

-The Gold Standard-

Admission to the Teacher Education Program

(Effective January 2016)

All admission requirements below must be complete 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.

1. Minimum GPA Requirement: 2.5 (as of admission deadline)

2. Course requirements:

- a. EDU 215
- b. One additional 200-level course in the Education Department

3. Application:

- a. Available on our website under the Teacher Education Program Section, "Application Process"
- b. 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.

4. Entrance Exam: Reading, Math and Writing

You may take either the:

- a. CBASE - offered on campus, in October and January. (Pay on Self Service) Minimum passing score is 235 on each section.

Students are encouraged to take the C-Base in October. If you fall below the required score of 235 in any section, you may retake that portion of the C-Base at the January date. No other C-Base retakes will be offered. If you take the CBASE for the first time in January, and you fall below the 235 cut score in any section, you will need to sign up for the Praxis Core exam to retake the section(s).

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 162, your writing score is 158, but your math score is 126. You have to retake the math exam.

Exams must be taken and 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 improvements 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 other 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 student 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.