



Department of Educational Studies

Teacher Education Handbook

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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 majors and minor, all teacher licensure 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 Ripon College Catalog. These documents, along with the counsel of your advisors in educational studies and your content area, will help you complete your teacher education program successfully.

We urge you to read our philosophy statement and the conceptual model for the Educational Studies Department. 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 e-mail or stop by to see one of us, even if you are not yet sure that you wish to pursue a teaching license through Ripon College. Faculty office 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 arts 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 Department of Educational Studies promotes the disciplined study of the theory and practice of education as a social process that serves both collective and individual aspirations. The department also is dedicated to the preparation of knowledgeable, effective, and reflective teachers for K-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 arts and professional education. Breadth of knowledge is developed through the general education Catalyst Curriculum 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 arts education is appropriate and desirable for all students admitted through the college's selective admissions process. Ripon College students bring to the college diverse educational backgrounds, life experiences and professional aspirations. All of these factors are considered as students choose an academic path and work to define and achieve their life goals.

Educational Studies Curriculum- In the initial courses in teacher education (EDU 190, 250, 260, 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. Next, 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 during their sophomore or junior year of study. As students

progress through their teacher education course work and clinical experiences, they are also working through course work in general education Catalyst courses and their major/minor fields of study. The integration of professional and liberal arts course work is evident in the pre-student teaching practicum experience, but it is also obvious in students' engagement with subject matter as they plan units, critique curricular materials and documents, and prepare instructional materials throughout their professional course work.

Ripon College's five-course Catalyst general education curriculum rigorously develops the 21st-century skills that employers seek while streamlining the path to graduation. Catalyst consists of five seminars, two in the first year, two in the sophomore year, and the applied innovation seminar in the junior year. The first four seminars are designed to develop the essential skills students need to work collaboratively and independently in the junior seminar, in which they will work in teams mentored by faculty members as they develop and present proposed solutions to large, open-ended questions. The seminars also provide grounding in some basic college-level academic skills and expose students to a range of disciplinary approaches. Graduates who complete the Catalyst curriculum earn a Concentration in Applied Innovation, which documents on the transcript that a graduate has mastered the skills of oral communication, writing, critical thinking, collaboration, quantitative reasoning, information literacy, integration and intercultural competence.

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 320 Pre-Student Teaching Practicum. In this course, students work individually to write a coherent and well-crafted statement of their philosophy of education. 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.

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 at 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. 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 to effective teaching. Faculty members in the EDU Department take their roles as advisors, 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.

Educator Preparation Program Standards: The standards that provide structure for teacher education, educator licenses, and professional development for practicing educators are the Wisconsin Educator Standards with related knowledge, skills and dispositions. To receive a license to teach in Wisconsin, one must demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards.

1. Pupil Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

Throughout the departmental coursework, performance tasks and clinical experiences are linked to the objectives, and clearly defined criteria for those tasks are developed in assignment descriptions and assessment rubrics. The overall assessment system for the department serves to gather data relative to the professional preparation of individual students and the effectiveness of various components and courses in the teacher education program.

As a summative evaluation of students' pedagogical, assessment, and analysis skills; the student teaching seminar and WI state law requires each student to a final performance assessment. Ripon College has developed a Teacher Work Sample (TWS) that involves pre-instructional assessment of student knowledge, skills, and abilities; development and implementation of a pedagogical strategy; and post-assessment of student learning in Wisconsin Teacher Standards 1-8. Standards 9 and 10 are assessed as a part of the student teaching final evaluation.

Dispositions Assessment: Teaching dispositions are the attitudes and beliefs an individual holds about the teaching-learning process, students, schooling, and their own professional development. As teacher educators, the Educational Studies faculty at Ripon College have an ethical obligation to nurture into the profession the people most likely to be effective and humane teachers. Coursework 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. Alongside the curriculum, a set of assessment tools and procedures are used to evaluate critical indicators of teaching potential: GPA, content knowledge, observations and evaluations of teaching performance in classroom settings, portfolio reviews, teacher work sample, and this dispositions assessment. Here is a link to further explanation of the [dispositions](#). This document further explains the dispositions assessment process. Students will be evaluated on these dispositions throughout their time in Educational Studies and Teacher Education Program.

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.

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 advisors to develop your academic program.

- You must satisfy the following requirements for teacher certification:
 - Complete the Catalyst Curriculum as required by Ripon College.
 - Complete an Educational Studies major as indicated below.
 - Complete the professional education requirements outlined in this handbook.

- Plan to attend an information meeting held for first-year students during the first semester. General information meetings are also available by appointment with any educational studies faculty members. Attendance at one of these meetings is required. An educational advisor will be assigned to you after you make known your interest in pursuing a program in educational studies.
- After you select a subject area major, you should speak with an advisor in that field of study as soon as possible. That advisor, along with your advisor in Educational Studies, will work with you to ensure you are meeting all requirements to qualify for certification and graduation from the College. Be sure to check the "College Catalog" for specific requirements of each license program. The following majors are approved for teacher licensure at Ripon College.

Majors

- Elementary Education (Grades K-9)
- Exercise Science - Physical Education & Health (K-12)
- Music Education (Grades K-12)
- Secondary Education
 - English/Language Arts (Grades 4-12)
 - Mathematics (Grades 4-12)
 - Social Studies (Grades 4-12)
 - Science (Grades 4-12) – Pending DPI approval
 - Art Education (Grades K-12)
 - World Languages (Grades K-12)
 - French and Spanish (Grades K-12)

Minors

- Special Education (Grades K-12)- Must also complete the Elementary Education Major for licensure in special education. *(This program is pending DPI approval as of 8/15/24)*
- Educational Studies- non-licensure minor

Add on Teacher Licenses:

- English as a Second Language (Grades K-12)- Students must earn one of the above licenses in order to earn this one.
- Upon declaring your major or minor in Educational Studies, you will be invited to join the Department Canvas Class. This class has specific information regarding the clinical experiences, requirements for each major and minor, and other important information.
- EDU 190 School and Society, and EDU 260 Diversity in American Education are usually the first courses taken by students seeking teacher certification.
- Consider your student teaching options as you plan your academic programs. Some teacher education students 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 urban education program or in an international placement.
- Your Wisconsin teaching license will transfer to other states. However, requirements do vary from state to state, and you may be required to meet the additional requirements. Please indicate your intentions to the Director of Teacher Education

Clinical Experiences Sequence

Below are descriptions of the different clinical experiences that you will complete as a part of the curriculum in conjunction with specific courses.

EDU 250-Psychological Foundations of Education Clinical-15 hours- Students enrolled in this course complete a series of observations in classrooms in area schools. A clinical log sheet must be filed in the student's departmental file. The cooperating teacher completes a written evaluation of the student's professional behavior, dispositions, knowledge, and communication skills. That evaluation is also kept in the student's departmental file. Students complete a reflection paper which is a part of their portfolio as well.

EDU 260 - Human Relations Clinical- 20-30 hours - This is a self-placed clinical experience. Students secure placements in schools or other educational settings that will allow them to work with children and/or adolescents of different ethnic/racial or socio-economical background than their own. The student must write a reflection paper for this experience, keep a participation log, and secure a supervisor's verification of completion of the experience. All paperwork must be reviewed by the EDU 260 course instructor and placed in the student's department file.

EDU 270-Differentiated Instruction Clinical- 10 hours- Students enrolled in this course complete a series of observations in inclusive classrooms or special education classrooms in schools. Copies of the clinical log must be filed in the student's departmental file, and cooperating teachers complete a written evaluation similar to the EDU 250 evaluation. Students also complete a reflection paper which is a part of their portfolio.

EDU 320 - Pre-Student Teaching Practicum- 40-50 hours - Students typically enroll in this clinical experience in the year prior to student teaching. The expectation for this clinical is that students will complete 3-5 hours of classroom participation each week and assume responsibility for the preparation and teaching of several lessons during their placement. The cooperating teacher completes two written observations of the student's teaching and the college supervisor completes one; in some instances two if deemed necessary. Those observations, a clinical log sheet, and a final evaluation by the cooperating teacher are placed in the student's departmental file. The final evaluation for the practicum is focused on all 10 Wisconsin Teaching Standards.

EDU 421, 431, 435, 441, 451, and 461 - Student Teaching-Placements of at least 15 weeks in length - Students typically enroll in student teaching during their eighth or ninth semester of course work at Ripon College. Student teaching hours are determined by the school districts and programs in which the placement is made. Students have several options for student teaching as described previously but the following expectations for supervision are common to all of them.

- A minimum of three classroom observations, in person or real-time virtual must be completed and documented using the standard observation form by the college supervisor during the student teaching semester. At least one must be in person.
- A minimum of at least two formal classroom observations should be completed and documented using the standard observation form by the cooperating teacher during each nine-week placement.
- A minimum of one triad conferences (student teacher, cooperating teacher, and college/program supervisor) must be completed for each placement.
- A final evaluation using the form supplied by Ripon College must be completed by the cooperating teachers and college/program supervisor.

Most Ripon College students complete in excess of 100 hours of pre-student teaching clinical experience. Educational Studies students are involved in after school programs at the elementary and middle schools in Ripon, in the Big Brothers and Sisters Program of Fond du Lac County, in the Boys and Girls Club and numerous other settings.

Educational Studies Departmental Student File

Upon a student's announcement of interest in pursuing a major/minor in Educational Studies, advisors in the department will start the student's educational studies file. In each file, the following items are stored as a student progresses through their academic program:

- 4-year academic plan
- Transcripts
- Evaluations from all clinical experiences (EDU 250, EDU 270, EDU 320, Diversity/Human Relations, and student teaching),
- Dispositions consent form as well as documentation of any incidents (completed prior to first clinical)
- Documentation of successful completion of all required assessments or indicators of general knowledge and content knowledge,
- All applications including applications to the department and for student teaching,
- Other miscellaneous materials deemed to be important based on each student.

Electronic Professional Development Portfolio

All students seeking teacher licensure will have a google folder to house their work which will serve as their professional development portfolio. The portfolio is developed during EDU 320 and is reviewed two times: at approval for student teaching; and at the conclusion of the student teaching semester.

Admission to the Department

Upon Enrollment in EDU 320, you should complete the following requirements to in order to be officially accepted into the teacher education program:

- Complete an Application for Entry to the Teacher Education Program.
- Provide proof that you have earned a cumulative GPA of 2.75 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.
- Provide proof that you have taken and earned grades of C- or better in the following courses: EDU 190, 250, 260 and 270.
- Provide proof of successful completion of at least 30 hours of clinical work.
- Submit appropriate documentation to allow Ripon College to conduct a criminal background check. 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. Some school districts will also complete their own background checks for any volunteers in their district and may charge you a nominal fee for this as well.

Student Teaching

Global Student Teaching

Ripon College works in cooperation with the Global Gateways to offer students opportunities to complete their student teaching in another country. Students interested in it should contact the Director of Teacher Education at least one year before they plan to student teach. Students typically teach 9 weeks locally and then teach 8 weeks in another country. Students completing this option will be observed the required number of times during their local placement prior to going abroad.

Urban Education

In cooperation with the Chicago Center, students may complete their student teaching in downtown Chicago. Interested students should contact the Director of Teacher Education at least one year before they plan to student teach. Students work in Chicago Public School and live in the Hyde Park area of Chicago.

Navajo Student Teaching Experience

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. Students interested in this should contact the Director of Teacher Education at least one year before they plan to student teach.

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.
- Demonstrate competency in Content Knowledge of areas of licensure in one of the following ways:
 - ✓ G.P.A. of 3.0 or higher in major/minor content area for licensure or a passing score(s) on the appropriate Content Knowledge exam(s)
 - ✓ For Subject Area Certifications (Science, English, Math, Social Studies, Physical Education, Health, Art, and Music) this will include all subject area courses required for certification.
 - ✓ For Elementary Education- this will include all courses required for certification. (EDU 150, 190, 245, 250, 260, 270, 316, 320, 323, 337, 338, 348)
 - ✓ Successful completion of clinical experiences, including the “Human Relations” clinical experience.
 - ✓ Endorsement for student teaching by the cooperating teacher and college supervisor of the EDU 320 Practicum experience.
 - ✓ Satisfactory evaluation of teaching dispositions on the department Dispositions Assessment Form throughout the Educational Studies program and in clinical placements.
 - ✓ Application for Ninth Semester Tuition Reduction, if appropriate.
 - ✓ Application for urban education, international student teaching or Navajo Student Teaching Experience as appropriate.
 - ✓ Approval of the Professional Development Portfolio in Google Folder
 - ✓ The Department will also complete a transcript review looking for 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.

Policy Regarding the Timing of Student Teaching

Student teaching normally takes 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 work. Students must secure prior approval for such by submitting a request signed by their educational studies advisor before the beginning of the deferment period.

If a student teacher already holds a teaching license and is looking to add additional licensure, they will be required to student teach for the equivalent of 120 hours. These students would also be required to demonstrate the content knowledge of the licensure area by completing the Teacher Work Sample in the content area for licensure.

Policy Regarding Distance for Supervision

The service area within which Ripon College will provide supervision for student teaching includes the following school districts: Appleton, Beaver Dam, Berlin, Fond du Lac, Green Lake, Markesan, Montello, Neenah, North Fond du Lac, Oakfield, Omro, Oshkosh, Princeton, Ripon, Rosendale-Brandon, and Waupun. This is a 60-mile radius from Ripon.

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) help secure placements in school districts in the area that they would like to student teach; and b) pay a distance student teaching fee.

Cooperating Teacher Qualifications

The Wisconsin Department of Public Instruction requires that cooperating teachers who work with student teachers meet the following qualifications:

- Hold a valid Wisconsin license or its equivalent for the teaching assignment and have volunteered for the assignment as a cooperating teacher.
- Have at least three years of teaching experience, with at least one year of teaching experience in the school system of current employment.
- Have completed training in both the supervision of clinical students and in the applicable standards. Ripon College will help teachers secure this training or will provide it on an as needed basis through individual conferences for cooperating teachers conducted by faculty members responsible for student teaching supervision.

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 (\$175 per credit for 14 credits) for student teaching in a semester following graduation. Students must have completed four full-time semesters at Ripon College and apply 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 are meant to benefit both the public school and the student teacher 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.

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 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 will notify students when they are being considered for an internship. The student who is hired as an intern will be billed 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.
- 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.
- Approval of the professional development portfolio with inclusion of evidence from the student teaching experience including the TWS.
- Passing score on required assessments listed below:
TEACHER Work Sample (TWS) is a subject-specific, performance-based assessment that takes place during student teaching. Cooperating teacher, college supervisor, and seminar instructor locally assess this assessment. Pre-service teacher candidates must have a passing score on the TWS to complete the program and be endorsed for Wisconsin licensure.

FOUNDATIONS OF READING TEST (FORT) This requirement applies to all elementary teacher licensure and special education teacher licensure. Pre-service teacher candidates applying for initial licensure in Wisconsin must receive a passing score of 233 on the Foundations of Reading Test. Registration is found on the Pearson website at this [link](#).

Decisions and Appeals Procedure

The faculty of the Educational Studies Department has collective responsibility for reviewing 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 on the next page.

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 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 Faculty.

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

Policy and Procedures Revised November 2019

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 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 advisor 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 Director of Teacher Education at least two months prior to enrollment in the program.

Students accepted into this program must submit to and pass a background check at the time of acceptance. 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.