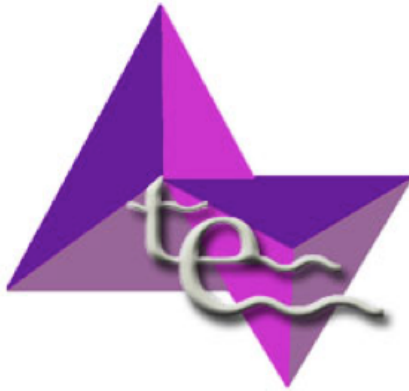


TEACHER EDUCATION AND LICENSURE HANDBOOK 2016-2017



Capital University
COLUMBUS, OHIO



Capital University's Teacher Education Logo

WHAT DOES IT REPRESENT?

The logo represents the department mission, which is to prepare competent, caring, 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
AND LICENSURE HANDBOOK 2016-2017**

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, committed professionals. We encourage you to meet with our faculty about the licensure programs, endorsements, graduate degree offerings and other professional opportunities offered at Capital.

This is your handbook. It serves as an orientation to and an overview of Capital's Teacher Education Program. 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 list provided to help you gauge your progress toward licensure.


For more information, you may also contact Holly Porter, Program Coordinator, at:

614-236-6302 / fax 614-236-6774 / hporter@capital.edu

Capital University
Education Department
1 College and Main
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,



Jim Wightman, Ph.D.
Chair, Education Department
jwightman@capital.edu



Capital University Teacher Education Program Mission and Department Goals

MISSION

Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use 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 department's mission is to prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.

CAPITAL UNIVERSITY TEACHER EDUCATION DEPARTMENT GOALS

Capital University and the Teacher Education Department strive to offer a personalized learning environment with a focus on excellence in teaching, advising and scholarship. Department faculty demonstrate multiple approaches to teaching and learning in diverse communities, keep current with educational policies and practices to provide a meaningful professional development program for candidates, operate within established partnerships with P-12 constituents, and exhibit commitment to ongoing professional development through research that integrates theory into practice.

The following five department goals for all students and licensure candidates provide the foundation for the commitment and work of the department. These goals reach beyond the basics of teaching by embedding what 21st-century teachers will need to be able to model for P-12 learners; as such, they encompass being adaptable to multiple situations, being creative, solving problems and thinking critically.

Students/Candidates in Capital University's Teacher Education Program will ...

- Goal 1** Exhibit Thorough Content Knowledge and Pedagogical Content Knowledge
- Goal 2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning and Assessment
- Goal 3** Demonstrate and Implement Knowledge of Curriculum and General Pedagogy to Impact Student Learning
- Goal 4** Communicate/Collaborate with Key Stakeholders and Create an Inclusive/Engaging Educational Environment
- Goal 5** Evidence the Professional Dispositions, Ethics and Responsibilities of an Educator

Theoretical Foundations of Department Goals

The following knowledge bases, including theories, research and wisdom of practice, support the department's philosophy in preparing competent, caring, committed professional educators who teach, lead and serve diverse communities of learners. The theoretical foundations of each of the five department goals are described below. It is Capital's goal to grow all students and licensure candidates into reflective practitioners. When reading through the department goals, please note that students become licensure candidates when they are accepted into the Teacher Education Program.

DEPARTMENT GOALS

Goal 1: Exhibit Thorough Content Knowledge and Pedagogical Content Knowledge

The Capital University Education Program will ensure that all students and licensure candidates have a strong foundation in both the content they teach as well as the pedagogies they employ in instructing within that content. Content knowledge refers to subject matter knowledge of the teacher (Ball, Thames, and Phelps, 2008). Concurrently, pedagogical content knowledge is defined as subject matter-specific professional knowledge. The continuing appeal of the notion of pedagogical content knowledge is that it bridges content knowledge and the practice of teaching (Shulman, 1986).

Goal 2: Demonstrate and Apply Knowledge of Diversity in Learners, Learning and Assessment

Students and licensure candidates in the Capital University Teacher Education Program will apply knowledge of diverse learners, various learning styles and different assessment types in their classrooms. Learners are defined as students in grades P-12. Learning refers to the construction of meaning made from new information stemming from what a person already knows and/or believes (Shulman, 1998). Assessment is defined as the process of gathering information about student achievement to inform instructional decisions and to motivate students to try to learn (Stiggins, 2005).

Goal 3: Demonstrate and Implement Knowledge of Curriculum and General Pedagogy to Impact Student Learning

Students and licensure candidates in the Capital University Teacher Education Program will demonstrate that they know, can apply and can reflect on their understanding of curriculum as well as on how their general pedagogical knowledge impacts student learning. Curriculum refers to a student's planned or unplanned experiences in an educative setting (Dewey, 1938; Eisner, 1992). General pedagogical knowledge is concerned with the broad principles and strategies of classroom management and organization that appear to transcend subject matter (Shulman, 1987). Lesson Planning modes refer to the generalized philosophical approaches to curriculum writing and include the Behaviorist, Constructivist and Perceptual (Uhrmacher, Conrad and Moroye, 2013). Lesson plan models (e.g. Hunter model) are specific frameworks of lesson plans that fall under each mode (Uhrmacher, Conrad, and Moroye, 2013).

Goal 4: Communicate/Collaborate with Key Stakeholders and Create an Inclusive/Engaging Educational Environment

Students and licensure candidates in the Capital University Teacher Education Program will be effective collaborators and communicators in their school settings, while also demonstrating an ability to create engaging, inclusive educational learning environments. Educational environments might include formal and informal learning spaces and are defined as fabricated environments that educate (Dewey, 1961).

Goal 5: Evidence the Professional Dispositions, Ethics and Responsibilities of an Educator

Students and licensure candidates in the Capital University Teacher Education Program will display the professional dispositions, ethics and responsibilities of effective educators. Professional dispositions are defined as a confluence of beliefs, intentions and actions (Ritchart, 2001). Ethics are defined as action based on moral reasoning (Noddings, 2003). Professional responsibilities refer to a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill (Dunn & Bradstreet, 2012).

Capital University Teacher Education Program Accreditation and Licensure Programs

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.

LICENSURE PROGRAMS

Capital University is authorized by the Ohio Department of Education and the Ohio Board of Regents to recommend candidates completing a prescribed program(s) for a four-year resident educator 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 concentrations in at least two of the following areas) Language Arts Mathematics Science Social Studies |
| 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 Single Area Science: Life Chemistry Dual Area Science: Life Chemistry |
| P-12 | Multi-Age Education Music Education Visual Arts |
| K-12 | Intervention Specialist (Mild/Moderate Needs) |

Capital University Teacher Education Endorsement Programs

| | |
|------|---|
| 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 (Graduate) |
| K-12 | Reading Endorsement (Graduate) |

A list of the courses required to complete each of these programs and course descriptions can be found at:
<http://bulletin.capital.edu/content.php?catoid=7&navoid=152>



Alternate Ways to Earn Course Credit

RECEIVING CREDIT

There are several ways to secure credit in lieu of registering for the course. Credit earned by these methods is available only to full-time students.

American Council on Education

The use of American Council on Education credit can be approved for satisfying general education and major/minor requirements. In accordance with university policy, the final authority in the use of A.C.E. credit toward satisfying the general education goals lies with Academic Success. The acceptability of such credit toward a major or minor requirement resides with the respective department chair or the dean. Credit that does not fulfill any of the above categories will be accepted as “elective credit.” In all cases, the submittal of A.C.E. credit for evaluation should be sent to Academic Success via the Adult and Graduate Education Office or the Registrar’s Office. Additional information may be obtained from Academic Success or from the Adult and Graduate Education office. Students wanting to request an official military transcript should visit the JST (Joint Services Transcript) website at <https://jst.doded.mil/smart/welcome.do>.

Advanced Placement Test (AP) of the College Entrance Examination Board (CEEB)

Students can be given advanced placement with credit for the courses on which the tests are taken. Acceptance of this credit toward the major is subject to approval of the college or department. Consult with the Admission Office or the Office of the Registrar.

College-Level Examination Program (CLEP)

Students may earn up to a maximum of 27 semester hours of credit toward graduation through CLEP. Per Capital University policy, the maximum credit awarded for each examination is 3.0 semester hours. The College Board charges an \$80 fee for each CLEP exam attempted, and each CLEP Testing Center charges an additional administrative fee (typically \$15 to \$20). Students should contact Academic Success for additional information about area Testing Centers and fees. Credit will be granted within accordance with the policy in effect at the time the exam is administered. A CLEP exam may not be retaken within a three-month period. For information regarding the CLEP program, such as minimum acceptable test scores and test administration procedures, please contact Academic Success (Blackmore Library, second floor, 614-236-6327, <http://www.capital.edu/Academic-Success/>).

Credit by Examination

Currently enrolled students may earn credit by taking an examination in undergraduate courses offered by the university, subject to the approval of and administered by the appropriate academic department or school.

Examinations may be taken only once and the student is required to achieve at least a grade of B. The registrar will record on the academic record the course title, credit earned and the notation of “P” (pass).

Letter grades are not recorded; therefore credit by examination does not affect the grade point average. Credit earned by examination cannot be used to repeat a regularly offered course. A fee of \$50 per credit hour (to be paid before the examination) is assessed for the administration of the examination and the recording of the credit on the academic record for currently enrolled students only.

Competency Credit

Capital University recognizes that learning takes place in a variety of environments in addition to the classroom. Many students enter Capital with meaningful and relevant learning from their careers, non-credit courses, training, extracurricular activities and personal experiences. Procedures have been developed to help students acquire academic credit for college-level learning gained through nontraditional means. This procedure involves assembling an extensive and thorough prior-learning portfolio describing past learning outcomes and documenting relevant life experiences. The University Competency Assessment Panel (UCAP) reviews these competency statements and determines if academic credit can be awarded. This procedure can be used to fulfill general education goals, course and major course requirements. A UCAP portfolio must be submitted prior to a student's last term. More detailed information about competency assessment procedures and cost information can be obtained by requesting a copy of the *Guide to Experiential Learning* from Academic Success (Blackmore Library, second floor).

RETROACTIVE CREDIT

There are two specific situations in which students may be granted retroactive credit:

- A student who places out of the placement exam for languages, which covers Elementary I and II, will receive 8 hours of academic credit (110 and 111) if the student takes Intermediate I (220) in French and Spanish, and passes the course with a grade of C+ or better.
- A student who passes Calculus II (231) with a grade of B- or higher will receive 4 hours of academic credit for Calculus I (230).

PROFICIENCY EXAMINATION

No credit is awarded for a proficiency examination. Currently enrolled students may be excused from taking departmental courses or may qualify for enrollment in advanced departmental courses by demonstrating proficiency in the subject matter through proficiency examinations administered by various departments. No credit is given for the successful completion of the proficiency test, but the student is permitted to enroll in an alternate course or to be exempt from a requirement. However, there is no reduction in the total number of semester hours needed to complete the degree.

WAIVERS, GENERAL EDUCATION

Waivers for any of the General Education Goals are determined on the basis of either (1) the student passing the appropriate waiver test and/or (2) approval of transferred coursework from another accredited college or university, or other courses taken at Capital. For assessment through testing (interviews, department-developed tests or a portfolio), students should inquire at Academic Success (Blackmore Library, second floor).

To substitute coursework, students complete a "General Education (GE) Waiver" form that is then submitted to Academic Success (along with course syllabi and course descriptions) for review by the General Education director. Students may take a waiver test only once. While a waiver exempts the student from a course, it will not reduce the overall number of credit hours needed for graduation, unless the student successfully passes the appropriate CLEP test (see College-Level Examination Program). Contact Academic Success for additional information and for a complete listing of CLEP testing sites.

Note: Waiver tests may not be taken for courses in which the student is currently enrolled. Any student changing majors should consult with her/his new academic adviser, department chairperson or dean to be certain that the same General Education goals are waived with the new major.

Career-Technical Teacher Academy or Introduction to the Teaching Profession

Students who participated in an approved career-technical teacher academy while in high school may be exempted from taking EDUC 151 – Foundations of the Education Profession. To receive this exemption, a student must submit her/his completed portfolio, along with all scoring sheets, for review by the Student Assessment Monitoring Committee. A student must have received an average of 85% or above on the combined score sheets to be eligible for the exemption.



Conceptual Framework P-12 Initial Educator Preparation Programs

Introduction

The Capital University Teacher Education Department's conceptual framework, represented by the department logo, is grounded in the belief that the knowledge, skills and dispositions indicative of quality teaching must be embedded into a cohesive and well-articulated program that emphasizes practice in relation to theory and is embodied by the faculty delivering the program. The conceptual framework has provided direction and focus, as faculty have worked to align the nine education department goals in order to ensure that the department's mission of preparing competent, caring, committed professional educators to teach, lead and serve diverse communities of learners, is met. The logo for the education department reflects the six sides of being competent, caring and committed to teach, lead and serve all learners, and the letters te are seen as moving to indicate that the field of education and the foundations of our work in education is fluid.

Full-time, tenure-track and adjunct faculty in Capital University's Teacher Education Program collaborated with members of the professional community in developing the conceptual framework. For the NCATE visit in 1993, the "knowledge base" was designed around the program goal of "Preparing teachers who honor individuality and develop communities of learners." For the 1998 NCATE visit, the conceptual framework reflected the mission "Developing competent, caring and committed professional educators for diverse communities of learners."

The present direction and ultimate goal of "preparing competent, caring, committed professional educators to teach, lead and serve diverse communities of learners" reflects the collaborative work of the Capital University's Teacher Education faculty, Teacher Education Advisory Board, and P-12 school-based practitioners, candidates and alumni. The process of regularly revisiting the conceptual framework and department goals demonstrates the dynamic nature of the Teacher Education Program as reflected in the variety of course offerings, clinical and field-based experiences, and performance-based expectations and assessments. These are revised on a regular basis to best prepare candidates for complex educational settings and demands.

In recent years, the conceptual framework was reviewed and revised in the summer of 2009, in advance of an NCATE review and during the creation of a Master of Arts in Education Program. At that time, a ninth program goal regarding assessment was added. Further review and revision occurred in the fall of 2010 and spring of 2011, to reaffirm the department's direction in preparation for a fall 2011 NCATE visit.

Most recently, 18 months of research and in-depth faculty discussions of the kinds of knowledge, dispositions and skills required of 21st-century educators have resulted in a re-envisioning of department goals. As of fall 2013, five new department goals, complete with student and department assessments, have been established and set into place. These five goals were purposely established to make assessment more accurate and allow for continuous monitoring that drives improvement of the Teacher Education Program.

This conceptual framework is organized around the mission of Capital University and the education department; 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). This conceptual framework also establishes the shared vision of Capital University's Education Department efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and department accountability. It is knowledge-based, articulated, shared, coherent and consistent with the department and institutional mission, as well as continuously evaluated. It provides the bases that describe the department's intellectual philosophy and institutional standards (NCATE, 2008).

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

In alignment with Ohio's Teacher Education and Licensure Standards and The Ohio Standards for the Teaching Profession, 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.



Admission to Teacher Education



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 satisfactory completion of a second-year/sophomore-level experience. Application forms are available online through TaskStream at www.taskstream.com.

Students must show evidence of meeting the following standards prior to acceptance:

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

| Content | Praxis Core | ACT | SAT | GRE Minimum Before 8/2011 | GRE Minimum After 8/2011 |
|-------------|-------------|-----|-----|---------------------------------|--------------------------------|
| Mathematics | 150 | 27 | 610 | 400 | 140 |
| Reading | 156 | 27 | 610 | 400 | 146 |
| Writing | 162 | 27 | 610 | 4.0 | 4.0 |

- Complete EDUC 151 with a grade of C or better.
- Complete EDUC 201 and/or MUS 242 with a grade of C or better.
- Achieve and maintain a minimum overall GPA of 2.75, as well as a GPA of 2.75 in major content area(s).
- Demonstrate proficiency in oral and written communication and mathematics as measured through attaining a grade of C or better 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 by completing (1) a signed professional conduct statement and (2) a current clear BCI and FBI criminal background check. When a student's background check is not clear they must meet with the department chair.

Admission to Student Teaching

A candidate seeking admission to Student Teaching at Capital University is required to complete an Application for Admission to Student Teaching, including a personal statement and résumé. The Application for Admission to Student Teaching must be completed no later than March 1 for candidates planning to student teach Fall Semester and October 1 for candidates planning to student teach Spring Semester. Application forms are available online through TaskStream at www.taskstream.com.

All **requirements** for admission to student teaching must be met no later than the end of the semester prior to the one in which you are applying to student teach (all requirements for fall student teaching must be met by the last day of Spring Semester, and all requirements for spring student teaching must be met by the last day of Fall Semester).

To student teach, candidates must meet the following requirements:

- Be admitted to Teacher Education and Student Teaching.
- Complete and pass all tests required for licensure (with the exception of those exams needed for any endorsements).
- Complete EDUC 301, EDUC 231 and Psych 201 with a grade of C or better.
- Complete EDUC 315-318, EDUC 352-359, EDUC 361/368, EDUC 365/369 and/or Music 340 with a grade of C or better.
- Complete EDUC 381 and EDUC 382 with a grade of C or better (for Intervention Specialist and Early Childhood/Intervention Specialist and Middle Childhood/Intervention Specialist).
- Achieve and maintain a minimum GPA of 2.75 in their major, as well as an overall GPA of 2.75.
- Verify good moral character by completing (1) a signed professional conduct statement and (2) a current clear BCI and FBI criminal background check.
- 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 Capital University, is charged for the student teaching experience. This fee is billed with the semester's tuition and 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.
- Subscription to TaskStream.
- edTPA fees. This is a mandatory teaching assessment that all students are required to complete during their student teaching experience.



Intercultural Student Teaching



GENERAL DESCRIPTION

The Intercultural Student Teaching (IST) Program at Capital University is an optional, challenging and rewarding supplement to conventional in-state student teaching through which participants request placements in cooperating schools, families and communities in Australia, China, Costa Rica, Czech Republic, Ecuador, England, Greece, India, Ireland, Italy, Japan, New Zealand, Norway, Russia, Scotland, Spain, Tanzania, Turkey or Wales. Participation in the IST program does not extend your time at Capital, as it is completed during your regular semester of student teaching. Capital University students seeking licensure in early childhood, secondary and intervention education as well as music and art education may participate in the program.

The IST program is organized around three stages: the preparatory phase (EDUC 283, offered Spring Semester only), a minimum of 10 weeks of Ohio student teaching; and the six- to eight-week overseas immersion experience. Each of these phases is described in greater detail below.

REQUIRED COURSES

EDUC 283: Intercultural Student Teaching Seminar

Required of all participants in the IST program, this 2-credit course receives a letter grade representing a culmination of the academic components of the program, i.e., preparatory phase.

COMPONENTS OF THE INTERCULTURAL STUDENT TEACHING PROGRAM

A. During the preparatory phase, project applicants will:

- Attend EDUC 283 class (2 credits) sessions and participate in the Spring Workshop.
- Read articles on education, history, culture and contemporary issues (social, economic, political) in the host nation.
- Submit overseas placement application.

B. Ohio Student Teaching

- Participants in the IST Program will successfully complete 10 weeks of student teaching in an Ohio elementary or secondary school before reporting overseas.

C. The Overseas Student Teaching Experience

- The overseas placement period spans six to eight weeks.
- Housing in the overseas community is typically arranged by the head teacher of the school that accepts the student teacher.
- IST program participants should expect differences in organization, structure, procedures and philosophy between their Ohio schools and host nation schools. Such differences will be explored during the preparatory phase of the IST program in EDUC 283.

Academic Advising

RESPONSIBILITIES OF THE STUDENT

- Students are ultimately responsible for their academic decisions and actions.
- Students are responsible for planning their academic program of study, including scheduling and progress toward the degree.
- Students are responsible for their own academic standing.
- Students should be knowledgeable about the university catalog/bulletin, WebAdvisor, and policies and procedures concerning university, school or college academic regulations and degree requirements.
- Students are responsible for maintaining personal records of academic progress, work and achievements.
- Students should be prepared for advisement and scheduling sessions with proper materials and information.
- Students are responsible in consulting with their adviser in a timely manner, including informing them of changes in their program of study.

RESPONSIBILITIES OF THE FACULTY ADVISER

Although students are responsible for their academic planning, decisions and actions, faculty advisers serve as valuable resources for students. Faculty advisers assist their advisees:

- In planning their academic program of study.
- In providing information concerning academic regulations, course requirements, prerequisites and graduation requirements.
- By granting approval for students to schedule classes through WebAdvisor, upon a consultation with their advisee.
- When appropriate by informing advisees of university support services, for example, Academic Success and Career Development.
- By acting as a mentor.

An academic adviser will be assigned to each student in the Education Department based on the student's area of study. For those students who are in an AYA (Adolescent Young Adult) licensure program, the primary adviser will be assigned in the academic content area, with a secondary adviser available within the Education Department.



Performance Expectations: Professional Dispositions Assessment

Professional dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice (NCATE, 2001).

It is the responsibility of the Education Department, in collaboration with the School of Education and Social Sciences, to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills and dispositions outlined in the conceptual framework of the Education Department as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Dispositions

The Candidate:

- Takes initiative.
- Demonstrates enthusiasm toward teaching and learning.
- Generates enthusiasm about instructional content.
- Maintains high learning expectations for self.
- Maintains high learning expectations for others.
- Demonstrates compassion for those experiencing difficulty.
- Demonstrates patience/flexibility with others during the learning process.
- Collaborates effectively with others.
- Demonstrates critical problem-solving skills.
- Attempts to solve problems independently, seeking help when needed.
- Responds appropriately to constructive feedback from peers, instructors, and/or professors.
- Accurately assesses/reflects on strengths and areas of growth.

Responsibilities

The Candidate:

- Is reliable.
- Maintains professional/appropriate appearance.
- Demonstrates a strong work ethic.
- Addresses issues of concern professionally

Ethics

The Candidate:

- Maintains professional confidentiality as appropriate.
- Demonstrates academic honesty.
- Demonstrates respect for beliefs, views, and needs of others.
- Promotes diverse opinions and perspectives of individuals and groups.

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Education Department, my success and progress in the Teacher Education Program depends upon successful demonstration of these dispositions.

Student's Name

Signature

Date

Checklist of Tasks for Program Completion

SECOND 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 2.75 or above.
- _____ Pass the three sections of the Praxis Core Academic Skills for Educators with the following scores, OR achieve specified ACT, SAT or GRE equivalents in each individual section:

| Content | Praxis Core | ACT | SAT | GRE Minimum Before 8/2011 | GRE Minimum After 8/2011 |
|----------------|--------------------|------------|------------|--|---|
| Mathematics | 150 | 27 | 610 | 400 | 140 |
| Reading | 156 | 27 | 610 | 400 | 146 |
| Writing | 162 | 27 | 610 | 4.0 | 4.0 |

- _____ Successfully complete EDUC 151 with a grade of C or better.
- _____ Successfully complete EDUC 201 and/or MUS 242 with a grade of C or better.
- _____ Sign a copy of the Candidate Professional Dispositions Assessment.
- _____ Possess appropriate professional dispositions as evidenced through field-based experiences.
- _____ Apply and be accepted for admission to Teacher Education (Date: _____).

Checklist of Tasks for Program Completion

THIRD YEAR (check and date when completed)

- _____ Successfully complete EDUC 231, EDUC 301, and Psych 201 with a grade of C or better.
- _____ Successfully complete EDUC 315-318, EDUC 352-359, EDUC 361/368, EDUC 365/369, or Music 340 with a grade of C or better.
- _____ Successfully complete EDUC 381 and EDUC 382 with a grade of C or better. (For Intervention Specialists only.)
- _____ Apply and be accepted for admission to student teaching, prior to the posted deadlines of March 1 for Fall Semester and October 1 for Spring Semester (Date: _____).
- _____ Maintain a minimum GPA of 2.75 in the major content area(s) and a cumulative GPA of 2.75 overall.

FOURTH YEAR (check and date when completed)

- _____ Pass all required Ohio Assessments for Educators (OAE) licensure exams.
- _____ Complete student teaching with a grade of C or better.
- _____ Maintain a minimum GPA of 2.75 in the major content area(s) and a cumulative GPA of 2.75 above (required for graduation).

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 five Education Program Goals. During student teaching, all candidates will complete the edTPA, which contains narratives and artifacts that demonstrate proficiency with the knowledge, skills and dispositions associated with both the *Ohio Standards for the Teaching Profession* and Capital University's five Teacher Education Program goals.



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 four-year resident educator license upon the following conditions:

- Completing all requirements for the bachelor's 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 Ohio Assessments for Educators (OAE) examinations as required by the State of Ohio.
- Current clear BCI and FBI background checks, as required by the Ohio Revised Code.

Applying for an Out-Of-State Teaching License

The pathway to receiving a teaching license varies from state to state. A student wishing to obtain an out-of-state teaching license upon completion of her/his program at Capital should contact the state education department in that state to determine what steps are necessary to be licensed in that state.

Career Development Services

The Career Development Office, located on the second floor of Blackmore Library, assists Capital students (first-year students through seniors) and Capital alumni in the development and implementation of career goals. Students can receive assistance with:

- Choosing and changing majors.
- Assessing interests and career values.
- Locating and applying for internships, part-time jobs and summer positions.
- Researching career and employment options.
- Writing résumés and cover letters.
- Finding full-time positions.
- Interviewing.
- Applying to graduate and professional schools.

Students can make appointments to see the assistant director or the director of Career Development; they can also meet with Peer Career Advisers (PCAs). PCAs are current students who, after completing a Career Development training sequence, assist their peers with writing résumés and cover letters and finding appropriate resources.



Professional Development Opportunities



CAPITAL UNIVERSITY EDUCATION SOCIETY (CUES)

The Capital University Education Society (CUES) is a preprofessional student organization dedicated to the education and advancement of all who are enrolled in Teacher Education at Capital University. In addition to providing regular 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), which is 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.

COUNCIL FOR EXCEPTIONAL CHILDREN

The Capital University chapter of The Council for Exceptional Children (CEC) provides service and professional development opportunities for members who have become dues-paying members of the National Council for Exceptional Children. Teacher education candidates receive two journals for their dues and CEC email briefs about current research and political actions occurring throughout the world regarding the teaching of children with exceptional learning needs.

**For more information about
Capital University's Teacher Education Program,
go to www.capital.edu/education.**

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