

Official Checklist for Admission to the Teacher Education Program

All admission requirements below must be completed no later than December 1 for Spring Admission or May 1 for Fall Admission. Full admission is required prior to taking junior-level methods courses.

- Declare your Major(s).
- Find an advisor in the Education Department (Kerry Bostwick, Jill Heinrich, or Kate Kauper). Secondary students and K-12 PE, Music, and Art students must also have an advisor in their major areas.
- Meet or exceed the minimum GPA Requirement: 2.5 (as of admission deadline)
- Complete the following courses:
 1. EDU 215
 2. One additional 200-level course in the Education Department
- Complete the Teacher Education Program Application:

Available on our website. See: [Teacher Education Program Application](#)

Deadline to Submit: December 1 for Spring Admission; May 1 for Fall Admission. *Applications will be received at any time throughout the year but will not be reviewed until the deadline immediately following submission.*
- Pass the entrance exam: Reading, Math and Writing**

You may take either the:

- a. CBASE - offered on campus once in the fall semester and once in the spring semester. (Register and pay on Self Service)

Students are encouraged to take the C-Base in the fall.

If you fall below the required score in any section (Reading – 8 of 14; Math – 11 of 19; Writing – a score of 3 out of 6), you may retake that section of the C-Base at the spring semester date or schedule a retake on an individual basis with Shelli Bentley – sbentley@cornellcollege.edu.

-OR-

- b. Praxis Core - register online at www.ets.org. Must meet a minimum of 448 on the total combined score of the three tests. In addition, if you fall below ANY of the following individual test scores, you must retake that test until you meet or exceed the minimum score:

Reading 150 Writing 140 Math 128

Example: You have a total of 452. Your reading score is 168, your writing score is 158, but your math score is 126. You have to retake the math exam.

Exams must be passed PRIOR to the admission deadlines.

Note: If you receive academic accommodations because of a documented learning disability, please let Cindy Postler know well in advance to ensure that you will receive the appropriate accommodations. You are still responsible for passing the exam PRIOR to the admission deadlines. For the Praxis, it may take several weeks before accommodations can be established, so if you are taking the Praxis Core, contact ETS for more information.

In addition to the satisfactory completion of all of the above requirements, the Education Department faculty will base their final decision on the applicant's **humanistic dispositions** (see back for details). If there are any dispositional concerns but all other requirements have been met, these will be noted and shared with the applicant upon admission. The applicant will need to show exceptional improvement in the areas of concern prior to being permitted to student teach.

Humanistic Dispositions for Teaching

Professionalism:

- Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community
- Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality and honesty.
- Consistently honors the needs and best interests of learners.
- Exhibit poise and reflection in difficult situations, enduring stress and maintaining stability in the face of disruption/chaos.

Collaboration:

- Develop collaborative relationships that enhance the learning and teaching experience.
- Consistently interact with others in ways that communicate respect, courtesy, and understanding.
- Show appropriate regard for the needs, ideas, and experiences of others by engaging in open dialogue and effective action to accomplish goals as part of a larger group.
- Develop authentic and genuine relationships with students, administrators, parents, peers, and others in the community.
- Accept personal responsibility in achieving goals.
- Endeavor to instill democratic ideals and practices within the classroom and in the community.

Commitment to Learning:

- Demonstrate commitment to professional and intellectual development.
- Take advantage of learning opportunities.
- Demonstrate enthusiasm, commitment, and optimism for the learning/teaching process.
- Generate questions and actively engage in an intellectual and participatory manner with others.

Reflection and Adaptability:

- Adjust to new circumstances, flexible in the face of new realities, accommodate given the unforeseen.
- Exhibit an open-minded and positive attitude when receiving feedback from others.
- Exhibit keen with-it-ness and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of self and students.
- Use reflection to generate potential improvements, and apply outcomes of reflection to future interactions.
- Act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education

Self-Direction:

- Actively demonstrate ability to foster extensions in learning and teaching.
- Exhibit a willingness to pursue solutions to problems or questions by gathering relevant data.
- Demonstrate self-direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others.
- Consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

Facilitation of Challenging Learning Environments:

- Use and model effective communication skills, thinking skills, and creative expression.
- Consistently model respect for all people while providing opportunities for students to hear, consider and discuss varying viewpoints.
- Incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal and nonverbal communication.
- Challenge learners to think creatively about content and facilitate the extension of learning experiences beyond expectations.
- Demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.

Learner Advocacy:

- Respect diversity of thought, background, and inherent abilities in an interdependent, global society.
- Interact with learners in ways that consider individual differences and life experiences.
- The written work, material selection, activity design, and other expressions reflects a consistent yet fluid understanding of the changing diversity in student populations.
- Promote awareness, understanding and acceptance of diversity in students and families both within and outside the classroom environment.

Conditional Admission

Adopted 12/2018

Students who are not formally admitted to the Teacher Education Program (TEP) are able to take some of the 300-level methods courses as 'conditional admits' with the following considerations in place:

Secondary:

- Instructor permission is required for EDU 301 (Kate) and EDU 302-308 (Cindy).
- EDU 328 CAN be taken without instructor permission.
- EDU 302-308 *may not be taken* until at least one other 300-level class is successfully completed (EDU 328 or EDU 301).
- The student may not complete the third 300-level course without being formally admitted to the TEP. This is to prevent students from proceeding too far in the program prior to student teaching without satisfactorily meeting all the expectations we require of all TEP candidates.

Elementary:

- Instructor permission is required for all 300-level methods courses (Kerry)
- INT 121 CAN be taken without instructor permission (?)
- The student may not take more than three 300-level methods courses without being formally admitted to the TEP. This is to prevent students from proceeding too far in the program prior to student teaching without satisfactorily meeting the expectations we require of all TEP candidates.

K-12:

- Instructor permission is required prior to taking KIN 324/331 (Colin); MUS 331/431(?); ART 371/EDU 303 (Cindy)
- EDU 328 CAN be taken without instructor permission.
- For Art: 303 may not be taken until at least one other 300-level class is successfully completed (EDU 328 or ART 371)
- The student may only take TWO methods courses without being formally admitted to the TEP (e.g. EDU 328 and MUS 331). This is to prevent students from proceeding too far in the program prior to student teaching without satisfactorily meeting all the expectations we require of all TEP candidates.

Instructor permission is based on one or more of the following criteria:

- Assessment of Humanistic Dispositions (as adopted by the TEP faculty)
- GPA (cumulative as well as in the 200-level courses)
- Passing CBASE or Praxis Core scores