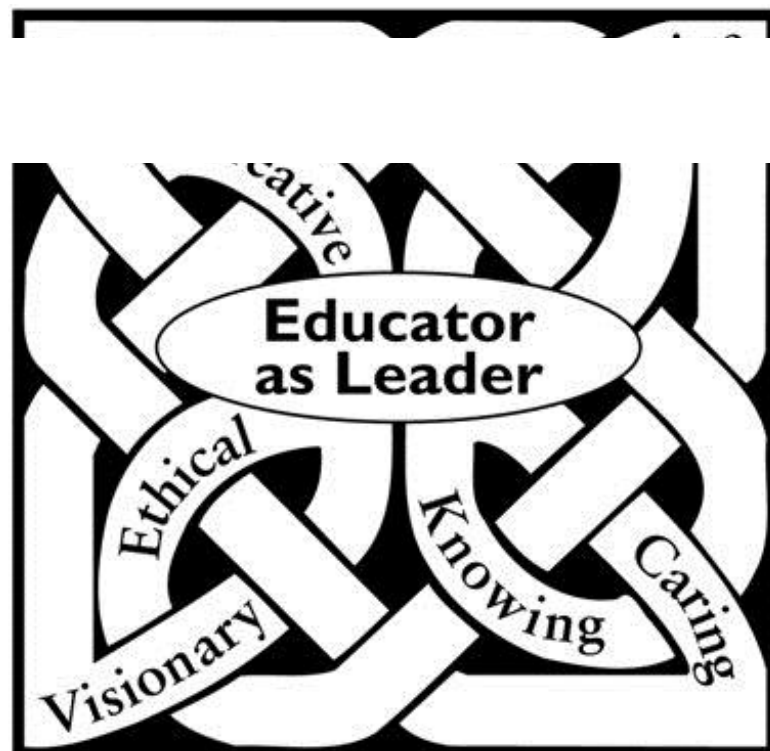




ORIENTATION TO THE
COLLEGE OF EDUCATION
BACHELOR OF SCIENCE
TEACHER EDUCATION PROGRAMS
LEADING TO INITIAL CERTIFICATION



Educate

(from Latin, “e=out” + ducere = to lead; to draw out that which is within)

What does it mean to be an educated person?

“It means respecting the miracle of life, being empowered in the use of language, and responding sensitively to the aesthetic.

Being truly educated means putting learning in historical perspective, understanding groups and institutions, having reverence for the natural world, and affirming the dignity of work.

Above all, being an educated person means being guided by values and beliefs and connecting the lessons of the classroom to the realities of life.”

-Ernest Boyer (1928-1995)

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COLLEGE OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK

In order to build upon both mission statements, the College of Education has developed a theme that serves as the overriding rationale for the Unit's operation and guides the structure of all programs, courses, teaching, and candidate performance. The theme, **Educator as Leader**, has evolved since the development of the College of Education's knowledge base for its first NCATE accreditation in 1988. Educators include teachers, administrators, school counselors, and Special Education service providers. Patterson and Patterson (2004) focus on the teacher leader surmises that teacher leaders are those passionate, captivating individuals who use their skills to influence change.

The conceptual framework provides the foundation for personal, professional, and spiritual development for candidates. Our philosophy and vision of the preparation of educators is demonstrated in artifacts and syllabi, handbooks, web pages, and other marketing publications.

INSTITUTIONAL MISSION STATEMENT

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with an emphasis on service and the promotion of peace and justice.

VALUE OF THE INSTITUTION

Diverse Community of Learners...

Spalding University welcomes students, faculty, staff, and administrators, who are diverse in age, experience, intellect, race, class, minority status, gender, religion, and culture. Participation within this inclusive learning environment promotes the acceptance and appreciation of the values and unique life experiences of each individual.

Dedicated to Meeting the Needs of the Times...

Since 1814, Spalding University has been and continues to be a community committed to providing curricula and programs that address evolving needs and to contributing knowledge and understanding derived from teaching, scholarship, and creative activity.

Quality Undergraduate and Graduate Liberal and Professional Studies...

Spalding University provides a stimulating educational atmosphere, personal student/faculty interaction, and individual attention to a student's total learning. Throughout the educational experience, students practice habits of mind, or ways of knowing, that transcend disciplines and cultures; and realize habits of heart that relate understanding and judgment to life.

Grounded in Spiritual Values...

Rooted in the catholic tradition, the Spalding University community embraces individuals of all traditions, encouraging them to live from a personal philosophy centered in a value system beyond self.

Service and the Promotion of Peace and Justice...

Spalding University serves human needs by challenging, encouraging, and supporting members of its community to exercise leadership in applying their learning to the fundamental needs of human life-- physical, emotional, intellectual, and spiritual--in whatever social or professional context they may find themselves. All are encouraged to recognize moral, social, economic, political, and environmental issues, and to engage actively in the promotion of a just and peaceful world.

INSTITUTIONS EXPECTATIONS AND OUTCOMES

The presentations, assignments, and assessment processes in courses are designed to:

- Meet the needs of diverse learners in a rapidly-changing world, including the world of schools
- Enable students' success as articulated by national and state standards by helping them develop the following competencies:
 - Think critically;
 - Communicate effectively using oral, visual, and written skills;
 - Comprehend social issues from different perspectives such as literary, artistic, historical, cultural, philosophical, scientific, global, political, technological, and economic;
 - Use scientific and mathematical skills to solve problems;
 - Demonstrate effective interpersonal skills; and
 - Understand one's personal values and religious beliefs and respect those of others.
- Emphasize performance assessment and continuous improvement guided by evaluation and reflection; and
- Include and integrate the components of research, field practice, professional studies, specialty studies, general education, and continuous assessment.

STRATEGIC PLAN FOR THE INSTITUTION

Envisioning the Possibilities 2004-2009 is the theme of the strategic plan for the University focusing on five broad, critical areas: Academic Excellence, Student Engagement, Community Involvement, Fiscal Integrity and Stewardship, Facilities and Technology. The critical components continue to be the driving force behind our decision-making, development of priorities and allocation of resources across all aspects of the university.

PRINCIPLES OF SPADING UNIVERSITY PROFESSIONAL EDUCATION UNIT

Mission Statement

In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the College of Education has as its mission the preparation of educators who possess intellectual understanding, holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural society.

Philosophy and Purpose of the Unit

The professional unit's Conceptual Framework extends a philosophy and attributes reflective of the emphasis which all programs administered in the unit place on learning and the learner. Sequenced programs of study that are associated with carefully planned field based service learning experiences build upon a foundation of content and pedagogical knowledge to prepare candidates for entry into teaching or continuing professional development. The product of our programs will have a preparation that will support them in internalizing, initiating, and sustaining a professional commitment to impact learners in diverse learning communities. Toward that goal, the unit holds a set of shared beliefs about (a) education in a liberal arts university, (b) educators as leaders, and (c) program goals.

Faculty recognize the developmental characteristics of candidates, both traditional and non-traditional guides, curriculum development and its implementation. A major distinction of the units faculty is the ever present recognition of the importance of teacher candidate prior experiences that they bring to the context of our catholic heritage. The spiritual values and ideals of service and the promotion of peace and justice are operationalized through the college mission, and goals statements in addition to the university general curriculum offerings.

Beliefs about Education in a Liberal Arts University

We believe in the tradition of the Sisters of Charity of Nazareth

- The infinite worth of individual human beings is to be cherished and nurtured, and differing cultural systems are recognized and respected.
- The university is an integrated system with many interacting and interdependent elements.
- An integrated, values-based curriculum involves responsibilities for the community of faculty members.
- A global consciousness by students and faculty is a goal to be pursued.
- Writing, speaking, and thinking creatively and critically are key skills to be integrated across the curriculum.
- Education is a process that nurtures student growth and development.
- Learning and skill development are life-long processes that are enhanced by interdisciplinary understandings and practices.
- Learning is a natural human activity pursued differently by each learner.

Beliefs about Educators as Leaders

The College of Education at Spalding University believes that educators are leaders. The **Educator as Leader** model is characterized by a metaphor of an interlaced Celtic knot. The never ending strands represent the permanence and the continuum of teacher professional dispositions drawn from a knowledge-base aligned with national, state, and professional standards in support of student learning and development (NCATE, 2008, p. 90).

Dispositions are defined as “attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. Specific references to the dispositions and appropriate standards are articulated in curriculum contracts as well as in course syllabi.

The unit’s expectations are standards-based and aligned with the Kentucky Teacher Standards in initial programs and with appropriate state-adopted standards in advanced programs. The advanced programs align with Kentucky professional standards and the respective professional associations.

Each program provides multiple options for candidates to acquire depth and breadth in knowledge, skills, and dispositions with a commitment to best practice, diversity, technology, and service.



We believe that educators are leaders who demonstrate the dispositions of visionary, knowing, reflective, creative, caring, and ethical.

Educator as Leader	
• Visionary	Demonstrates <i>insight</i> in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential
• Knowing	Demonstrates theoretical, pedagogical, professional, and content <i>knowledge</i> and <i>the ability to apply and conduct research</i> to address challenges and solve problems
• Reflective	Demonstrates a <i>belief that all students can learn and the ability to evaluate</i> teaching and learning experiences for personal and professional growth
• Creative	Demonstrates <i>flexibility</i> in meeting needs and using best practices to promote student learning
• Caring	Demonstrates <i>respect</i> for self and others, <i>openness</i> to diverse perspectives and cultures, and <i>perseverance</i> in serving learners, families, schools, and communities
• Ethical	Demonstrates a commitment to <i>fairness</i> and the principles of personal, academic, and professional <i>integrity</i>

ADMISSION TEST REQUIREMENTS

PPST (PRAXIS PRE-PROFESSIONAL SKILLS TEST)

Website: <http://www.etx.org/praxis/prxdbt.html>

General Description: Tests of basic academic proficiency in the areas of reading, math and writing.

Registration: 1-800-853-6773 Must register by 12 noon at least two business days prior to appointment

Cost: \$125 for 3 tests

Required Minimal Score: Reading=173, Math=173, Writing=172

Test Site: Prometric Testing Center, 7400 La Grange Road, Suite 103, Louisville, 40222, 423-0478

Preparation: Review ACT preparation guides and materials

ACT

Website: <http://www.act.org>

General Description: Designed to assess basic academic competencies in English, math, Reading, and Scientific reasoning of high school seniors as an indicator of college readiness .

Registration: Online registration or directly with on of 13 test sited in Kentucky for five national test dates

Cost: \$29 Required Minimal Score: 21 or 19 for test before December 1989

Test Sites: Several area high schools are listed on the web page. The test is also given by the University of Louisville Test Center, JCC (Downtown and Southwest campuses), and Sullivan College. Test dates for each center are listed on the website.

Preparation:

See website for materials

Fee based workshops at Sylvan Learning Center

SAT

Website: www.collegeboard.com

General Description: The SAT reasoning test is a measure of the critical thinking skills you'll need for academic success in college.

Cost: \$49.50

Required Minimal Score: 990 for test before September 2005. No Minimum score for new test during 2005 when data will be gathered for setting minimal score.

Test Sites: Test dates and centers are listed on the website.

Preparation: Study materials described on the website

UNDERGRADUATE ADMISSIONS – TIMELINE

Declaration	<input type="checkbox"/> Complete the Major Declaration Form	
Registration	<input type="checkbox"/> Registrar for courses other than Education until after orientation in the Advising Center <input type="checkbox"/> After attending a COE Orientation, register for no more than three (3) education prerequisite courses approved by the COE prior to admissions: EDU 213 Foundations of Education; EDU 377 Learning Development through the Lifespan; or EDU 379 Multimedia for Teaching <input type="checkbox"/> Bring verification of COE Orientation attendance <input type="checkbox"/> Reminder: Faculty in prerequisite courses will complete a dispositions inventory that will be reviewed by Admissions Committee	
Orientation	<input type="checkbox"/> Attend one (1) COE Orientation during first term (Fall, Spring, Summer) enrolled <input type="checkbox"/> Complete record check form <input type="checkbox"/> Respond to a question to demonstrate teacher qualities/dispositions <input type="checkbox"/> Respond to a classroom/education scenario to demonstrate knowledge of best practice strategies	
Admission Preparation	Prepare all admission documentation prior to signing up for an interview with COE Faculty” <input type="checkbox"/> COE Application form <input type="checkbox"/> Transcript printed from Spalding Website that includes at least a 2.5 GPA <input type="checkbox"/> Recommendation forms from at least 3 Spalding/Other College/University faculty [These must be in sealed envelopes with the signature of the responder across the back seal] <input type="checkbox"/> Recommendation forms from at least 2 personal references including COE disposition information [These must be in sealed envelopes with the signature of the responder across the back seal] <input type="checkbox"/> Proof of Academic Proficiency: ACT at least 21; SAT 900; or PPST Reading 173, Writing 172, Mathematics 173 <input type="checkbox"/> Type responses for two (2) questions provided by the COE <input type="checkbox"/> Active membership of KEA-SP – Payment Receipt/Verification <input type="checkbox"/> Verification of required Field Experience tasks/hours and one reflection shared in Blackboard ADM101	
COE Admission Interview	<input type="checkbox"/> Dress professionally <input type="checkbox"/> Arrive at least 20 minutes ahead of scheduled interview to complete a written reflection to a classroom/education scenario [Timed: 15 minutes] <input type="checkbox"/> Oral responses to questions with at least two (2) education faculty (Timed: 15 minutes)	
Teacher Candidate	On receipt of COE Admission Letter: <input type="checkbox"/> Set up appointment with COE faculty advisor to establish a program completion timeline and course schedule <input type="checkbox"/> Bring COE Admissions Letter	

FIELD EXPERIENCE

Field experience is an important component of the program, enabling candidates to apply learning from the Spalding classroom to the real life of P-12 schools and to begin limited teaching duties prior to student teaching. Field hours are attached to specific courses with identification of specific assignments and settings included in the course syllabi. Assignments range from observation to instruction of individuals or small groups and are sequenced to provide continuous growth of the candidate prior to the student teaching experience.

The College of Education requires that at least 50 percent of field hours specified on the curriculum contract be done in diverse public or private school settings (more than the average minority representation for the district; more than the average percentage of free and reduced lunch recipients; more than the average number of ECE Units; and/or a CATS designation of level one, two, or three). All student teaching placements will be made by the Director of Field Experiences. Students are not to attempt to arrange their own placements. See the Student Teacher Handbook about placement.

LIABILITY INSURANCE

All students must be covered by liability insurance prior to entering any school for field experience or student teaching. Proof of coverage can be obtained in one of the following ways:

1. As a full-time employee of JCPS
2. Active member of KEA-SP (Kentucky Education Association – Student Program) – membership must be renewed annually
Members of the KEA Student Program are automatically covered under the NEA Educators Employment Liability Insurance Program any time they enter a school or classroom as part of their teacher certification program. If action is brought against them in civil court for any incident that occurs during their student teaching or other on-site classroom activities required for their degree program, their legal expenses will be paid, along with up to \$1,000,000 in damages.
3. Active member of CEC (Council for Exceptional Children) – membership must be renewed annually
An additional fee for insurance is charged by CEC.

FIELD EXPERIENCE EVALUATION DIRECTIONS FOR CLASSROOM TEACHERS

Note to Classroom Teachers: The Spalding University College of Education sincerely appreciates you for opening your classroom to our Teacher Candidates. The Teacher Candidates will be expected to complete the activities that are listed in the student activities section of this note. Above all, we require that our candidates learn from you and work with the students as they explore the profession of teaching.

Please monitor our Teacher Candidates as they strive to meet the following expectations in your classroom and school building. Teacher Candidates must:

- Arrive on the day and time that has been determined with the school contact
- Make the front office aware of arrival and sign-in
- Treat the Classroom Teacher's time with respect as with any other appointment
- If the Teacher Candidate must cancel, they are expected to contact the school concerning their absence
- Keep a field placement log of hours form that must be signed by the Classroom Teacher to verify completion of required hours
- Remind the Classroom Teacher to complete the attached evaluation at the completion of the placement. This will ensure that the teacher candidate is reaching the goals that are expected by the Spalding University College of Education

Possible activities that could be required for the Teacher Candidate:

- Individualized assistance to a student in content area learning. Including, but not limited to, reading with a student, math assistance, or social studies activities
- Direct interaction with small groups of students by helping with assignments
- Participation in tasks that directly impact the teacher's day, such as instructional activities, planning, and grading students' assignments
- Teach a lesson to the class that has been pre-approved by Professor and Classroom Teacher (*in Methods courses only*)

Teacher Candidates' required Dispositions and Behaviors:

- Be active in the class and ask appropriate questions pertaining to education
- Show positive attitudes toward students and all school employees
- Show respect to the Classroom Teacher by completing all tasks as assigned
- Exhibit dress and behavior that is expected of a professional educator
- Interact professionally with all school personnel
- Interact with students in a positive, respectful, and safe manner
- Creates a lesson that corresponds to the plan developed in collaboration with the Classroom Teacher (*in Methods courses only*)
- Incorporates Kentucky's Core Content and relevant curricular resources as they relate to the Teacher Candidate's lesson plans in collaboration with the Classroom Teacher (*in Methods courses only*)

During the placement students are not allowed to:

- Take on full responsibility of classroom, field trips and/or activities
- Be responsible for discipline
- Solo teach a class
- Receive monetary gifts for participating in the classroom setting
- Violate FERPA regulations
- Take food or drink into the classroom



Spalding University

Educator As Leader

College of Education

FIELD EXPERIENCE EVALUATION TO BE COMPLETED BY CLASSROOM TEACHER:

Teacher Candidate: _____

Course Number: _____ Term: _____

Classroom Teacher: _____

Host School: _____ Grade Level: _____

Based on your observation, please indicate the extent to which the teacher candidate is progressing with regard to the following descriptions:

Exemplary (4)	Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the Teacher Candidate's expertise and the ability to reach ALL students.
Competent (3)	Performance is consistently above average in meeting performance criteria demonstrated by going beyond established standards and instructional practices in teaching ALL students.
Developing (2)	Performance is consistently adequate in meeting performance criteria.
Unsatisfactory (1)	Performance is consistently not acceptable in meeting performance criteria.

Teacher Candidate Expected Behaviors/Dispositions:

1	Teacher Candidate is active in the class and asks appropriate questions pertaining to education.	4	3	2	1
Comments regarding level:					
2	Teacher Candidate shows positive attitude towards students and all school employees.	4	3	2	1
Comments regarding level:					
3	Teacher Candidate demonstrates the dress and behavior expected of a professional educator.	4	3	2	1
Comments regarding level:					

4	Teacher Candidate interacts in an appropriately professional manner with all school personnel.	4	3	2	1
Comments regarding level:					
5	Teacher Candidate shows respect for the classroom teacher by completing all tasks that are assigned in a timely and appropriate manner.	4	3	2	1
Comments regarding level:					
6	Teacher Candidate interacts with students in a positive, respectful, and safe manner.	4	3	2	1
Comments regarding level:					
7	(For students in Methods courses only) Teacher Candidate creates a lesson that corresponds to the plan developed in collaboration with the classroom teacher.	4	3	2	1
Comments regarding level:					
8	(For students in Methods courses only) Incorporates Kentucky's Core Content and relevant curricular resources as they relate to the candidate's lesson plans in collaboration with the Classroom Teacher.	4	3	2	1
Comments regarding level:					
Overall Comments regarding Teacher Candidate:					

Classroom Teacher: _____

Teacher Candidate: _____

Professor: _____

Total Number of hours: _____

Classroom/Cooperating Teacher, please select one or more of the following ethnic categories to describe yourself: (This data is required for accreditation purposes.)			
<input type="checkbox"/>	American Indian or Alaska Native	<input type="checkbox"/>	White
<input type="checkbox"/>	Asian	<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	Black or African American	<input type="checkbox"/>	Other
<input type="checkbox"/>	Latin American	<input type="checkbox"/>	Prefer not to respond
<input type="checkbox"/>	Native Hawaiian or Pacific Islander		

Spalding University - College of Education

STUDENT TEACHING TIMELINE/CHECKLIST

PRIOR TO STUDENT TEACHING:

- ___ Admitted to the College of Education's Teacher Preparation Program
- ___ Health requirements completed for vision, tuberculosis, speech, hearing
- ___ Senior Level Status and Senior Audit with advisor completed
- ___ Criminal Records Check Completed and Cleared for Student Teaching
- ___ PRAXIS® tests taken and passing scores
- ___ Read and signed the Professional Code of Ethics for Kentucky School Certified Personnel
- ___ Acceptable Rating or higher on the Spalding Teacher Candidate Disposition Assessment
- ___ Completion of all course work for degree program
- ___ Required field experience hours in at least 50% diverse public or private school settings completed
- ___ GPA of 2.5 or higher for undergraduate candidates; and GPA of 3.0 or higher for MAT candidates
- ___ Completed Application for Student Teaching (one **semester prior** to student teaching)
- ___ Interview with Director of Field Experiences (**one semester prior** to student teaching placement)
- ___ Attend the Student Teaching Orientation
- ___ Contact the assigned cooperating teacher to schedule a planning meeting

DURING STUDENT TEACHING:

- ___ Begin the 14 week, full-days of the Student Teaching experience according to the "start date" for your assigned placement
- ___ Begin attending all required Spalding seminars as scheduled
- ___ **Weeks 1 - 2;** Take attendance, learn student names, become familiar with the school, meet the principal/staff, observe the cooperating teacher, work with a student one on one, work with small groups of students, attend faculty/team/department meetings, participate in local school professional development, plan with cooperating teacher, share professional growth plan, take responsibility for one regular activity; begin completing the weekly reflection journal activity
- ___ **Weeks 2-4;** Review students' IEPs, teach lessons planned by cooperating teacher, attend and participate in parent conferences, teach lessons planned by the student teacher to small groups of students or the whole class, increase content area responsibility for teaching by week 4, formal observations and conferences conducted

- ___ **Weeks 5-6;** Solo Teach 2-days, continue previously listed responsibilities, formal observations conducted, complete 2-day Solo Reflection
- ___ **Weeks 6-7;** First Seven Weeks Evaluation completed, begin transitioning and closing out activities in week 7
- ___ **Week 8;** Begin second student teaching placement, repeat activities listed for weeks 1-2
- ___ **Weeks 9-10;** Review students' IEPs to become aware of adaptations required in teaching, teach small groups of students and/or the whole class, formal observations and conferences conducted
- ___ **Week 11;** Increase teaching responsibilities and continue non-teaching duties
- ___ **Weeks 12-13;** Solo Week Teaching, formal observations and conferences conducted
- ___ **Weeks 13- 14;** Final Seven Weeks Evaluation completed, cooperating teacher/university supervisor/program evaluations completed, cooperating teacher and university supervisor consult on final grade recommendation, begin transitioning and closing out activities in week 14, complete final weekly journal reflections, portfolio presentation and defense during seminar (Fall 07 only), end student teaching placement according to "end date" on placement form (if no extension is required)
- ___ Complete TC-1 Application
- ___ Begin interviewing for teacher positions
- ___ Complete all requirements for participation in graduation

AFTER STUDENT TEACHING:

- ___ Continue the interview process
- ___ Exit interview with university advisor
- ___ Begin KTIP once notified and after receiving a teaching position

SCHOLARSHIPS AVAILABLE FOR STUDENTS IN EDUCATION

There are four Endowed Scholarships at Spalding University specifically for student enrolled in the Teacher Education programs.

CLARA FRANCIS BAMBERGER SCHOLARSHIP

Clara Francis Bamberger Scholarship is for an education student. There are no other criteria for the scholarship. Spalding University's Scholarship Committee has established some basic university guidelines for those scholarships that do not have any specific criteria:

- The student has to be enrolled full time for the academic year.
- The student must have a GPA of 2.5 or higher.
- The student has filed a FAFSA so we can determine their need.

IFCA RUTH DONNELLY MEMORIAL SCHOLARSHIP FUND

IFCA Ruth Donnelly Memorial Scholarship Fund is to assist teachers from Ky Catholic schools to continue their education at Spalding University.

PATRICIA WHYTE MASTERS SCHOLARSHIP FUND

Patricia Whyte Masters Scholarship Fund is available to student enrolled as an undergraduate student in the College of Education, exhibit certain academic strengths, and demonstrate financial need.

WOLFORD SPALDING EDUCATION SCHOLARSHIP

Wolford Spalding Education Scholarship is given, with priority, to resident of Harrison County, Indiana pursuing undergraduate Education degree programs. Should no Harrison County resident qualify, resident of Clark and Floyd Counties in Indiana may be considered.

CONTACT INFORMATION FOR SPALDING UNIVERSITY SCHOLARSHIP COORDINATOR

For additional information or assistance in applying for these scholarships, please contact:

Mr. Dominic Schillizzi
Scholarship Coordinator
Spalding University
851 S. 4th Street
Louisville, KY 40203
502-585-9911 ext. 2208
aspahiu@spalding.edu

SCHOLARSHIP AVAILABLE ONLY TO LBD EDUCATION STUDENTS

WHAS CRUSADE FOR CHILDREN SCHOLARSHIP

Eligibility criteria: An applicant must (1) be admitted to a program leading to the LBD teaching license and (2) demonstrate financial need via the Free Application for Federal Student Aid (FAFSA).

Application: An application and FAFSA information may be obtained in the College of Education office or the Student Financial Aid office or on the Education website. The completed application and copy of the FAFSA report from the federal agency must be submitted to the College of Education office.

Award Amount: As the amount of the Crusade award to Spalding University is dependent upon many factors, we cannot guarantee that scholarships will be available in any year or what the award amounts will be. Available funds are divided among qualified applicants based upon the number of credit hours per semester.

Selections process: The program required annual application, usually in the fall semester. Students approved for fall will automatically be considered for subsequent terms during the same academic year, but amount of awards may differ or no funding may be available depending upon the amount of award to the university. New students may make applications anytime during the academic year.

THE JACK KINNAMAN SCHOLARSHIP

This scholarship was created in the memory of our NEA-Retired Vice President and former Advisory Council member, Jack Kinnaman. He also represented NEA-Retired with NEA's Fund for Children and Public Education and held during his career several other local, state, and national Association positions.

He is most fondly remembered for wearing the "Cat in the Hat" costume during NEA's Read Across America event. He cared about students – especially ones who needed a helping hand financially. His family wanted scholarships to go to these students.

Applications must submit the following documents:

- Completed application form
- Up to 200 word essay describing your NEA Student Program activities on the local, state and/or national level
- A brief paragraph demonstrating your financial need and how this scholarship will help you complete your degree in education
- Two (2) letters of recommendation – one from a faculty member or your NEA Student Program Advisor and one from someone who is not a relative
- A copy of the most recent transcript with evidence of a 2.5 or better grade point average.

Print and submit a completed application by April 15. For additional information, contact NEA-Retired at (202) 822-7149.



MARVIN DODSON-CARL PERKINS SCHOLARSHIP SPONSORED BY THE KENTUCY EDUCATION ASSOCIATION

Deadline for Application is in January of each year. Check the website for current date:

http://kea.org/kea_student_program/marvin_dodson-carl_perkins_scholarship.aspx

Who May Apply:

Members of the KEA Student Program who are juniors, seniors, MAT candidates or post baccalaureate students seeking a first-time teaching endorsement in a Kentucky college or university during the 2010-2011 school year.

How Much:

KEA will give up to \$6,000 in scholarships, to be allocated at the discretion of the KEA Visibility Committee.

Requirements:

Applicants must:

- Be a college junior, senior, post-baccalaureate student or MAT candidate during the application year.
- Be a member of the KEA Student Program
- Plan to teach in Kentucky
- Preference will be given to students who have an outstanding record of academic achievement and/or leadership in their community (particularly leadership in the Association), and who show evidence of financial need.

Applications: Submit these documents, along with a cover letter:

- A letter from your college verifying that you are enrolled in a program leading to a Kentucky teaching certificate and that your grade point average is at least 3.0 and showing the number of credit hours you have completed
- A current resume: Include education, work experience, leadership roles, community service and special talents
- At least two letters of professional and/or personal reference
- An essay of no more than 500 words explaining why you want to be a teacher and why you are applying for the scholarship. This essay may include information about any unique endeavors you pursue or any special circumstances or obstacles you have overcome.

Deadline:

Applications must be received in the KEA headquarters office before the close of business on the January deadline each year. Applications may be mailed, hand delivered or faxed to:

Selection:

Recipients will be selected by KEA's Visibility Committee. Finalists will be interviewed, if the committee deems it necessary, in Frankfort in February or March and notified of their award, if any, by mail. Scholarship checks will be presented at the KEA Delegate Assembly.



LETTER INTRODUCING KEA-SP



Dear Future Teacher:

Welcome to the exciting world of teacher education at Spalding University. The faculty, Staff, and students of the College of Education are especially pleased that you have chosen to pursue your professional goals in one of our programs of study. As a future educator, you are cordially invited to become part of our pre-professional student organization, the Kentucky Education Association – Student Program, Spalding Chapter.

The Kentucky Education Association – Student Program is part of the National Education Association. We welcome all students who have an interest in the teaching profession, and KEA-SP membership is expected of all education majors in order to provide you with liability insurance as you participate in field experience hours in local schools. One of our most important responsibilities is to keep you informed about the many ways in which you can choose to participate in service learning projects, professional development opportunities, and social events at local and state level conferences. Membership in KEA-SP offers many exciting ways for you to develop your teaching expertise, advance the teaching profession, and enhance your campus experience.

KEA-SP is a dynamic student-led organization, and our local KEA-SP is an active association of friendly people with big plans for this coming year. You can be a major part of the good works and good times that our Chapter is planning. We need you to accomplish our mission to meet your needs in the ultimate service of the children you will teach. If meeting new friends and professional contacts, exploring interesting service learning experiences, and taking advantage of great opportunities for leadership and professional growth sounds like a good plan to you, then please visit the KEA-SP website: www.kea.org and click on “student program.” To get more information, please faculty advisor, Dr. Karen Dunnagan at: KDunnagan@spalding.edu or pick up a membership form in the College of Education office.

Best wishes as you begin this journey of learning and discover.



ABOUT THE KEA STUDENT PROGRAM

The KEA Student Program is a professional association for college students preparing to enter the teaching profession. Through its affiliation with the KEA and the NEA, KEA-SP provides college students assistance, benefits, professional resources, and the opportunity to learn -- not only from each other -- but from a network of campus advisors and from practicing professional educators.

KEA-SP is one of the largest student organizations in the country. The association currently has 32 local chapters on Kentucky college and university campuses.

A democratically-elected, ten-member state Executive Committee develops goals for the student program and plans for implementing them. KEA student members are represented on the KEA Board of Directors, all KEA standing committees, at the annual KEA Delegate Assembly, and at the national Representative Assembly, ensuring that professional practitioners are listening to the voice of future educators. Members are also represented by five regions of the KEA Student Program. The campuses in each region are listed below:

West Region: Brescia College; Kentucky Wesleyan College; Henderson Community & Technical College; Madisonville Community & Technical College; Murray State University; Murray State University-Crisp Center; Murray State University-Hopkinsville; Owensboro Community & Technical College; West Kentucky Community & Technical College.

South Central Region: Western Kentucky University; Lindsey Wilson College; Campbellsville University; St. Catharine College.

Ohio River Region: Bellarmine University; Northern Kentucky University; Thomas More College; Spalding University; University of Louisville.

Central Region: Asbury College; Centre College; Georgetown College; Eastern Kentucky University; Kentucky State University; Midway College; Transylvania University; University of Kentucky

East Region: Alice Lloyd College; Ashland Community & Technical College; Cumberland College; Hazard Community & Technical College; Morehead State University; Pikeville College; Southeast Community & Technical College; Union College

Each KEA-SP campus chapter plans activities and programs for members to help them become successful teachers. KEA-SP also provides statewide training sessions to keep future teachers informed on the issues that will affect them when they enter the classroom.

KEA-SP provides scholarship and grant opportunities for its members.

For more information visit <http://kea.org> or contact the faculty sponsor.



LETTER INTRODUCING SCEC



Dear Future Special Educators:

This is an exciting time to be entering the field of Spalding education as a teacher of K-12 students who have special learning and behavior disorders that require your knowledge, skills, and dedication. To support your professional development, the faculty in the LBD program of the College of Education are establishing a new Spalding Chapter of the Student Council for Exceptional Children (SCES).

Membership in the SCEC is strongly encouraged for all of our LBD majors, but we welcome any future teacher who wants to join us. Our parent group, the CEC, is the largest and most influential organization in special education. We take an active role in supporting, advocating, and setting policy in special education.

Student membership provides all the benefits of professional membership at a special student rate. Student members must be full-time students at accredited colleges or universities, or part-time students who are not engaged in full-time employments as a para-professional in education. Special benefits of full CEC membership includes:

- 6 issues per year of the award-winning journal, Teaching Exceptional Children
- 4 issued per year of the research journal, Exceptional Children
- 7 issued per year of the member newsletter, CEC Today
- Automatic membership in local, state and international CEC
- Voting status to elect ECE and Unit Officers
- Access to CEC's 17 special interest divisions
- Special rates on Professional development events including CEC annual conventions
- Discounts of up to 35% on more than 100 CEC professional publications
- Access to CEC Career Connections
- Access to Members-Only sections on the CEC Website
- Savings on professional Liability, medical, and term life insurance

It is never too soon to begin advancing your development through service and leadership in your professional student organizations. You can view more information about the CEC on-line at: www.cec.sped.org. If you are interested in becoming a member of our Spalding Chapter of the Student Council for Exceptional Children, please contact Dr. H.A. Hasan, faculty advisor at: 502-585-9911 ext 2320 or my email at hhasan@spalding.edu for details.

SPALDING UNIVERSITY UNDERGRADUATE STUDENT AWARDS

THE MOTHER ROSE MEAGHER SENIOR AWARD

For more than a quarter of a century, this award has been presented to a graduating senior of Spalding University. Named for Mother Rose Meagher, the Mother Superior of the Sisters of Charity of Nazareth at the time when Spalding was founded, the award recognizes a senior who satisfies the following criteria: 1) The student has an acceptable scholastic record. 2) The student has demonstrated qualities of maturity, judgments, and interest in scholastic and co-curricular affairs. 3) The student possesses the ability to achieve harmonious human relations. 4) The student shows promise of becoming a worthy member of his or her chosen profession and an asset to the community.

COLLEGE OF EDUCATION UNDERGRADUATE STUDENT AWARDS

OUTSTANDING GRADUATING SENIOR FOR LEADERSHIP, SERVICE, & SCHOLARSHIP

Selected by: College of Education Faculty

Selection Criteria:

- Exemplary initiative and leadership within the university, college & community.
- Extensive dedication of time and talent in service learning
- Academic honors & other awards, high GPA, professional development

THE SISTER MAUREEN COUGHLIN OUTSTANDING STUDENT TEACHER AWARD

Who is Eligible: Graduating Seniors, MAT, MAED Candidates who have successfully completed student teaching.

Selected by: College of Education Faculty

Selection Criteria:

- Exemplary initiative and leadership within the university, college, & community
- Extensive dedication of time and talent in service learning
- Academic honors & other awards, high GPA, professional development
- Exemplary demonstrations of knowledge, skill, and dispositions for teaching

LIVETEXT

The Spalding College of Education is providing each education student with an account in LiveText. You can obtain your account key code from Rebecca Adlington in the Education Office. **DO NOT LOSE THE KEY CODE PROVIDED.** Each key code is associated with one student only and is used to create your account.

GET ORGANIZED!

LiveText lets you see in a single glance what assignments are due, which assignments you have already submitted and which have been graded.

UNLIMITED STORAGE – CONSIDER THIS YOUR VIRTUAL JUMP DRIVE

LiveText's unique File Manager feature allows you to upload and manage your external files – Word, Excel, PDF, PowerPoint, and text files – in one centralized location without having to create documents in the system.

THE ECONOMICS OF LIVETEXT...

Without added cost, now you can quickly prepare hassle-free customized electronic projects and portfolios for online presentations.

YOUR EDUCATIONAL SOCIAL NETWORK

With ways to share your work with multiple parties, engage in discussion boards with other members, and receive feedback, LiveText makes group work and communication a logistical breeze. With LiveText's Visitor's Passes, you control your personal account – who sees your work and with whom you share work.

YOUR ACCOUNT BELONGS TO YOU

Your LiveText Account belongs to you and can be used after you graduate from Spalding University. It can be an integral tool used in maintaining the documentation required for continued teacher certification.

EASILY PREPARE YOUR ELECTRONIC PORTFOLIO...

For every piece of work you create in LiveText for your courses and programs, your portfolio grows. Easy to organize, find, and arrange, your work can be viewed by third parties in a post-graduation portfolio.

AVAILABLE HELP

LiveText offers a variety of convenient ways to obtain training and get your questions answered. To contact LiveText Technical Support with any questions, email support@livetext.com or call 1-866-LiveText (1-866-548-3839). LiveText Tech Support Hours: Monday to Thursday 8:00am to 10:00pm ; Friday 8:00am to 7:00pm ; Sunday 1:00pm to 10:00pm.