Communication 115 or Theatre 248.

_____ **Humanities** - *3 credits.*

_____ All Certifiers - One course in western (U.S./European) history.

_____ Early Adolescence through Adolescence certifiers in all Social Studies Areas -

Either History 241 or 242 **AND** another course designated by the Department of History to meet the U.S. History requirement.

_____ **Natural Science** - *3 credits.*

One science course must be a laboratory course.

_____ One course in biological science. (ES 120 does not fulfill the biology requirement.)

_____ One course in physical science.

_____ ES 120 (Environmental Studies)*

-Required for EA/A (Gr. 6-12) certifiers in all Science, History and Social Science (except Psychology) areas.

-Required for all EC/MC (Gr. PreK-5) and MC/EA (Gr. 1-8) Certifiers.

_____ **Mathematics** - *No college requirement.*

_____ One course in mathematics (Minimum 3 credits).

_____ **Behavioral and Social Sciences** - *3 credits.*

_____ One course outside the Educational Studies Department.

_____ **Global and Cultural Studies** - *Choose one option:*

_____ Participation in an approved study abroad program.

_____ Foreign language study through the 211 level.

_____ Complete two 3-4 credit courses approved by the college (see *Catalog*).

_____ **Wellness** - *1 course.*

_____ Complete a 1-credit activity course in Exercise Science.

_____ **Capstone Experience** - *Complete the capstone course in Educational Studies (EDU 412) and in the teaching major.*

_____ **Breadth Requirement** - *16 credits in courses taken outside the division of the first major. These courses should be taken after the first year of study.*

*ES 120 does not satisfy the College Explorations requirement in Natural Science.

EDUCATIONAL STUDIES MAJOR
EARLY CHILDHOOD/MIDDLE CHILDHOOD CERTIFICATION

(Ages Birth-11 - Birth-Grade 5)

Revised January 2010

Name _____ Education Adviser _____

 Program/Major _____ Major Adviser _____

 Student Teaching Semester _____ Date _____

REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

Foundations Sequence - All Certifiers

_____ EDU 195	Introduction to the Social Foundations of Education	5	F/S
_____ EDU 250	Psychological Foundations of Education	3	F/S
_____ EDU 270	Differentiated Instruction	3	F/S
_____ EDU 412	Senior Seminar in Educational Studies	3	F/S

Curriculum and Methods - Core Subjects - Early Childhood-Middle Childhood Certifiers

_____ EDU 235	Foundations of Early Childhood Education	2	S
_____ EDU 281	EC/MC/EA Inquiry-Based Instr. in Sci. and Soc. Stud.	4	F
_____ EDU 315	Curriculum and Administration for EC Teaching	3	F
_____ EDU 338	EC/MC/EA Teaching and Assessing Mathematics	4	S
_____ EDU 341	EC/MC/EA Teaching and Assessing Reading	4	F
_____ EDU 342	EC/MC/EA Teaching and Asses. Lang. Arts & Lit.	4	S

Curriculum and Methods - Special Subjects - Early Childhood-Middle Childhood Certifiers

_____ EDU 242	Integrated Arts for Elementary Teachers	4	S
_____ EXS 241	Physical Education in the Elementary School	3	F

Pre-Student Teaching and Student Teaching (Certifiers only)

_____ EDU 320	Pre-Student Teaching Clinical	2 (P-F)	F
_____ EDU 435	Student Teaching/ECE	6 (P-F)	F/S
_____ EDU 441	Student Teaching: Elementary	6 (P-F)	F/S
_____ EDU 471	Student Teaching Seminar	1 (P-F)	F/S

Teacher Certification Program Requirements

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification Application
_____ Grade of C- or better in EDU 195, 250 and 270	_____ Human Relations Paper	_____ A.B. Degree Granted
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

•NOTE: All students seeking teacher certification through this program must complete a subject area major. It is important to see an Educational Studies and subject area major adviser. Please consult the Educational Studies Handbook and the Ripon College Catalog for further descriptions of the Educational Studies program.

EDUCATIONAL STUDIES MAJOR
MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE CERTIFICATION
 (Ages 6-12/13 - Grades 1-8)
 Revised January 2010

Name _____ Education Adviser _____
 Program/Major _____ Major Adviser _____
 Student Teaching Semester _____ Date _____

REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

Foundations Sequence - All Certifiers

_____ EDU 195	Introduction to the Social Foundations of Education	5	F/S
_____ EDU 250	Psychological Foundations of Education	3	F/S
_____ EDU 270	Differentiated Instruction	3	F/S
_____ EDU 412	Senior Seminar in Educational Studies	3	F/S

Curriculum and Methods - Core Subjects - Middle Childhood-Early Adolescence Certifiers

_____ EDU 281	EC/MC/EA Inquiry-Based Instr. in Sci. and Soc. Studies	4	F
_____ EDU 316	Middle School Education	2	S
_____ EDU 338	EC/MC/EA Teaching and Assessing Mathematics	4	S
_____ EDU 341	EC/MC/EA Teaching and Assessing Reading	4	F
_____ EDU 342	EC/MC/EA Teaching and Assessing Lang. Arts & Lit.	4	S

Curriculum and Methods - Special Subjects - Middle Childhood-Early Adolescence Certifiers

_____ EDU 242	Integrated Arts for Elementary Teachers	4	S
_____ EXS 241	Physical Education in the Elementary School	3	F

Pre-Student Teaching and Student Teaching (Certifiers only)

_____ EDU 320	Pre-Student Teaching Clinical	2 (P-F)	F
_____ EDU 441	Student Teaching: Elementary	6 (P-F)	F/S
_____ EDU 451	Student Teaching: Middle	6 (P-F)	F/S
_____ EDU 471	Student Teaching Seminar	1 (P-F)	F/S

Teacher Certification Program Requirements

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification application
_____ Grade of C- or better in EDU 195, 250, and 270	_____ Human Relations Paper	_____ A.B. Degree Granted
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

•NOTE: All students seeking teacher certification through this program must complete a teaching major in a subject area or another Ripon College major that includes all of the course work for an approved teaching minor. It is

important to see an Educational Studies and subject major adviser. Please consult the Educational Studies *Handbook* and the *Ripon College Catalog* for further descriptions of the Educational Studies program.

- NOTE: A student may receive an educational studies major by taking course work but not completing requirements for certification, including external exams and clinical experiences.

EDUCATIONAL STUDIES MINOR
EARLY ADOLESCENCE THROUGH ADOLESCENCE CERTIFICATION
English, Math, Social Studies, Sciences, Theatre and Foreign Languages
(Ages 11-21 - Grades 5-12)
Revised January 2010

Name _____ Education Adviser _____
Program/Major _____ Major Adviser _____
Student Teaching Semester _____ Date _____

REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

Foundations Sequence - All Certifiers

_____ EDU 195	Introduction to the Social Foundations of Education	5	F/S
_____ EDU 250	Psychological Foundations of Education	3	F/S
_____ EDU 270	Differentiated Instruction	3	F/S
_____ EDU 412	Senior Seminar in Educational Studies	3	F/S

Curriculum and Methods - Early Adolescence-Adolescence Certifiers

_____ EDU 311	Literacy Development in Middle/Secondary Schools	4	F
_____ EDU 316	Middle School Education	2	S
_____ EDU 344	Theory and Practice of Secondary Teaching	2	S
_____ ----- 401/2	_____ Teaching in Middle/Secondary Schools	2	Arr

Pre-Student Teaching and Student Teaching (Certifiers only)

_____ EDU 320	Pre-Student Teaching Clinical	2 (P-F)	S
_____ EDU 451	Student Teaching: Middle	6 (P-F)	F/S
_____ EDU 461	Student Teaching: Secondary	6 (P-F)	F/S
_____ EDU 471	Student Teaching Seminar	1 (P-F)	F/S

Teacher Certification Program Requirements

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification Application
_____ Grade of C- or better in EDU 195, 250, and 270	_____ Human Relations Paper	_____ A.B. Degree Granted
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

•NOTE: Students seeking early adolescence through adolescence certification must complete a subject area teaching major and special course work in the ESC curriculum in addition to the courses listed above. It is important to see an Educational Studies and subject major adviser. Please consult the Educational Studies *Handbook* and the *Ripon College Catalog* for further descriptions of the Educational Studies program.

••NOTE: A student may receive an educational studies minor by taking course work but not completing requirements for certification, including tests, and clinical experiences.

**PHYSICAL EDUCATION
K-12 CERTIFICATION**

Revised January 2010

Name _____ Date _____

Program/Major _____ Adviser _____

REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

Foundations Sequence - All Certifiers

_____ EDU 195	State Schools and Globalization	4	F/S
_____ EDU 250	Psychological Foundations of Education	3	F/S
_____ EDU 270	Differentiated Instruction	3	F/S
_____ EDU 412	Philosophical and Social Issues in Education ⁴	F/S	

Curriculum and Methods for **Health** Certifiers

_____ EDU 311	Literacy Development in Middle & Secondary Schools	4	F
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Curriculum and Methods for Physical Education and Health Certifiers

_____ EXS 320	Clinical Block: Student Practicum in Teaching	2 (P-F)	S
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Option to Complete and Educational Studies Minor

_____ EDU 316	Middle School Education	2	S
_____ EDU 344	Theory and Practice of Secondary School Teaching	2	S

Student Teaching

_____ EDU 431	Student Teaching: Physical Education	6/12	F/S
_____ EDU 471	Student Teaching Seminar	1	F/S

Teacher Certification Program Requirements

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification application
_____ Grade of C- or better in EDU 195, 250 and 270	_____ Human Relations Paper	
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

••NOTE: Students seeking K-12 Physical Education certification must complete a teaching major in Physical Education and some special course work in the distribution requirements in addition to the courses listed above. It is important to see an adviser in the Physical Education Department regularly to ensure that all requirements for certification are being met. Please consult the Educational Studies *Handbook* and the *Ripon College Catalog* for further descriptions of the Educational Studies program.

Music Education Requirements K-12 Certification

College and DPI Requirements

- _____ Writing Requirement – Eng. 110
- _____ First Year Seminar
- _____ Fine Arts – 3 credits
- _____ Humanities (Western History) – 3 cr.
- _____ Natural Sciences
 - _____ Biology (not ES120)
 - _____ Physical Science
- _____ Mathematics – 3 cr.
- _____ Behavioral/Social Science – 3 cr.
(must be outside of Education)
- _____ Global Studies- choose one below
 - _____ Study Abroad
 - _____ Foreign Lang. to the 211 level
 - _____ Two 3-4 credit classes approved
for this purpose (see pg 20-1 in
handbook)
- _____ Wellness – 1 course
- _____ Senior Sem/Capstone Experience
in both Music and Educational Studies
- _____ Complete College Breadth Requirement
(16 credits in courses outside the first
major and distribution requirements)

Educational Studies Coursework

Foundations Sequence

- _____ EDU 195
- _____ EDU 250
- _____ EDU 270
- _____ EDU 412

Curriculum Methods

- _____ EDU 311
- _____ EDU 320

Student Teaching

- _____ EDU 421
- _____ EDU 471

Option to Complete Ed. Studies Minor

- In addition to the courses listed, students also must complete
- _____ EDU 316
 - _____ EDU 344

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification application
_____ Grade of C- or better in EDU 195, 250 and 270	_____ Human Relations Paper	
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

••NOTE: Students seeking K-12 Music certification must complete a teaching major in Music and some special course work in the distribution requirements in addition to the courses listed above. It is important to see an Educational Studies adviser and a Music adviser to ensure that all requirements for certification are being met. Please consult the Educational Studies *Handbook* and the *Ripon College Catalog* for further descriptions of the Educational Studies program.

Music Department Requirements (Major and Certification)

General

Choral

Instrumental

Music Theory Component

_____ MUS 121
_____ MUS 122
_____ MUS 300

_____ MUS 121
_____ MUS 122
_____ MUS 300

_____ MUS 121
_____ MUS 122
_____ MUS 300

Music Styles Component (choose 3 of 4)

_____ MUS 330
_____ MUS 331
_____ MUS 332
_____ MUS 333

_____ MUS 330
_____ MUS 331
_____ MUS 332
_____ MUS 333

_____ MUS 330
_____ MUS 331
_____ MUS 332
_____ MUS 333

Conducting and Arrangement Component

_____ MUS 334
_____ MUS 335
_____ MUS 336

_____ MUS 334
_____ MUS 335
_____ MUS 336

_____ MUS 334
_____ MUS 335
_____ MUS 336

Music Techniques and Methods Component

_____ MUS 306
_____ MUS 260 sect. 2
_____ MUS 260 sect. 4

_____ MUS 304
_____ MUS 260 sect. 2
_____ MUS 260 sect. 4

_____ MUS 302
_____ MUS 260 sect. 1
_____ MUS 260 sect. 3
_____ MUS 260 sect. 5

Performance Organizations

_____ MUS 190 sect. 3
_____ MUS 190 sect. 4
_____ MUS 190 sect. 7
(six credits total)

_____ MUS 190 sect. 3
_____ MUS 190 sect. 4
(six credits total)

_____ MUS 190 sect. 5
_____ MUS 190 sect. 6
_____ MUS 190 sect. 7
(eight credits total)

Private Lessons

_____ MUS 150 sect. 8
(2 credit minimum)
_____ MUS 150 sect. 16
(4 credit minimum)

_____ MUS 150 sect. 8
(two credits minimum) (four credits minimum)
_____ MUS 150 sect. 16
(4 credits minimum)

_____ MUS 150

Piano Proficiency (may be repeated until passed)

_____ MUS 160

Senior Project

_____ MUS 440

EDUCATIONAL STUDIES MINOR

EARLY CHILDHOOD THROUGH ADOLESCENCE CERTIFICATION IN ART

Pending Approval

(Ages birth-21, Grades PK-12)

Revised January 2010

Name _____ Education Adviser _____
 Program/Major _____ Major Adviser _____
 Student Teaching Semester _____ Date _____

REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

Foundations Sequence - All Certifiers

_____	EDU 195	Introduction to the Social Foundations of Education	5	F/S
_____	EDU 250	Psychological Foundations of Education	3	F/S
_____	EDU 270	Differentiated Instruction	3	F/S
_____	EDU 412	Senior Seminar in Educational Studies	3	F/S

Curriculum and Methods - Early Childhood-Adolescence ART Certifiers

_____	EDU 242	Arts Integration for Elementary and Middle School	4	S
_____	EDU 311	Literacy Development in the Middle/Secondary Schools	4	F

(to be taken at UW-Oshkosh)

_____	ART 354	Art Methods- Elementary	3	
_____	ART 356	Art Methods- Secondary	3	
_____	Sec Ed 366	Clinical Experience	2	

(1 credit each semester in conjunction with ART 354/356.

Must complete 50 total hours in these two clinical or with a third placement arranged at Ripon)

Please consult with UW-Oshkosh for scheduling options

Student Teaching (Certifiers only)

_____	EDU 491	Student Teaching- Art	12	
_____	EDU 471	Student Teaching Seminar	1	

Teacher Certification Program Requirements

Program Entry	Approval for Student Teaching	Approval for Certification
_____ Cumulative GPA 2.5+	_____ Cumulative GPA 2.75+	_____ Cumulative GPA 2.75+
_____ Passing Scores on Praxis I	_____ Passing Scores on Praxis II	_____ Prof. Dev. Portfolio Review
_____ Prof. Dev. Portfolio Review	_____ Prof. Dev. Portfolio Review	_____ Successful completion of student teaching
_____ Human Relations Clinical Plan	_____ Documentation of 100 hours of clinical experience	_____ Completed certification Application
_____ Grade of C- or better in EDU 195, 250, and 270	_____ Human Relations Paper	_____ A.B. Degree Granted
_____ Background Check (Prior to EDU 320 Placement)	_____ Background Check	

•NOTE: Students seeking early adolescence through adolescence certification must complete a subject area teaching major and special course work in the ESC curriculum in addition to the courses listed above. It is important to see an Educational Studies and subject major adviser. Please consult the Educational Studies *Handbook* and the *Ripon College Catalog* for further descriptions of the Educational Studies program.

••NOTE: A student may receive an educational studies minor by taking course work but not completing requirements for certification, including tests, and clinical experiences.

COMPLETION OF GENERAL ART MAJOR at least 38 credits that includes:

Art History

_____ Art 171	History of Western Art I	4	
_____ Art 172	History of Western Art II		4
_____	At least one other art history class approved by the department	4	

Studio Coursework

_____ Art 120	Drawing I		3
_____ Art 250	Figure Drawing	1	
_____ Art 230	Painting I		3
_____ Art 253	Computer Assisted Art	3	
_____ Art 180 or 190	Ceramics or Sculpture		3

At least three other electives (one must be from Art 372, 373, 374, 375, or 377, all upper level Art History Topics courses, including *Art and Nature*, *Art NOW*, *Art and Gender*, and *Arts Management*)

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Senior Seminar

_____ Art 570	Senior Seminar	4	
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NOTE: The Department of Educational Studies outlines the above coursework as a guideline only. Art certification in Wisconsin requires studio coursework completed in a wide variety of genres. The Department of Art will help you best determine the coursework available to meet these requirements. It is suggested that students seek an adviser in the Department of Art early in their academic program.