

EMPORIA STATE UNIVERSITY™

Early Childhood Unified Program Information and Student Handbook



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Effective: Fall 2023, Spring 2024, Summer 2024

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Welcome

Welcome to the Early Childhood Unified (ECU) Graduate Program at Emporia State University. This handbook contains information about the Master of Science in Early Childhood Unified and Licensure only programs, which is housed within the Department of Elementary Education/Early Childhood/Special Education.

The purpose of this handbook is to address specific guidelines, procedures and expectations of the ECU program requirements. In addition to the [ESU Graduate School Handbook](#), this handbook should be an initial resource for addressing questions and clarification about general degree requirements. However, if you have any specific questions this general handbook does not address or questions pertaining to your individual degree plan, please be sure to contact your faculty advisor, course instructors, or the ESU Graduate Office.

This information is intended to benefit both current and prospective ECU candidates. Candidates are encouraged to use this handbook as a reference while in the program. It contains information about the following:

- ECU Degree
- Admission/Eligibility Requirements
- Degree Candidacy
- Clinical Experiences/Practicum
- Graduation Requirements and Important Deadlines
- Course Requirements and Sequence
- Teacher Licensure
- Additional Policies/Information

Emporia State University offers the following Early Childhood Unified Programs:

- Master of Science in Early Childhood Unified
- Licensure only in Early Childhood Unified (for candidates holding an elementary teaching license and not seeking an ECU master's degree)
- In addition to these programs, candidates can earn one of the following licensure areas:
 - 1) Birth-Grade 3 (for candidates holding initial licensure in elementary education PK-6)
 - 2) Birth-Kindergarten (for candidates who hold initial licensure in an area outside of elementary education PK-6 such as music, art, P.E.)

Faculty and Staff Contact Information

Dr. Sara Schwerdtfeger	EE/EC/SPED Department Chair Interim Associate Dean	Sschwerd@emporia.edu
Dr. Sandra Bequette	ECU Program Director	Sbequett@emporia.edu
Elizabeth Dexter	Administrative Specialist	Edexter1@emporia.edu
Eric True	Graduate Advisor	Etrue@emporia.edu
Andra Baldwin	Licensure Expert	Abaldwin@emporia.edu

Guiding Principles

The Conceptual Framework of the Teachers College at Emporia State University (see Appendix A) is the foundation of the guiding principles for the Early Childhood Unified (ECU) programs. These programs are immersed in partnerships with families, infant mental health, developmentally appropriate practice, and play-based inclusive learning environments. Our ECU programs place an emphasis on the central role of the family in the emotional and cognitive development of all children, with and without special needs.

Unique Qualities of Our ECU Program

The Early Childhood Unified programs require candidates complete two clinical experiences (center or school-based and home-based). Through these experiences, candidates demonstrate knowledge and skill in supporting the youngest learners and their families. Because candidates work in interdisciplinary teams, they must demonstrate successful collaborative planning and implementation of service to their client families. Candidates must develop professional relationships in the community and the cooperatives and school districts in which they are employed. Successful candidates reflect on and learn from their practice how to best serve the children and their families.

Given the unpredictable nature of how young children with and without special needs develop, successful candidates learn to deal with diverse populations, cancelled home appointments, families who move away, lack of social services and funding and still be open to the celebrations of new developing skills no matter how insignificant. Candidates have strong content knowledge of how young children develop and learn; they provide an important service to society; respond to uncertainty and change; and advocate for families and the early interventionist profession.

Defining Candidate vs. Student

Once admitted to the ECU graduate program, the individual will be referred to as a *candidate*. The term *student* is used when referring to the students/children the candidate learns about and works with during the program.

Role of Advising

Once admitted to ESU as a graduate candidate through the Graduate School, the candidate will work with the department graduate advisor and be assigned a faculty advisor who serve these roles:

Graduate Advisor – a member of the EE/EC/SPED department who assists with admissions and enrollment.

Faculty Advisor – a faculty member who responds to specific questions about the ECU program, creates a degree plan, and assists with course recommendations and enrollment.

Both advisors work together to support candidates' progress through the ECU program.

Degree Information

NOTE: Knowledge of and compliance with the requirements for any graduate degree are primarily the responsibility of the candidate. Consequently, careful reading and study of the [Graduate School Policies & Handbook](#) is a responsibility of the candidate applying for admission to graduate study.

Admissions Process

In order to be fully admitted to the Early Childhood Unified Program two steps must be completed: 1) admission to Graduate School and probationary acceptance by ECU program; and, 2) successful completion of admission paperwork to an assigned Early Childhood Unified Program and removal from probationary status to full degree candidacy.

Step 1. Admission to Graduate School and Probationary Acceptance by ECU Program

- Complete and submit [Graduate School application](#)
- GPA minimum of 3.0 on last 60 undergraduate hours
- Official transcripts
- Signed Advanced Program Disclosure form
- ID Verification Form

Once the candidate has been admitted to the Graduate School, the candidate will receive a letter from the Department of Elementary, Early Childhood, and Special Education informing the candidate of eligibility status (probationary acceptance) and listing ECU required paperwork to be fully admitted to degree candidacy. Also, at this point the candidate will be assigned to the graduate advisor and a faculty advisor who will assist with initial enrollment.

Step 2. Full Admittance to Early Childhood Unified Program

The following requirements must be completed for removal from probationary status in the ECU program and admitted to degree candidacy (eligible to earn a master's degree).

ECU Master's Degree Program Admissions Requirements:

- GPA of 3.0 for final 60 hours in undergraduate program
- ID Verification Form
- Teaching License
- Removal of probationary status to full admission to program

ECU Licensure Only Program Admissions Requirements:

(for candidates already holding a valid teaching license)

- GPA of 3.0 for final 60 hours in undergraduate program
- ID Verification Form
- Teaching License
- Removal of probationary status and full admission to program

ECU Degree Plan:

- A program of study/degree plan will be created by the faculty advisor and submitted to the Graduate School

ECU Pathways Program

The Pathways Program is for students who choose to begin a master's degree program as an undergraduate student. See the undergraduate elementary education advisor for specific information about eligibility and the enrollment process.

Transfer Credits

Related courses from an accredited university may be considered for transfer and substitution in the ECU master's and licensure programs. Courses must be at the graduate level, fit within the seven-year time frame for the current master's degree program, and be assigned a letter grade, not pass/fail. It is the responsibility of the candidate to inform the faculty advisor of courses that may qualify. The faculty advisor will consider if transfer courses meet the same standards as the Emporia State University courses. The Graduate School policy allows for transfer of nine credits into a master's degree program.

Other Requirements for the ECU Programs

Program GPA Requirement

ECU candidates must maintain a 3.0 GPA during the completion of their graduate coursework. Candidates who fall below this required GPA will be brought to the ECU faculty for review. During this review, a decision will be made defining the probationary status. In addition, all early childhood courses require at least a "B" in order to take the next in the sequence. If lower than an 83% is earned, the candidate will need to repeat the course. The student will have one attempt to retake a course to meet the 83% required for a "B" or above. If they are unable to do so on the second attempt the candidate will be asked to leave the program as they will not be able to meet licensure requirements.

Repeating Courses & Clinical Experience/Practica

Candidates needing to retake courses or clinical experiences are required to complete the courses within two attempts – the initial course and a second try. If a candidate is taking a course or clinical experience a second time, assignments must be newly drafted during the current semester of enrollment. Failure to earn an 83% or higher on the first and second attempt taking a course will result in removal from the program.

Teacher Licensure Requirements

Complete the Emporia State ECU Program

Master's degree and licensure candidates have seven years to complete the coursework for the ECU program.

Pass the Praxis Exams

For Praxis exam test descriptions, sample questions with answers, and test-taking strategies, review the ***Tests at a Glance*** information instantly from the [Praxis Series](#) website. Please also see Appendix B. Below are the ECU specific test codes. Indicate exam results be submitted to Emporia State University when registering for the exams.

1. The applicant already holds an Elementary Ed license and they are applying for the B-3rd grade ECU endorsement: exams #5024 and #5692.
2. The applicant holds a teaching license for anything else other than Elem Ed and they are applying for the B-K ECU endorsement: exam #5023.
3. The applicant does not hold a teaching license and they are applying for an initial license for B-K ECU: exams # 5023.

Apply for ECU Teaching License

Upon completion of the ECU program requirements, the candidate is responsible for applying for licensure by contacting the Teacher Licensing Officer, Emporia State University:

Licensure/Certifications Officer: Andra Baldwin

Phone: 620-341-5412

Email: abaldwin@emporia.edu

The Teacher Licensing Officer makes a recommendation to the Kansas State Department of Education for the license.

Waivers

Some districts and programs will hire ECU teachers on a waiver while completing the ECU Masters/Licensure program requirements. Candidates are responsible for contacting the graduate advisor if teaching on a waiver. District and/or agency contact information must be provided to the Teacher Licensing Officer when requesting the waiver documentation. The Teacher Licensing Officer,

Andra Baldwin, is the contact for questions about waivers. **Please allow at least two weeks for processing the waiver documentations.**

Graduation Requirements

In order to receive a master's degree in Early Childhood Unified, candidates must accomplish the following:

1. Complete the program of study outlined below.
2. A grade of B or better must be earned in all Early Childhood courses. This includes prerequisite courses, in order to move forward in the program.
3. Maintain at least 3.00 overall grade point average.
4. Demonstrate dispositions of professional/ethical standards throughout the program.

Clinical Experiences

There are two Clinical Experiences in the Early Childhood Unified Graduate Program:

CD 866: School or Center-based Clinical Experience (ages 3 to 5 or Kindergarten-Third Grade)

CD 861: Home-based Clinical Experience (birth to 3)

Clinical Experiences Placement and Mentor

All candidates must successfully complete prerequisite coursework prior to enrolling in a Clinical Experience. The ECU program expects candidates to take the initial steps to identifying the possible placements and mentors in their area. This needs to begin early in the program. It is recommended that the candidate discusses this requirement with their current administrator, if holding a teaching position, to help work out the placement. Required placement paperwork must be submitted to the university supervisor prior to being enrolled in the course.

Clinical experience forms can be obtained from the faculty advisor. Once placement and mentors are approved by the university supervisor, the **advisor will enroll candidates in the clinical experience** only after approval is granted for both the placement and mentor. For CD 861 candidates must work with a Part C agency, as required by the KSDE ECU Licensing Standards. This clinical experience may require additional driving in order to complete the course. ECU program faculty will work with the ECU candidate to identify a placement.

Candidates will be evaluated on knowledge, skills and dispositions required for success in the two clinical experiences and practicum courses. Dispositions are qualities of professionalism, such as promptness, confidentiality, clear communication. The disposition assessments provide a way to monitor individual candidates' progress during the ECU Masters and/or Licensure programs.

Emporia State University Policies

In addition to the Graduate School policies, all admitted candidates must adhere to the following program policies. Candidates who do not adhere to these policies may be brought up for review with the faculty advisor, graduate advisor and department chair. The ECU faculty reserve the right to dismiss candidates from a course or program completion.

Understanding and Avoiding Plagiarism

Emporia State University Academic Honesty/Plagiarism Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty regarding academic dishonesty. The faculty may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above.

ESU may impose penalties for academic dishonesty up to and including expulsion. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook. It is important for students to practice different processes to demonstrate the acquisition of knowledge and skills necessary to succeed in the field of instructional design and technology. The completion of different types of assignments, projects, and activities within different classes is essential to learning these processes. Therefore, work completed for a different class is not acceptable toward fulfillment of this class's requirements.

Refer to: [Academic Affairs Academic Dishonesty Policy](#)

Refer to: [University Policy Manual Section 4E.14 Grades](#)

[APA format 7th edition](#) is utilized throughout the Early Childhood Unified Masters and Licensure Program to assure when candidates use the insight and words of others, credit is given to the expert being cited. Below are resources that will assist candidates in avoiding plagiarism:

- Roig, M. (2006). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. <http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>.
- [OWL Purdue APA Style Resource](#)

Faculty Initiated Withdrawal

ECU faculty reserve the right to withdraw a candidate from a course if they have not participated in the course by the 20th day of class. Participation is defined as email contact with the professor, submission of required assignments, or other course requirements as defined in the individual syllabi. Contact with

the candidate will be initiated by the faculty to the candidate as required by university policy. Faculty initiated withdraw will be completed as defined in the [University Policy Manual](#) (4E.13).

Use of Contracts

The ECU faculty may use program, faculty, and individual candidate contractual agreements in specific circumstances (e.g. GPA, dispositions, academic dishonesty).

Student Accessibility and Support Services

[Student Accessibility and Support Services](#) (SASS) ensures that students with disabilities have full and equal access to the programs and services without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation memo each semester. The SASS office is located in William Allen White Library 209K or phone 620-341-6637. Email: SASS@emporia.edu.

Diversity, Equity, and Inclusion

ESU supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at ESU will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own. If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the office of the Assistant Dean of Students for Diversity, Equity, & Inclusion.

Social Media Policy

The ECU program respects freedom of speech. However, as educators, candidates must be mindful in their use of social media. Although social media can be an effective tool for dispersing information, opinions, and experiences, the ECU program will not accept the use of social media that reflects acts of discrimination, harassment or statements that negatively impact the ECU program's reputation or integrity. The ECU program encourages candidates to use social networking with an attitude of "do no harm" to others or yourself when navigating networks. The use of social media is a reflection of the ECU candidates dispositions.

Acceptable Use Policy

It is University policy to provide computing and information technology resources to faculty, staff, students, official university affiliates, and others in support of the education, research, and public service missions of the university. Users of university information technology resources are responsible for using these resources only as allowed by law and in connection with the university's core teaching, research, service, and other identified missions.

Confidentiality of Student Information (FERPA)

ESU affords students their full rights in conformity with the [Family Educational Rights and Privacy Act](#) of 1974, its amendments and implementing regulations. Eligible students have the right to inspect their

educational records request amendment of their records they believe to be incorrect or misleading and restrict disclosure of their information in specific situations. Students may waive their rights to inspect and review confidential statements and confidential letters of recommendation by providing a signed voluntary statement if, in conformity with applicable law; 1) the student is notified, upon request, of the names of those providing statements and letters, 2) the letters and statements are only released for the original purposes stated, and 3) the waiver is not a condition of admission or other benefit.

Emporia State University Care Team

ECU faculty follow the guidelines and expectations of the [ESU Care Team](#).

Drop/Add and Withdrawal

If a student elects to withdraw from one or more classes after the official drop period and through the tenth week of a regular semester, the grade of "W" will be recorded on the transcript regardless of the student's academic standing in that class. Students must have their advisor sign the withdrawal form.

After the tenth week of the regular semester the student may not withdraw from class nor may the instructor assign the grade of "W". In extreme cases, the student may appeal to the Office of the Associate Vice President for Academic Affairs to receive a grade of "W" after the tenth week

Classes taught in less than the regular semester will follow a similar pattern. If a student elects to withdraw from one of these shorter classes after the official drop period and before 5/8 of the class periods have been completed, the grade of "W" will be recorded on the transcript. After 5/8 of the class periods have been completed, the student may not withdraw, nor may the instructor assign the grade of "W." In extreme cases, the student may appeal to the Office of the Associate Vice President of Academic Affairs to withdraw with the grade of "W" after 5/8 of the class periods have been completed.

Appendices

Appendix A: The Teachers College Conceptual Framework

The Teachers College Conceptual Framework

Vision

To continue The Teachers College legacy through educational excellence and enhanced presence permeated with leadership, diversity and technology.

Mission

The mission of The Teachers College and personnel preparation unit is to prepare professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community.

Philosophy, Purposes, Goals/Institutional Standards of the Unit

The conceptual framework defines the philosophy, purpose, goals and institutional standards of the program and integrates diversity, appropriate technology, and field experiences throughout the education program. Our conceptual framework has evolved from the current, revised definition of the mission statement based on a 20th century view of the professional to a new definition and model of The Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to professional community. The graphic above presents the new conceptual framework with the six proficiencies, exemplifying initial and advanced programs, defining quality, and preparing professionals for success in a complex, global information society.

The unit developed the new conceptual framework titled “The Professional” with program goals, outcomes, and assessment procedures that build on our earlier program goals, outcomes and assessment procedures. This new conceptual framework captures the continuing philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. Our philosophy, expressed in this new framework, is built on a knowledge base about teaching and learning from *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able To Do* edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning; and how teachers learn (p. 10). Contributors utilized John Dewey’s notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning. Underlying our philosophy are beliefs that the world has become a global society that, through the use of technology, is becoming “smaller.” Educators must have knowledge of and respect for all people. To be successful in a world without cultural boundaries requires a commitment to work with all children and youth in the context of their families and/or communities. Educators must have knowledge of and experiences with many cultures. We believe that throughout the education program, students should develop and possess upon graduation, the knowledge, skills and dispositions outlined herein. In addition to providing opportunities to learn about diversity within course content and related learning experiences, the unit is committed to including diverse faculty, as well as diversity of candidates in the program.

Emporia State University’s (ESU) faculty, including professional education and content area faculty, support a program designed to develop educators to instruct learners. ESU’s candidates’ study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and practical experiences.

The candidate preparing for a career in the field of education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of

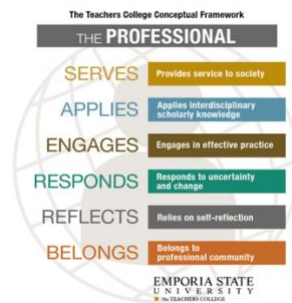
collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology; and the power of reflection.

ESU's professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

Education is a Profession

The Professional understands roles and responsibilities as a professional who upholds ethics and promotes equity and diversity in a democratic society. The professional educator prepares independent learners who use knowledge, skills, dispositions, and self-assessment strategies to thrive in a complex, global information society.

This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching, which investigates the fields of law, engineering, teaching, nursing, and the clergy. Drawing from several professions, Shulman (1998, p. 516) identified "six commonplaces" shared by all professionals (see also Gardner & Shulman, 2005). These six proficiencies inform the characteristics of our vision of The Professional: provides service to society; applies interdisciplinary scholarly knowledge; engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.



Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

Proficiency 1: Provides Service to Society. The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. Candidates exhibit knowledge of

- 1) characteristics of diverse learners.
- 2) legal issues and ethical standards that apply to sound educational practices.
- 3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to

- 1) integrate and use concepts from their general, content, and professional studies in their educational environment.
- 2) demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
- 3) implement non-biased techniques for meeting needs of diverse learners.

C. Candidates exhibit dispositions that exemplify

- 1) professionalism and ethical standards.
- 2) respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge. The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. Candidates exhibit knowledge of

- 1) general education within an intellectual framework.
- 2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
- 3) philosophical, historical, social, and theoretical foundations of education.

B. Candidates demonstrate practical ability to

- 1) integrate knowledge across and within disciplines.
- 2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
- 3) determine and assess what students need to know and be able to do in order to succeed.

C. Candidates exhibit dispositions that exemplify

- 1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
- 2) the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice. The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

A. Candidates exhibit knowledge of

- 1) on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
- 2) teaching and learning as a dynamic, constructive, and metacognitive process.
- 3) a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. Candidates demonstrate practical ability to

- 1) utilize creative planning and curriculum integration to promote learning of all students.
- 2) create learning experiences commensurate with a student's level of readiness.
- 3) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. Candidates exhibit dispositions that exemplify

- 1) a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

2) a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change. The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

A. Candidates exhibit knowledge of

- 1) ever changing educational needs of students living in a global society.
- 2) appropriate technology and how it may be used to enhance teaching and learning.
- 3) various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to

- 1) use and support effective communication techniques in order to develop a positive learning environment.
- 2) make use of appropriate technology to support student learning.
- 3) integrate effective behavior management into all interactions with students.

C. Candidates exhibit dispositions that exemplify

- 1) a commitment to challenge all students to learn and to help every child to succeed.
- 2) an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection. The Professional recognizes the importance of experience and the ability to reflect on one's practice and its outcomes. Self-reflection includes such things as problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

A. Candidates exhibit knowledge of

- 1) theories of human physical, cognitive, social, and emotional development.
- 2) appropriate techniques for teaching and using self-reflection strategies.
- 3) a variety of assessment strategies to diagnose and respond to individual learning needs.

B. Candidates demonstrate practical ability to

- 1) apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
- 2) employ appropriate assessment techniques in order to measure student performance and growth.
- 3) develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. Candidates exhibit dispositions that exemplify

- 1) a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
- 2) a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community. The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

A. Candidates exhibit knowledge of

- 1) professional ethics and standards for practice.
- 2) teamwork and practices for creating healthy environments for learning and teaching.
- 3) effective communication techniques in order to develop a positive learning environment.

B. Candidates demonstrate practical ability to

- 1) respond respectfully to ideas and views of others.
- 2) recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
- 3) utilize student learning standards to promote student learning and achievement.

C. Candidates exhibit dispositions that exemplify

- 1) a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- 2) a willingness to learn from other professionals in the field.

Summary Description of Unit's Assessment System

The unit's conceptual framework provides the basis for developing and assessing candidate proficiencies based on state and national standards. Five decision points have been delineated in the unit assessment system for each initial and advanced program: (1) admission to program or program of study, (2) admission to field experience or clinical practice, (3) completion of field experience or clinical practice, (4) program completion, and (5) follow-up of program completers. Each program includes four to five types of assessments: a planning assessment; a field or clinical experience assessment; a student learning assessment; a dispositions assessment; and if applicable, a Praxis II assessment. Advanced programs have six to eight assessments that apply specially to the content area but include the same five types of assessments. Assessment data for the unit assessments are maintained by the associate dean, and specific content assessments are maintained by program coordinators. Program coordinators submit annual assessment reports showing how the data document that standards are being met and/or the need for program improvement. Unit assessment data is also reviewed by applicable committees and councils to assess programs and unit operations.

Appendix B: Frequently Asked Questions

Frequently Asked Questions

What are your application requirements and how do I start?

The first step for the ECU master's degree or ECU licensure only would be to [apply to Graduate School](#)

Will I still be able to start classes right away, even though I have not been accepted into the Grad program yet?

Once you have applied, you could go ahead and enroll before all ECU program forms are returned, by contacting the ECU Graduate Advisor (620) 341-5028. A signed degree plan will not be available until all forms have been completed and a candidate is fully accepted into the ECU program.

Are there other admissions requirements?

In addition to the requirements of the Graduate School, a formal letter, with admission requirement material, will be emailed to your ESU student account. All students are admitted on a probationary status, pending successful completion of these admission requirements for the ECU master's program or ECU licensure only program:

- GPA (a minimum of 3.00 on the last 60 semester hours of undergraduate study)

How much is tuition for Graduate School?

Graduate Tuition for the current school year is available [here](#).

Can I take classes online or do I need to come to campus?

The program is entirely online, although assignments require observing and various experiences in early childhood programs and home-based programs, working with children and families. This is a hands-on, online program with classes requiring face-to-face interactions, observations, or collaborations with early childhood educators, families, young children, related-service providers, and possibly others. You will complete two Clinical courses that require field experience work in home-based and program-based centers. Based on your current employment, this may require opportunities to visit other schools/centers and complete lessons, observations, observe IEP meetings, etc. This may require travel time for candidates.

I am teaching full time, how do I fit this in with my teaching and life in general?

Students may begin working on this degree while teaching in the field. The majority of candidates in our program are employed while completing the program. The program can be designed to fit your needs (take one – two classes per semester; more in summer – or none in summer; take a semester off, etc.). There is a requirement by the Graduate School that the program is completed within seven years.

How do the clinical experiences work?

Two clinical experiences are built into the program, one with 3-8 years-old, center based or school-based with PK-3rd graders; the other with infants/toddlers 0-3 years-old and their families, home based. Each requires the candidate to find programs and on-site supervisor/mentor that meet the required qualifications. Both B - K and B – 3rd grade programs have these two clinical experiences that offer direct experience with young children in a center/school-based program and with infants and toddlers in a home-based program. We have a network of several agencies and special education cooperatives throughout the state who welcome our candidates. Candidates are mentored by professionals in the

field and gain valued hands-on knowledge of these services. The home-based clinical experiences may require travel, as it must be completed with a Part C agency, as required by the KSDE ECU licensing standards.

Is there flexibility of center-based?

The school or center-based clinical experience needs to be inclusive for all children, with and without special needs. The definition of special needs may be somewhat flexible. You are required to do some assessing, individual planning, participate in an IEP meeting, etc. Included could children with English as a second language and individual planning; children who have needs that have not yet been identified; other meetings besides the IEP that would include discussing individual needs of a child (e.g. 504 plan or other individual plan). An inclusive setting is the goal. Sometimes we don't know the make-up of the group until the beginning of the year. If you are currently in a classroom or center, you can most likely complete the school or center-based clinical experience in your own classroom. The candidate will need to check with the academic advisor to determine if the classroom meets the required criteria. It is best to carefully plan ahead and begin these conversations with the academic advisor early in the ECU program.

Is there a sequence to the classes?

The following courses may be taken at any point in the program:

CD 736

CD 785 (not required for licensure only candidates)

ER 752 or SD721

Other courses may require a prerequisite or could be taken concurrently. Please consult your degree plan and faculty advisor for these courses. All courses will need to be completed with a grade of "B" (83%) or better.

What is the Praxis Exam?

In order to receive the licensure endorsement in ECU from the Kansas Department of Education, candidates must take Praxis tests toward the end of the program.

Contact the [Education Testing Service](#) for testing times, places and a list of the test content topics.

Please note that you MUST designate ESU as the score recipient with the code of 6335. If you have questions about the test, please contact our Certifications Officer, Andra Baldwin:

Phone Number: 620-341-5412

Email Address : abaldwin@emporia.edu

If you are earning B-Kindergarten licensure, you will take one test:

- ✓ Praxis exam Interdisciplinary Early Childhood Education 5023
 - Passing score: 166

If you are earning B-3rd grade licensure, you will take two tests:

- ✓ Praxis exam Education of Young Children 5024
 - Passing score: 160
- ✓ Praxis exam Special Education: Early Childhood/Early Intervention 5692
 - Passing score: 159

Study information is provided here: <https://www.ets.org/praxis/ks/test-takers/plan-your-test/licensure.html#accordion-ee79d26dc2-item-2655127b73>

Could I take a summer or semester off?

Yes, it's possible to take the summer or a semester off from classes. The plan of study can be flexible to each candidates' lifestyle and needs. Do keep in mind that the Graduate School requires the program be completed in seven years from the time you take your first course, to the last. As always, be sure to keep in close contact with your advisors of any changes in your educational plan.

How do I enroll?

Contact your faculty advisor, Dr. Sandra Bequette (sbequett@emporia.edu) or the graduate advisor, Eric True (etrue@emporia.edu) to enroll. Enrollment for the spring semester occurs in mid-October. Enrollment for the fall semester and summer sessions begins in mid-March.

Financial Aid and Scholarships?

[Emporia State Financial Aid Office](#)

Please note, candidates using federal financial aid are required to take at least 5 credits each semester.

How do I order my textbooks?

Look up the required textbooks for the course on the [Emporia State University Bookstore](#) website.

Appendix C: Tips for Success

Tips for Success with ESU's ECU Online Master's Program

Taking online classes is convenient and fits most of our lifestyles, yet may not fit all learning styles. Most of you are balancing much in your lives and adding another commitment may take some adjustment. We applaud your dedication, and offer some suggestions below for staying organized, keeping up with course schedules, and successfully completing our online program.

- 1) **Familiarize Yourself with the Course and the ECU Program.** Complete the course review, look over all Modules, Assignments, Due Date, look over the introductions of your instructor, as well as your fellow classmates, etc. Know that if you have any technology questions, these should be address to the Help Desk.
- 2) **Note and Review Due Dates.** On the first day of class, you will receive your syllabus, all assignments, and due dates for the entire semester. Please look and plan ahead. Put the due dates in your planner and include planning time to work on the assignments before these are due. Some courses include assignments that require arranging times and locations for observations, working with families, research, etc.
- 3) **Avoid Distractions.** Since you have some flexibility with completing assignments, work on managing your time with all you are balancing in life. One tip to avoid distractions is to set study times during the week and find a location where you work best, that is conducive to your concentration. Let your family know that you are "in class" and should not be disturbed if at all possible. Understanding and adjusting for your learning style will assist in making the most of your study time.
- 4) **Communicate with Your Instructor and Classmates.** Keep open communications with your instructor. If you have a week of IEPs, a family emergency, or the home visit you had scheduled was cancelled, let your instructor know as soon as possible. We will do our best to work with you in such situations, within the requirements set by the university. However, we can only do that if you let us know of such situations. Make the most of your Discussion Board assignments and connect with your classmates. Some courses have partner assignments that facilitate these interactions.
- 5) **Please be certain to communicate professionally.** Emails should have a subject line with the course number, assignment number or QUESTION, have professional opening and signature, and use appropriate and professional language with full sentences that clearly state your message. It is important to **reread your message**, to assure it states what you intended. Your assignments should be submitted on Canvas
- 6) **Share and Apply What You Have Learned.** Share what you are learning with your colleagues, administrators, and families. Share your online learning process with your family, friends, and colleagues. They can better support and encourage you when they understand how important the content is helping you absorb and apply the latest methods and strategies to assist all young children learn and progress.

- 7) Reward Yourself When You Meet Goals.** When you have accomplished your goals for the week, and definitely when you have completed a large assignment, reward yourself! Positively reinforce yourself for keeping up with your due dates and schedule. Share your accomplishments with your family. Print out one of your “A” papers and put it on the refrigerator. You know best what motivates you). Positive reinforcement helps refresh us for the next week and can be motivating for facing the new tasks and assignments.

Adapted from Myers, C. (2019). [Motivation and e-learning: 5 ways to stay on-track without in-person accountability](#). eLearning Industry

Appendix D: Helpful Information For Emporia State University Graduate Students

Accessing Canvas Courses

- Go to emporia.edu, click on Hornet365, click on Students link at left
- Log in using your ESU username and password
- Click on the Canvas icon
- The dashboard tab displays courses that you are currently enrolled in for the semester. You can click on the course to open the modules inside that course.

Navigating Through a Canvas Course

- Once inside the course, the left-hand side will display different pages you can access.
- The announcement section will display any announcements the instructor has posted.
- The syllabus tab will contain the syllabus for the course.
- Most of the assignments for the class can be found under the modules section or the assignment link. In the modules section, the instructor can divide the course into different sections by topic or by week.

Canvas Calendar

- To view all your assignments for your Canvas courses, click the calendar tab on the far-left side.
- Courses will be color-coded (legend is on the right-hand side). When an assignment is completed, it will be crossed off on the calendar.
- Add events to your calendar by double-clicking on the day you wish to add an event to.

Canvas Email

- You can send emails to peers in your class or to instructors via Canvas. The inbox is located on the far-left side.
- To compose a new message, select the pencil icon at the top of the page.
- Select the course that has the instructor or classmate you wish to email.
- Next, type the student's name or search their name using the address book on the right-hand side.
- You can select the teachers, students, course sections, or student groups
- After selecting the recipient, you can add the subject of the message and include the body of the email. You can also attach files to the email as well.

Helpful Links

[Graduate & Distance Education Student Guide](#)

[Graduate School Policy Handbook](#)
[Administration, Staff, and Faculty Directory](#)
[The Teachers College](#)
[Department of Elementary Education / Early Childhood Unified / Special Education](#)
[Graduate School](#)
[Financial Aid, Scholarships, & Veterans](#)