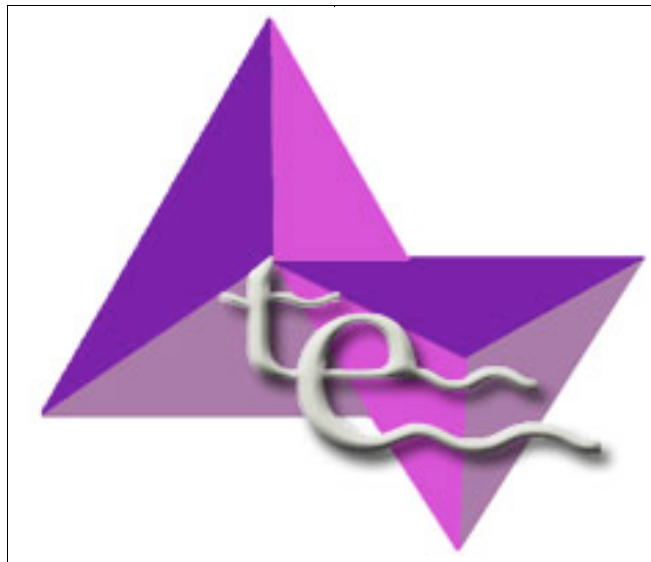


Teacher Education and Licensure Handbook



Capital University
Columbus, Ohio
2009-2010

Teacher Education and Licensure Handbook

Capital University Columbus, Ohio

Welcome to Teacher Education at Capital University! By choosing to begin your studies as a teacher educator at Capital, you are joining a community of competent, caring, and committed professionals. You are invited to speak with the faculty about the licensure programs, endorsements, and other professional opportunities offered at Capital.

This is your handbook. It serves as an orientation to and an overview of the Teacher Education program at Capital. It contains the program's mission, goals, and conceptual framework, as well as the policies and requirements you will need to reference for admission to the program, admission to student teaching, graduation, and licensure. Refer to it often, and use the check off list provided to help you gauge your progress toward licensure.

For further information, you may also contact the program coordinator, Mrs. Pat Morrisey, in the following ways:

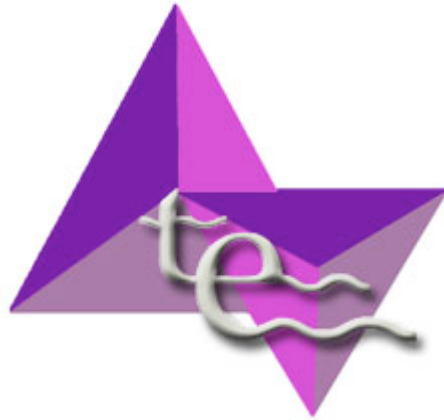
Phone: (614) 236 - 6301
Fax: (614) 236 - 6774
e-mail: pmorrise@capital.edu
Web Site: www.capital.edu
U.S. Mail: Capital University
1 College and Main
Education Department
Columbus, OH 43209-2394

The faculty, staff, and I look forward to meeting you and learning about the strengths and talents you bring to Capital's Teacher Education program. Know that we are here to guide and support your plans for your academic and professional development as an educator.

Sincerely,



Shirley DeLucia, Ed.D.
Chair, Education Department
e-mail: sdelucia@capital.edu



Capital University's Teacher Education Logo What does it represent?

The logo represents the unit mission which is to prepare **competent, caring and committed** professionals to **teach, lead and serve** diverse communities of learners. The qualities of competence, caring and commitment are represented by the three faces of one triangular element of the logo. The actions of teaching, leading and serving are embedded in the three faces of the other triangular element.

Multidimensional aspects of the reflected triangles suggest diverse communities of learners. Change in the teaching profession is illustrated by the flowing river-like aspect of the letters “t” and “e” that represent continual change in teacher education.

The logo is dynamic and, like the unit mission and conceptual framework, it has emerged and deepened over time in collaboration with teacher education faculty, P -12 practitioners, the Teacher Education Advisory Committee, candidates, and alumni.

Capital University Teacher Education Program Accreditation

The teacher education program at Capital University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Ohio Department of Education, through which teacher licenses are issued. The university is accredited by the Higher Learning Commission, and the Conservatory of Music is accredited by the National Association of Schools of Music.

Capital University Teacher Education Licensure Programs

Capital University is authorized by the State Department of Education of the State of Ohio to recommend candidates completing a prescribed program(s) for a two-year provisional teaching license in the following areas:

(P – 3) **Early Childhood Education**
 (P – 3 and K – 12) Dual Licensure: Early Childhood Education / Intervention Specialist

(4 – 9) **Middle Childhood Education**
 (with concentration in at least two of the following areas)
 Language Arts Social Studies
 Mathematics Science
 (4 – 9 and K – 12) Dual Licensure: Middle Childhood Education / Intervention Specialist

(7 – 12) **Adolescent to Young Adult Education**
 Integrated Language Arts
 Integrated Mathematics
 Integrated Social Studies
 Integrated Sciences:
 Life Science Focus
 Chemistry Focus
 Earth/Space Focus
 Single Area Science:
 Life
 Earth/Space
 Chemistry
 Dual Area Science: (choose 2)
 Life Chemistry
 Earth/Space Physics

(P – 12) **Multi-Age Education**
 Health Education
 Music Education
 Physical Education
 Visual Arts

(K – 12) **Intervention Specialist (Mild/Moderate Needs)**

Capital University Teacher Education Endorsement Programs

- (P – 12) Reading Endorsement (included in Early and Middle Childhood Education licenses; may be added to other licensure areas)
- (4 – 5) Early Childhood Generalist Endorsement (may be added to Early Childhood Education license)
- (4 – 9) Middle Childhood Generalist Endorsement (may be added to Middle Childhood Education license)
- (K – 12) TESOL Endorsement

Capital University Teacher Education Program Mission

Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use their theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Unit's **mission** is to **prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.**

Capital University Teacher Education Program Goals

The university and the unit strive to offer a personalized learning environment with a focus on excellent teaching and advising. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to develop as lifelong learners and professional educators. Unit faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The unit faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional colleagues. The following **goals** for candidates provide the foundation for the commitment and work of the unit:

Goal 1. Demonstrate thorough knowledge and understanding of the content to be taught

Goal 2. Engage in critical inquiry to impact professional practice

Goal 3. Demonstrate an understanding of the teaching-learning relationship

Goal 4. Demonstrate effective and culturally responsive practices to support the achievement of all students

Goal 5. Utilize a variety of tools to clearly and effectively communicate

Goal 6. Demonstrate effective use of technology in professional practice

Goal 7. Demonstrate professional involvement

Goal 8. Apply ethics and values in professional decision-making

Conceptual Framework

P – 12 Initial and Advanced Educator Preparation Programs

Introduction

This conceptual framework serves as the foundation upon which the Capital University teacher education program is structured and against which decisions are made regarding changes to the program. It provides “direction to the practical activities of teacher preparation such as program planning, course development, instruction, supervision, and evaluation” as recommended by Sharon Feimen-Nemser (1990). This conceptual framework has been the focus as faculty have continually worked to advance our program beyond where it is to ensure that we strive to meet our unit mission of preparing competent, caring, committed professional educators who use theory and reflection while working with, teaching, leading, and serving diverse communities of learners.

Capital University Teacher Education faculty members have a history of collaboration with members of our professional community in developing the conceptual framework. For the NCATE visit in 1993, the Knowledge Base was designed around the program goal, “Preparing teachers who honor individuality and develop communities of learners.” For the 1998 NCATE visit, the Conceptual Framework reflected the goal, “developing competent, caring and committed professional educators for diverse communities of learners.” The unit’s goal of “preparing competent, caring, committed professional educators who use theory and reflection while working with, teaching, leading, and serving diverse communities of learners,” and this Conceptual Framework reflect the collaborative work of the Capital University’s Teacher Education faculty with the Teacher Education Advisory Committee, and P-12 school-based practitioners, candidates, and alumni. This process of regularly revisiting the Conceptual Framework demonstrates the dynamic nature of our program as we continue to revise course offerings, clinical and field-based experiences, and performance-based expectations to best prepare our graduates for complex educational settings and demands.

This current Conceptual Framework is organized around the mission of the institution and the unit, the wisdom of practice, candidate performance expectations aligned with professional, state, and institutional standards, and the system by which candidate performance is regularly assessed (NCATE, 2000).

Knowledge Bases including Theories, Research, Wisdom of Practice and Education Policies

The unit in collaboration with their professional constituencies reviewed knowledge bases in the development of the conceptual framework. The following knowledge bases, including theories, research, wisdom of practice and education policies, support the philosophical elements in our work in preparing competent, caring, committed professional educators who use theory and reflection while teaching, leading, and serving diverse communities of learners.

The **goals** for the unit are described to reflect the philosophical elements.

1. Demonstrate thorough knowledge and understanding of the subject(s) to be taught

Candidates are expected to integrate theory, practice, and reflection as a model for best practice. Course work in general liberal education, integrated content knowledge, and integrated professional knowledge is the essential theoretical basis for effective practice. The theoretical base for the professional knowledge is derived from established and contemporary research, the wisdom of practice, and emerging education policies and practices. On-campus, field-based, and clinical settings offer communities of learners with whom the teacher education students work to establish best practices. Collaboratively designed and implemented diverse, daily, integrated field-based experiences are at different grade levels and in different subject-matter areas for which the teacher education candidate is being licensed. Ongoing opportunities for thoughtful analysis leading to growth as professional educators are the key reflection components of the process.

Content knowledge is gained through both university coursework and experience in the field. Candidates' courses of study, which include specific content courses and content-related pedagogy courses, reflect the licensing requirements for the state of Ohio as well as the academic content standards for the subjects and grades they will be teaching. Field experiences allow candidates to understand how content is developed into units of study and individual lessons.

Opportunities for thoughtful analysis leading to growth as professional educators are a key reflection component of the educational process for faculty and candidates in the education department at Capital University. Reflecting on one's abilities to organize content knowledge for facilitating the learning of all students, to use professional knowledge in practice, to assess strengths and weaknesses of learning experiences, and to evaluate one's readiness to fulfill the total role of a professional educator are ongoing processes that link theory, practice, and reflection. The first professional education course, "Foundations of the Education Profession," sets the perspective that reflection is a critical component in becoming a teacher. All field-based and clinical experiences involve seminars and assignments focused on reflection of educational practices, a key to effective teaching.

2. Engage in critical inquiry to impact professional practice

As educators, critical inquiry is a method by which practice is continually improved. Candidates engage in informal inquiry projects through a variety of courses, and they carry out two research projects in conjunction with their field experiences. In the first field experience, the research focus is the nature of the P-12 students in the classroom. Capital students ask a question related to the theory they have learned in development classes and design a research study to answer the question, presenting their results to classmates, and for some, the University community as part of the Undergraduate Research Symposium. In their student teaching semester, candidates center their research on improving their own practice and collecting data to understand the impact on student achievement.

Critical inquiry is framed by the knowledge bases, purposes, and candidate proficiencies identified in the Praxis III Domains and Framework for Defining Teaching and the Ohio

Department of Education Performance-Based Licensure Criteria. Standards and frameworks like these are designed around research in education. Aligning inquiry with professional, state, and institutional standards is critical for our teacher education program and critical for our graduates as they move into educational settings where they must engage in ongoing professional development to meet the needs of their students and the profession. The demands for quality in all aspects of education mean that the Capital University teacher education program must be systematic in integrating inquiry with performance standards, graduating students who will be both reflective and highly qualified to positively impact student learning.

Academic proficiency and academic excellence are topics of continual dialogue for educators. The knowledge bases, purposes, and candidate proficiencies are derived from a merger of a refinement of the Praxis III Domains and Framework for Defining Teaching and the Ohio Department of Education Performance-Based Licensure Criteria. Standards and frameworks like these are designed around research in education. Aligning instruction and assessment with professional, state, and institutional standards is critical for our teacher education program and critical for our graduates as they move into educational settings where they must use standards-based approaches in their teaching.

3. Demonstrate an understanding of the teaching-learning relationship

Candidates are expected to use interdisciplinary, multi-sensory, varied teaching approaches resulting from valuing individual differences in learning to support the academic achievement of all students. The size and nature of the Capital University Education Department lends itself to interdisciplinary team planning and teaching. Historically, some of the education courses at the sophomore and junior level have been grouped together with accompanying field-based experiences and have been termed the “sophomore and junior block.” This approach of faculty working closely together to establish integrated experiences serves as a model for Capital students as they, in turn, work together in courses to develop skills to effectively meet all students’ needs. Attention to multiple strategies for teaching and assessing student learning are expectations for faculty and for students in field-based experiences.

The program is built on the belief that teacher education candidates bring with them rich, diversified backgrounds, knowledge, and experiences that must be reflected upon and processed within communities of learners and thinkers. Such reflection and processing allow a candidate to make refinements and enhancements before becoming a facilitator for the learning of others. Our program honoring individuality while building community takes a student-centered approach that serves as a model for our graduates to establish student-centered approaches in their classrooms. Valuing individual differences is a critical element in our Conceptual Framework and in the context of building learning communities.

Awareness of individual differences in learning is a key component in facilitating student learning. The planning phase for varied teaching approaches is critical. Multiple strategies to facilitate student learning becomes an important skill for teacher education candidates.

Another strand in this area of effective teaching is effective classroom management. The prevention of classroom management problems is a focus of the multi-sensory strategies

focusing on student-engagement in learning. In addition to preventing classroom management problems, understanding various theories, models, and practices regarding classroom management is stressed throughout the Capital University teacher education program.

Performance-based assessments are emerging as critical pieces in a multi-faceted assessment approach to building evidence of learning. Portfolios, rubrics, action research projects, case studies, strengths-based evaluations, traditional tests, and individual professional development plans are a few of the types of documentation students use in demonstrating their learning in courses and field-based experiences in the Capital University teacher education program that are supported by research and literature.

Faculty serve as models in using these types of assessments so that teacher education candidates will in turn, use multi-faceted assessment tools themselves in their teaching. Data-informed instruction, program development, and assessment plans are becoming increasingly significant in education at all levels.

4. Demonstrate effective and culturally responsive practices to support the achievement of all students

Candidates are expected to have knowledge of and respect for diversity and use culturally responsive teaching as key components in preparing teachers who respond to the educational needs of all students. Building an awareness of the impacts on student learning of diverse racial and ethnic backgrounds, socio-economic status levels, religious and language backgrounds, gender and sexual orientations, abilities / disabilities, ages, learning styles, and multiple intelligences is an important step in preparing our teacher education candidates to establish learning environments and facilitate learning for all students.

The complexity of classrooms is made clear from research, and the necessity of meeting students' needs is abundantly apparent. Multiple researchers identify knowledge bases that can serve as a guide for teacher educators in preparing teachers to be successful with diverse student populations. Culturally competent teachers who are able to meet the needs of all learners through differentiated instruction are essential in a 21st century classroom.

Attention to culturally responsive teaching is a foundational principle in our courses and field-based experiences, and developing competent, caring, and committed teacher education candidates capable of facilitating the learning of all students is the role of all teacher education faculty across the entire program.

5. Utilize a variety of tools to clearly and effectively communicate

Candidates must be able to clearly and effectively communication to their students, to colleagues, to parents, and to the public through a variety of means, both oral and written. Effective communication as evidenced by performance in General Education classes that deal specifically with writing and oral skills, as well as passage of the Praxis I exam in writing, are pre-requisites for entry into the teacher education program. Once in the program, candidates are assessed in their field experiences by both their cooperating teachers and field supervisors in

their ability to clearly and effectively articulate learning goals for lessons to their students, to build professional relationships to share insights with colleagues, and to communicate effectively with parents and guardians about student learning. In addition, candidates must be familiar with the backgrounds of their students and skilled in using a variety of registers in order effectively communicate with individuals from diverse populations, a skill directly related to cultural competence.

6. Demonstrate effective use of technology in professional practice

Candidates are expected to use technology as a vital element in education. The Capital University Teacher Education Department is committed to preparing candidates who are able to use educational technology to help students learn. All teacher education candidates document, through performance-based assessment, their novice and practitioner level proficiencies on Ohio School-Net, ensuring that they have the competencies and skills to effectively utilize technology in teaching.

Professional literature suggests that teachers must be knowledgeable about technology and applications to professional practice to enhance student learning. Careful integration of technology allows students to engage in meaningful learning and can extend the classroom learning environment beyond the physical setting.

7. Demonstrate professional involvement

Candidates benefit from connections within the community and partnerships with schools that enhance the Capital University Teacher Education Program. Connections with the community provide multiple bridges for Capital teacher education faculty and students to build rich understandings of diversity. Extending oneself to be of service to others is a philosophical underpinning of Capital University, and while service is not a formal requirement in the teacher education program, the portfolios of teacher education candidates contain much evidence of their service projects to schools and communities. Students speak to the power of service projects for building their skills in working with students, parents, and community leaders. Many school-based programs involving volunteers in schools provide opportunities for teacher education candidates to work with diverse programs in addition to the formal field-based experiences required in the program. Partnerships with schools and other related community agencies allow Capital University faculty to gain important insights into the current educational initiatives for which our graduates must be prepared.

Community and school partnerships are documented to enhance students' success. The National Board for Professional Teaching Standards highlights the significance of collaboration with families, schools, and communities as teachers perform at the highest levels of professionalism. Partnerships with schools and other related community agencies allow Capital University faculty and students to gain important insights into the current educational initiatives.

Participation in professional organizations and presentations at professional conferences are also ways in which candidates demonstrate involvement in their profession beyond the classroom.

8. Apply ethics and values in professional decision-making

Candidates are expected to demonstrate professional attributes that represent the ethics and values associated with the teaching profession. Professional attributes are assessed in all teacher education courses and field-based and clinical experiences because the literature and wisdom of practice affirm that professional dispositions are critical in educational practice. Every semester, a department meeting focuses on discussion of students making exemplary progress and those needing interventions in areas of professionalism. The elements in the mission of the program -- competence, caring, and commitment -- are taken very seriously. Faculty gather and record evidence of competence, caring, and commitment on the part of individual students. These data are analyzed regularly and systematically in order to inform faculties' practices. In addition, there are elements of imagination, creativity, and wonder that the members of the faculty endeavor to encourage in students.

Performance Expectations for Candidates, Aligned with Professional, State, and Institutional Standards

As called for in Ohio's Teacher Education and Licensure Standards, Capital University's Teacher Education Program is performance-based. Teacher education candidates demonstrate competency in the classroom in each of the *Ohio Standards for the Teaching Profession*, as expected of beginning/entry-level teachers.

Ohio Standards for the Teaching Profession

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard #7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

PRAXIS

Teacher education candidates also demonstrate competency in each of the **Praxis III** domains and criteria.

- **Praxis Domain A: Organize content knowledge for student learning**

- √ become familiar with relevant aspects of students' background knowledge and experiences
- √ articulate clear learning goals that are appropriate for students
- √ demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- √ create and select teaching methods, learning activities, and instructional materials and other resources that are appropriate for the students and that are aligned with the goals of the lesson
- √ create and select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

- **Praxis Domain B: Create an environment for student learning**

- √ create a climate that promotes fairness
- √ establish and maintain rapport with students
- √ communicate challenging learning expectations to each student
- √ establish and maintain consistent standards of classroom behavior
- √ make the physical environment as safe and conducive to learning as possible

- **Praxis Domain C: Facilitate student learning**

- √ make learning goals and instructional procedures clear to students
- √ make content comprehensible to students
- √ encourage students to extend their thinking
- √ monitor students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting learning activities as the situation demands
- √ using instructional time effectively

- **Praxis Domain D: Demonstrate teacher professionalism**

- √ reflect on the extent to which the learning goals were met
- √ demonstrate a sense of efficacy
- √ build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- √ communicate with parents or guardians about student learning

Performance Expectations: Professional Dispositions Assessment

Professional dispositions such as attendance, punctuality, oral and written expression, reliability, self-initiative, and collegiality are also emphasized throughout program coursework, field-based experiences, and clinical experiences. See Appendix A for a sample of the complete online Capital University Teacher Education Candidate Professional Dispositions Assessment form.

Online Data Management System to Track Candidate Performance: Tk20

What is the Tk20 system?

The Tk20 *CampusTools™ HigherEd* system is an online, customizable, assessment, accountability and management system for colleges and universities. It was built to:

- Collect, store, analyze and report student and faculty performance data to help improve the performance of their students, staff and unit.
- Be an effective system that a college can use as a tool on a day-to-day basis, to improve the productivity of its faculty and staff.
- Be customizable and flexible enough to mirror existing educational processes and systems already in use at the college.
- Import data from other existing systems and should also have the ability to export data for import by other systems.

By adopting the Tk20 system, Capital University's Teacher Education Program is better able to serve students, faculty and staff.

Why does Tk20 charge students?

Tk20 CampusTools HigherEd is a large, enterprise class system. It contains comprehensive ability for managing all the data related to the activity in our Teacher Education Program from admission to graduation and beyond. Such systems are expensive to create, manage, and support.

How much is the charge?

Each student is charged \$100, only once, for access to the system, and to allow Capital to collect data on behalf of the student in the system. This charge is never repeated for a student. Students who leave and return are not charged again. A refund policy is available, on request.

What do students receive for their investment in Tk20?

While student charges are a part of the overall cost, Tk20 is sensitive about providing excellent value to students as well. Students get the following:

1. Access to all documents in all courses that have been placed in the system that eliminates wasted time searching for documents to upgrade or revise.
2. Ability to create portfolios for documenting their best work, for presentation to prospective employers.
3. Completing applications online for admission to the teacher education program and student teaching.
4. An Integrated Job placement System that helps you find employment and lets you share their portfolios directly with potential employers.
5. Ability to complete all their assessments online, saving you immense number of hours from performing these using paper and expensive portfolios.
6. Better, more organized field placement for all field experiences and student teaching.
7. Superior advisement, based on comprehensive data.
8. Instant feedback on your statuses related to transition points and the requirements that you need to complete for promotion to the next transition point.
9. Use of the system for seven years, even beyond program completion, to help with job search and placement.

How does a student set up a Tk20 account?

In order to purchase a student account, students will need to click on the link "Click here to purchase your student account" on the login page of the CampusTools HigherEd System, found at <https://capital.tk20.com/campustoolshighered/>

From this website, students will be able to make a secure payment online using their Visa, MasterCard or Discover Card. Alternately, students may pay by mail via a cashier's check or money order – details can be found on the same website. Cashier's checks should be made payable to Tk20, Inc. and mailed to the following address:

Tk20, Inc.
P.O. Box 201591
Austin, TX 78720-1591

For further information, please contact Maryellen Butler, Unit Administrator at mbutler@capital.edu or 614-236-6302.

Admission to Teacher Education at Capital University

Students of any race, color, national and ethnic origin, or gender identity may be accepted into the Teacher Education Program at Capital University upon meeting prescribed standards. A student seeking admission to Teacher Education at Capital University is required to complete an Application for Admission to Teacher Education, supply transcripts, and submit a rubric indicating satisfactory completion of a second-year/sophomore level progress portfolio. Application forms are available online at <https://capital.tk20.com>. (See Appendix B for a sample of the online Teacher Education Application.) Students must show evidence of meeting the following standards prior to acceptance:

- Pass the three sections of Praxis I: Academic Skills Assessment with the following scores, OR achieve specified ACT, SAT, or GRE equivalents in each individual section:

Mathematics	172	(27 ACT)	(610 SAT)	(400 GRE)
Reading	173	(27 ACT)	(610 SAT)	(400 GRE)
Writing	172	(27 ACT or 27 combined score)	(N/A)	(4.0 GRE)
- Successfully complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better
- Successfully complete a second year/sophomore level progress portfolio
- Achieve and maintain a cumulative overall grade point average of 2.500 or above
- Achieve a cumulative grade point average of 2.500 or above, overall and within content areas for licensure, and demonstrate evidence of consistent progress in the chosen academic program
- Demonstrate proficiency in oral and written communication and mathematics as measured through attaining a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3
- Possess appropriate professional dispositions as evidenced through field-based and clinical experiences
- Verify good moral character, including a signed statement indicating no guilty plea or conviction to an offense set forth in the Ohio Revised Code (statement included in the online Teacher Education Application; see Appendix B.)

NOTE: All students must have a current BCI criminal background check prior to participating in any supervised field experience. In addition, some districts require an FBI check and/or a TB test.

Admission to Student Teaching at Capital University

A candidate seeking admission to Student Teaching at Capital University is required to complete an Application for Admission to Student Teaching, include a personal statement, resume, and transcripts, and submit a rubric indicating satisfactory completion of a third-year/junior level progress portfolio. The Application for Admission to Student Teaching must be completed no later than March 15 for candidates planning to student teach Fall Semester and October 1 for candidates planning to student teach Spring Semester. Application forms are available online at <https://capital.tk20.com>. (See Appendix C for a sample of the online Student Teaching Application.)

In order to student teach, candidates must meet the following requirements:

- Be admitted to Teacher Education and Student Teaching (includes third-year/junior level progress portfolio)
- Achieve and maintain a minimum GPA of 2.500 in their major, as well as an overall GPA of 2.500
- Verify good moral character, including a signed statement indicating no guilty plea or conviction to an offense set forth in the Ohio Revised Code (statement included in the online Student Teaching Application; see Appendix C.)
- Please note: A student who is on university disciplinary probation may not student teach.

Once admitted to student teaching, candidates will take responsibility for additional professional expenses:

- A fee, paid to the University, is charged for the student teaching experience. This fee is used to provide services to school districts in exchange for services of cooperating teachers.
- All students must have a current BCI and FBI criminal background check prior to the beginning of student teaching. Some districts require a TB test, as well.

Capital University Teacher Education Program Exit Proficiencies for Candidates

The Capital University Teacher Education Program is performance-based. Teacher Education students and candidates are regularly and systematically assessed throughout the program through coursework, field-based experiences, and clinical experiences in their progress toward the eight Education Program Goals. Upon completion of student teaching all candidates will provide an **Exit Portfolio**, which contains narratives and artifacts that demonstrate proficiency with the knowledge, skills, and dispositions associated with both the domains of Praxis III and the eight Education Program goals.

Retention in the Capital University Teacher Education Program

Satisfactory progress towards completion of licensure is demonstrated by a minimum grade point average of 2.500 overall as well as in content area and education courses (including PSYCH 201 and methods courses with MUS and HSPTS prefixes). Satisfactory evaluations in field-based experiences, including evaluations of professional dispositions (see Appendix A), are also necessary indicators of progress. If a student is not making satisfactory progress as described above, the student will be notified of her / his removal from the Teacher Education program. The student may apply for readmission upon meeting the requirements for admission to Teacher Education.

Capital University Policy on Notification and Appeal of Decision on Admission to Teacher Education

A student is notified, in writing, by the chair of the Student Assessment and Monitoring Committee of admission or denial into Teacher Education and Student Teaching. If a student is not accepted, an individual conference will be scheduled at the student's request. At the conference, the student will be advised as to the basis for not being accepted. If the student wishes to submit new or additional information that had not been considered when her / his application was reviewed, she / he may submit an appeal, in writing, to the Student Assessment and Monitoring Committee. The student will be notified, in writing, of acceptance or denial of an appeal. The student may appeal a denial of admission to the Dean of the College.

Degrees Awarded by Capital University

Those teacher education candidates completing the requirements for an undergraduate degree will be awarded the Bachelor of Arts (BA) degree, with the exception of Music Education graduates who will be awarded the Bachelor of Music (BM) degree. Those teacher education candidates who already possess an undergraduate degree and are seeking licensure will not be awarded a degree, but will be recommended for licensure.

Requirements for Licensure in Ohio

Capital University is authorized by the Ohio Department of Education to recommend a candidate for a two-year provisional teaching license upon the following conditions:

- Completing all requirements for the bachelor degree and licensure program, including satisfactorily meeting all exit proficiencies and obtaining university recommendation
- Completing student teaching with a grade of C or higher
- Passing Praxis II Examinations required by the State of Ohio
- Verifying good moral character through BCI and FBI background checks, as required by the Ohio Revised Code

Checklist of Tasks to be Completed for Licensure

Second / Sophomore Year (check and date when completed)

_____ Earn a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3: College Reading and Writing; Oral Communication; Math (varies with program requirements)

_____ Achieve and maintain a cumulative GPA of 2.500 or above

_____ Pass the three sections of Praxis I: Academic Skills Assessment with the following scores, **or** achieve specified ACT, SAT, or GRE equivalents in each individual section:

Mathematics	172	(27 ACT or)	(610 SAT)	(400 GRE)
Reading	173	(27 ACT)	(610 SAT)	(400 GRE)
Writing	172	(27 ACT or 27 combined score)	(N/A)	(4.0 GRE)

_____ Pay a one-time \$100 fee to enroll in the Tk20 online data management system

_____ Successfully complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better

_____ Successfully complete a second-year/sophomore level progress portfolio

_____ Possess appropriate professional dispositions as evidenced through field-based experiences

_____ Apply and be accepted for admission to Teacher Education (Date: _____)

Third / Junior Year (check and date when completed)

_____ Successfully complete a third-year/junior level progress portfolio

_____ Apply and be accepted for admission to student teaching, prior to the posted deadlines of March 15 for Fall Semester and October 1 for Spring Semester (Date: _____)

_____ Register for and take required Praxis II tests (content area(s) and Principles of Learning & Teaching); NOTE: Praxis II tests and qualifying scores for licensure are subject to change by the Ohio State Board of Education.

_____ Maintain a minimum GPA of 2.500 in the major content area(s) and a cumulative GPA of 2.500 or above

Fourth / Senior Year (check and date when completed)

_____ Pass required Praxis II Tests (content area(s) and Principles of Learning & Teaching)

_____ Complete student teaching with a grade of C or better

_____ Successfully complete an exit portfolio

_____ Maintain a minimum GPA of 2.500 in the major content area(s) and a cumulative GPA of 2.500 or above (required for graduation)

Professional Development

Capital University Education Society (CUES)

The Capital University Education Society (CUES) is a pre-professional student organization dedicated to the education and advancement of all who are enrolled in Teacher Education at Capital University. In addition to providing monthly educational programs and service opportunities, CUES encourages networking among education majors and area teachers. Membership in CUES provides a link with the Ohio Student Education Association (OSEA), an organization affiliated with the Ohio Education Association (OEA), a professional organization of Ohio's classroom teachers. Liability insurance, essential for field-based and clinical experiences, is obtained through membership in OSEA. All interested education majors are strongly encouraged to join CUES annually.

Phi Delta Kappa

Phi Delta Kappa at Capital University is associated with the national organization by the same name. Its purpose at Capital is to recognize student teachers and allow them the opportunity to be a part of a professional association with a mission for promoting public education. The organization also provides members with the opportunity to apply for research and scholarship awards and grants. Those candidates interested in more information about Phi Delta Kappa may contact the Chair of the Education Department.

Pi Lambda Theta

Pi Lambda Theta is an international honorary that extends membership to Capital University Teacher Education candidates who are at least second semester sophomore standing and who have at least an overall grade point average of 3.500. The organization provides dues paying members with the opportunity to attend local chapter programs and apply for research and scholarship awards and grants. Candidates who are members in good standing during the semester prior to graduation will be eligible to purchase honor cords from the international honorary, and may proudly wear these cords during the commencement ceremony.

Appendix A:
Capital University Teacher Education Program
Candidate Professional Dispositions Assessment (available on Tk20)


The philosophy of the Capital University Teacher Education Program is reflected in The Unit's mission: **to prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.**

The teacher education faculty expect teacher education Candidates to demonstrate a number of professional dispositions. This assessment tool will provide advisors and members of the Student Assessment and Monitoring Committee with information about teacher education Candidates' professionalism beyond their academic preparation.

Please indicate the Candidate's performance in the following disposition statements by circling the appropriate rating:

- 1 = Never**
2 = Rarely
3 = Sometimes
4 = Usually
5 = Always

	Never	Rarely	Sometimes	Usually	Always
Candidate has exemplary attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate is on time for all responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate maintains professional appearance and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate is articulate and exhibits oral communication skills appropriate for each audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate takes pride and ownership in the quality of his/her professional work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate communicates effectively and appropriately through written media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate is perceptive to the feelings of others and responds appropriately and diplomatically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate attends to tasks and responsibilities without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate is a resourceful self-starter who independently implements plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Candidate demonstrates an appreciation of the value of working with other professionals and works effectively as a team-member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate establishes rapport with students and actively seeks opportunities to work with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate solicits suggestions and feedback from others, demonstrating eagerness to continue to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate actively seeks new and better ways of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate uses instructional strategies, learning activities and materials that meet the needs of diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains high ethical and professional standards (e.g., does not share confidential information).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback allows our Candidates to improve their practice, and even the strongest Candidates benefit from the critique of a professional. Please indicate specific areas for improvement in this Candidate's practice:	<p data-bbox="607 848 857 884">Rich formatting >></p> <div data-bbox="570 884 932 1045">  </div>				

**Appendix B:
Capital University Teacher Education Program
Application for Admission to Teacher Education (available on Tk20)**

Title*	<input type="text" value="(Student Name) Teacher Education Application"/>
Description	<div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
Date *	<input type="text"/> Choose date
Name *	<input type="text"/>
Capital ID Number *	<input type="text"/>
Social Security Number *	<input type="text"/>
CU Box Number	<input type="text"/>
Local Address *	Rich formatting >> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
Permanent Address *	Rich formatting >> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
Local Phone Number *	<input type="text"/>
	<input type="text"/>

Home Phone Number *	
Email Address *	<input type="text"/>
Intended Teaching License(s) *	<input type="checkbox"/> Early Childhood Educ. (preschool-grade 3) <input type="checkbox"/> Middle Childhood Educ. (grades 4-9) <input type="checkbox"/> Adolescent to Young Adult Educ. (grades 7-12) <input type="checkbox"/> Multi-Aged Educ. (preschool-grade12)
MCE Content Areas	<input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
AYA Content Area*	<input type="checkbox"/> Integrated Language Arts <input type="checkbox"/> Integrated Mathematics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Integrated Social Studies <input type="checkbox"/> Single Science (Life, Earth, Chemistry) <input type="checkbox"/> Dual Science (Life, Earth, Chemistry, Physics)
Multi-age Content Area(s)	<input type="checkbox"/> Intervention Specialist <input type="checkbox"/> Health <input type="checkbox"/> Physical Education <input type="checkbox"/> Visual Arts <input type="checkbox"/> Music
Endorsement(s)	<input type="checkbox"/> Reading <input type="checkbox"/> Middle Childhood Generalist <input type="checkbox"/> TESOL <input type="checkbox"/> Early Childhood Generalist
Semester admitted to Capital Univeristy *	<input type="text"/>
Student Status *	<input type="text"/>
Requirements	
Praxis I Reading Score (>173) *	<input type="text"/>
Praxis I Writing Score (>172) *	<input type="text"/>
Praxis I Math Score (>172) *	<input type="text"/>
Gen Ed Goal 1 Grade *	<input type="text"/>
	<input type="text"/>

Gen Ed Goal 2 Grade *	
Gen Ed Goal 3 Grade *	<input type="text"/>
EDUC 211/221 or MUS 242 Grade *	<input type="text"/>
Current GPA (>2.50) *	<input type="text"/>

Eligibility Statements

I request the Student Assessment and Monitoring Committee to review my personal and academic records for consideration for admission into the Capital University Teacher Education Program. In order to facilitate that process I answer the following:

Have I ever pled guilty to or been convicted of any felony, any violation of section 2907.04 or 2907.06 or division (A) or section 2907.07 or the Revised Code, any offense of violence, theft offense, or drug abuse that is not a minor misdemeanor, or any substantially comparable ordinance of a municipal corporation or of another state? *

YES NO

I am currently on disciplinary probation? *	<input type="radio"/> YES <input type="radio"/> NO
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Electronic Signature and Transcript

Signed *	<input type="text"/>
Date *	<input type="text"/> Choose date

Adviser Verification

Adviser Name *	<input type="text"/>
Date of Adviser Meeting for Verification *	

Appendix C:
Capital University Teacher Education Program
Application for Admission to Student Teaching (available on Tk20)

Title*	<input type="text" value="(Student Name) Student Teaching Application"/>
Description	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>
Name: (First, Middle/Maiden, Last)*	<input type="text"/>
Date:*	<input type="text"/> Choose date
Email Address:*	<input type="text"/>
University ID NO:*	<input type="text"/>
Social Security No.:*	<input type="text"/>
University Box No:	<input type="text"/>
Adviser:*	<input type="text"/>
Local Phone No:*	<input type="text"/>
Home Phone No.:	<input type="text"/>
Local Address:*	<input type="text"/>
Permanent Address:	<input type="text"/>
	<input type="text"/>

Current G.P.A (Semester & Year):*	
Semester admitted to University:	<input type="text"/>
Date Admitted to Teacher Education:	<input type="text"/>
High School from which you graduated: *	<input type="text"/>

I request the Student Assessment and Monitoring Committee to review my personal and academic records for consideration for admission into the Capital University Professional Semester.

Have you ever pled guilty to or been convicted of any felony, any violation of section 2907.04 or 2907.06 or division (A) or (C) of section 2907.07 of the Revised Code, any offense of violence, theft offense, or drug abuse that is not a minor misdemeanor, or any substantially comparable ordinance of a municipal corporation or of another state?*

Yes No

Are you currently on disciplinary probation?*

Yes No

Candidate's Signature:*

Purpose of Application: (indicate whether application is for Student Teaching or Internship)*

Student Teaching Fall Semester Spring Semester Summer
 Intervention Specialist or SLD Internship

Please Note: A Student Teaching Fee is charged for student teaching/internship. Monies collected from this fee are used for Fee Waivers for those school districts in which students complete field-based experiences and student teaching/internship experiences. Fee Waivers may be used as tuition payment for staff members in those school districts to attend Capital and/or the University of Dayton program for advanced course work.

Licensure Sought (Please indicate the teaching license or licenses you are seeking):*



Early Childhood Education Intervention Specialist: Multi-Age: Mild to Moderate Needs Multi-Age Health Multi-Age Physical Education
 Multi-Age Music Multi-Age Visual Arts *Middle Childhood Education **Adolescent to Young Adult

<p>* If you chose Middle Childhood Education, please select <u>two</u> of the following areas of specialization:</p>	<input type="checkbox"/> Reading and Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
<p>**If you chose Adolescent to Young Adult, please choose <u>one</u> of the following areas of specialization:</p>	<input type="checkbox"/> Integrated Language Arts <input type="checkbox"/> Integrated Mathematics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Integrated Social Studies <input type="checkbox"/> Single (Life, Earth, Chemistry) <input type="checkbox"/> Dual (Life, Earth, Chemistry, Physics)
<p>Endorsements (Please indicate the endorsement you are seeking):</p>	<input type="checkbox"/> Reading <input type="checkbox"/> Middle Childhood Generalist <input type="checkbox"/> TESOL <input type="checkbox"/> Early Childhood Generalist

Previous Field-Based Experiences:

1.) School Building*	
District*	
Grade Level/Subject*	
Semester/Year*	
2.) School Building	
District	
Grade Level/Subject	
Semester/Year	
3.) School Building	
District	
Grade Level/Subject	

Preferred Student Teaching Placement:

1st choice	<input type="radio"/> Early Childhood/IS <input type="radio"/> Middle Childhood <input type="radio"/> Adolescent to Young Adult
2nd choice	<input type="radio"/> Early Childhood/IS <input type="radio"/> Middle Childhood <input type="radio"/> Adolescent to Young Adult
Preferred grade level/subjects/school district:	Rich formatting >> 
Other information that should be considered in arranging student teaching/internship experience:	Rich formatting >> 
Do you have your own transportation?*	<input type="radio"/> Yes <input type="radio"/> No
Are you willing to transport another student?*	<input type="radio"/> Yes <input type="radio"/> No
Please allow the completion of this form and attached Personal Statement to serve as my application for Admission to the Student Teaching / Internship.	
By clicking "Yes" I agree that the information in this application is correct.*	<input type="radio"/> Yes <input type="radio"/> No
Date:*	<input type="text"/> Choose date