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The Education Handbook

The handbook of the Education Department at Calumet College of St. Joseph (CCSJ) provides an overview of the curriculum, policies, and procedures for education candidates. If additional information is needed, please contact the Administrative Assistant, Ana Andrade.

aandrade2@ccsj.edu

The Education Department
Calumet College of St. Joseph
2400 New York Avenue
Whiting, Indiana 46394

Telephone: (219) 473-4385, (312) 721-0202, x 385
Toll Free number: (877) 700-9100 x 385, Fax: (219) 473-4259

www.ccsj.edu

Select Academics

Select Undergraduate

Select Education
Accreditation Statement

Calumet College of St. Joseph is accredited to offer master’s, bachelor’s and associate’s degrees, as well as, certificates and diplomas by the Higher Learning Commission of the North Central Association, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, telephone number (800)-621-7440. The College has been approved by the Indiana Department of Education (IDOE), Office of Education Licensing and Development (OELD) for the development and licensing of elementary and secondary teachers. The Education Program of the College is also fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as NCATE. The Education Department holds membership in state, regional and national education and professional associations including the Independent Colleges of Indiana, the Indiana Conference of Higher Education, and the National Catholic Educational Association.

Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.
Overview

Calumet College of St. Joseph

Empowering Individuals to Become Effective Educators
History of the Institution

Calumet College of St. Joseph grew from humble origins. In 1951, St. Joseph’s College of Rensselaer, Indiana opened an extension in Lake County, Indiana. It was known as the Calumet Center. Most of its courses were taught in borrowed classrooms provided by Bishop Noll Institute in Hammond and St. John the Baptist Church in Whiting. In 1960, the Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting College. In doing so, the institution became the first College in the Calumet Region to offer baccalaureate degrees. At that time, St. Joseph’s College Calumet Campus moved into a new home, a former furniture store in East Chicago. Classes and administrative work were conducted in this building, which served the College well for 15 years and later became the Administration Building.

The East Chicago Campus continued to grow throughout the 1960s. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a Library, laboratories, a theater, a communications center, and student recreational facilities. In the Summer of 1971, the College was renamed St. Joseph Calumet College. It officially separated from St. Joseph’s College on November 15, 1973, when Articles of Incorporation were filed with the State of Indiana. On December 31, 1973, the American Oil Company deeded its research and development facilities and 256 acres of land to Calumet College. The College moved into its new facilities in January 1976 and is now using the largest of the 23 buildings on the site.

The building underwent an initial $2 million renovation. That and ongoing improvement projects have resulted in a facility that provides an excellent learning environment. The building is efficient and comfortable, and houses a chapel, an art gallery, a Library, a bookstore, and numerous classrooms and meeting rooms. The building is fully accessible to the physically impaired. Calumet College of St. Joseph’s facilities can serve more than 2,000 students during any given semester. Library holdings have increased to more than 110,000 items. Parking is ample and free.

The curriculum continues to improve, and the College presently offers programs in some 20 fields of study. The College offers services designed to assist new students in adapting to the pressures and problems facing today’s college students, and provides tutoring and mentoring services to ensure student success.
Years before it was fashionable, programs were practical and diverse, encompassing four-year baccalaureate degrees, two-year associate’s degrees, and one-year certificates. Classes are offered during both the day and the evening. Recently, the College added master’s degrees in Public Safety Administration, Education, Quality Assurance and Psychology.

The College is committed to eliminating time and space barriers that impede the pursuit of educational opportunities. Thus, it offers weekend classes, a credit for Life Experience Program, and course offerings at different sites in Northwest Indiana and Chicago. The College’s Accelerated Programs, started in the late ‘80s, now flourish in communities throughout Northwest Indiana and Chicago. Adults with two years of college credit can attend class one night each week for approximately 18 months at locations near their homes or places of work to earn a B.S. degree in Organization Management, Public Safety Management, or Management Information Systems. Additionally, online and hybrid courses are now being offered in certain academic programs. The new School of Adult Learning now allows those with little or no college credit to earn their Bachelor’s Degree in as little as five and a half years attending part-time.

Calumet College of St. Joseph has served as many as 1,900 students in a semester. The student population includes one of the largest percentages of minority students of any independent college in Indiana. Nearly half of the students in the College’s master’s, baccalaureate, and associate’s degree programs are of African-American or Hispanic descent. U.S. News & World Report has named Calumet College of St. Joseph as one of the most diverse four-year institution of higher learning in the Midwest every year since 2000.

In the Fall of 1997, the College launched a capital campaign with a goal of $5 million over five years. The campaign exceeded this goal and significantly strengthened the College’s ability to provide high quality educational programs for Northwest Indiana and Northeast Illinois. In the 2000-2001 academic year, the College launched its first intercollegiate athletic program and joined the National Association of Intercollegiate Athletics. The College now competes in 18 sports and has 180 student athletes.

In 2001, the College was reaccredited for 10 years. In 2007, the College was accepted into the Alternate Quality Improvement or AQIP accreditation process. The first Master’s Degree class in Law Enforcement Administration began in 2002 and graduated in May 2003. Master’s Degrees in Education and Quality Assurance were initiated in 2006 and a Master’s Degree in Psychology was added in 2011.
In 2006, the College initiated a $7 million capital campaign “Changing Lives, Growing the Vision.” There were three components to this campaign: the construction of a student/community activity center, renovation of the 2400 New York Avenue site to include new science and computer labs, and an increase in the College’s endowment. Through the efforts of its family, alumni, and friends, the campaign was successfully concluded in 2011. The student/community activity center, dedicated in 2009, was the first new building in the College’s history and testifies to the ongoing vitality and growth of the institution. Renovation of our vertical campus began in August, 2011. This addition will add new science labs, art studios, a new bookstore, and other student areas, and is scheduled for completion in 2012. The endowment fund has been increased as proposed. This campaign has changed the footprint of our campus.

Meeting the changing educational needs of the community with relevant, career-focused programs delivered in a friendly student-oriented environment is Calumet College of St. Joseph’s formula for success. To this end, two new programs have recently been added to the curriculum: International Studies and Service and General Sciences with concentrations in Sports Science, Life Science, Restoration Ecology and Forensics.

After serving Calumet College of St. Joseph since 1987, President Dennis Rittenmeyer retired in June, 2011. His guidance took the institution from storefront classrooms to new facilities, and from college to university status. A new era began as Dr. Daniel Lowery was inaugurated as President on September 23, 2011. Dr. Lowery had previously served the College as the Vice President of Academic Affairs.

Calumet College of St. Joseph can now boast over 10,000 alumni. We have changed the future, one life at a time. No matter where you happen to be on your road in life, the College has a program for you. Thank you for making us “Your University of Choice.”
**CCSJ Mission Statement**

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

**Education Department Mission Statement**

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement educational experiences for our teacher candidates and professional educators that reflect current theory and best practice in the profession according to the three essential and interrelated pillars of professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

**Education Department Vision Statement**

The Education Unit is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Unit contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.PP.S.), the vision of the Unit empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation.
These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

**Education Department Goals**

*Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation that graduates are required to:*

1. Demonstrate Understanding of How Students Learn and How They Differ
2. Demonstrate Knowledge of What to Teach
3. Demonstrate How to Teach Effectively
4. Demonstrate Effective Implementation of Technology
5. Demonstrate Continuous Personal and Professional Growth
Conceptual Framework

Overview

The unit is deeply committed to the Calumet College of St. Joseph educational mission to prepare diverse candidates for professional careers and graduate education. Consonant with the mission, the unit contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility.

Drawing vision from the mission of the College and the values of the Missionaries of the Precious Blood (C.PP.S.), this conceptual framework empowers teacher candidates to become effective P-12 educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). The conceptual framework of the Education Unit consists of three essential and inter-related pillars: 1) professional preparation, 2) continuous and critical reflection, and 3) ongoing personal and professional transformation.

The pillar of professional preparation provides teacher candidates with appropriate content knowledge and skills that reflect current scholarly research on effective teaching and best practices in the field. The pillar of continuous and critical reflection affords teacher candidates opportunities to evaluate research based best practices with a view towards appropriating the knowledge, dispositions, and performances that will foster effective teaching. The pillar of ongoing personal and professional transformation engages teacher candidates in a dual process of becoming an effective professional educator and consciously applying social justice values to service as quality involvement in society.
Calumet College of St. Joseph

Education Department

Faculty and Staff

Empowering Individuals to Become Effective Educators
**Education Department Full-Time Faculty**

**Dr. Jessica Madden**
- Director of Field Experience, 2013
- Assistant Professor, Education, 2009
- Ph.D., Capella University, 2008
- M.S., Indiana Wesleyen University, 2003
- B.S., Calumet College of St. Joseph, 1998

**Dr. John Shields**
- Chair of Education and Program Director, 2013
- Director, Leadership in Teaching Graduate Program, 2005
- Ph.D., Loyola University, 2004
- Associate Professor in Education, 1999
- M.A., University of Notre Dame, 1999
- Ph.D., Loyola University, 1987
- M. Ed., Loyola University, 1976
- B.A., Toletine College, 1968

**Mr. Bruce Wisowaty**
- Licensing Advisor, 2013
- Ph.D. candidate, 2007- Present
- Academic Advisor, 2005
- Instructor in Education, 2002
- Administrative Certification, Govenors State University, 1990
- Ph.D. Candidate, 2013
- M.S., Govener’s State University, 1990
- B.S., Southern Illinois University, 1977
**Education Department Part-Time Instructors**

**Mrs. Kathleen Adduci**
Lecturer in Education, 2009  
M.A., National-Louis University, 1993  
B.S., St. Joseph College, 1970

**Mr. Ronald Blake**
Lecturer in Education, 2008  
M.A., Valparaiso University, 1969  
B.A., Valparaiso University, 1964

**Mr. Michael Brown**
Lecturer in Education, 2002  
M.A., Governors State University (in progress)  
B.A., Central State University, 1977

**Dr. Michele Dvorak, PHJC**
Lecturer of Education, 2013  
Director of Education Programs, 2011  
Licensing Advisor, 2011  
Chair of Education Department, 2011  
Associate Professor, Education, 2006  
Lecturer in Education, 1998  
Ed.D., University of San Francisco, 1998  
M.A., University of Dayton, 1985  
B.A., Alverno College, 1979

**Ms. Nancy Ellis**
Lecturer in Education, 1994  
M.S., Purdue University, 1997  
B.S., Calumet College of St. Joseph, 1974

**Mr. Christopher Gloff**
Lecturer in Education 2010  
M.A., Calumet College of St. Joseph, 2009  
B.S., Purdue University, 1992

**Ms. Eleanor Kasprzycki**
Lecturer in Education, 1995  
M.S., Purdue University, 2003  
B.S., Indiana University, 1995
Ms. Suzan LaPeer
Lecturer in Education, 2008
M.S., Purdue University, 1986
B.A., Texas Women’s University, 1975

Dr. Barbara O’Block
Lecturer in Education, 2004
Ed.D, Loyola University, 2004
M. Ed., Loyola University, 1971
B.S. Ed, St. Joshep College,

Mr. John Potocki
Lecturer in Education, 2000
M.A., Governor’s State University, 1980
B.S., Northern Illinois University, 1971

Dr. Joi Patterson
Lecturer in Education, 2012
Director of Education, 2001-2011
Licensing Advisor, 2001-2011
Chair of Education Department, 2004-2007
Associate Professor in Education, 2001
M.S., Chicago State University, 1998
Ph.D., Walden University for Advanced Studies, 1995
M.S., Governor’s State University, 1993
B.A., Sam Houston State University, 1989

Mr. Nick Pezzuto
Lecturer in Education, 2010
M.A., Olivet Nazarene University, 2010
M.A., Calumet College of St. Joseph, 2009
B.S., DePaul University, 1991

Ms. Patsy Pfiffer
Lecturer in Education, 2005
M.A., Calumet College of St. Joseph, 2004
Mrs. Angela Wells

Lecturer in Education, 2013
Director of Field Experience, 2005
Urban Education Field Director, 2003
Administrative Certification, Purdue University, 2000
M.S., Purdue University, 1999, 2009
B.S., Calumet College of Saint Joseph, 1992

Kevin Zagdel

Lecturer in Education, 1995
Ed.D, National-Louis University, 1994
M.S. Ed., Indiana University Northwest, 1980
B.A., St. Meinrad College, 1975

Education Department Staff

Mrs. Ana Andrade,
Administrative Assistant
Education Committee

Director of the Education Program
Director of the Graduate Program

John Shields, Ph.D., Associate Professor

Education Department Faculty Representatives

Mr. Bruce Wisowaty, Instructor
Dr. Jessica Madden, Assistant Professor

Faculty/Staff Representatives

Mrs. Antonia Koslow, Instructional Technologist
Ms Marcia Keith, Library Director
Mr. Alexandre DaSilva, Science Program Director
Mr. Christopher Gloff, Instructor
Mr. Nick Pezzuto, Instructor

External Evaluators

Mrs. Dariel McGrath
Mrs. Kathi Adduci
Ms. Patricia Torreano

Student Representatives

Education Club President
Calumet College of St. Joseph

Education Department

Admission

Empowering Individuals
to Become Effective Educators
Admission Procedures to the Education Department

Phase I: Admission to the College

All students must be admitted to the college prior to applying to the Education Department. Students must apply through the Admissions Office, located on the first floor of the college (ext. 215). All admissions and transfer of credit are dependent upon previous secondary and post-secondary work, verified by an official transcript and submission of all required records.

Admission Procedures to the Traditional Cohort Education Program

Students must successfully complete the following criteria:

1. Successful completion of 75% of general education curriculum
2. Successful completion of EDUC 299, Teacher Education Seminar, Capstone
3. CASA (effective 9-1-2013)
4. Blackboard training
5. Library Tour
6. VIRTUS training
7. Current resume
8. Criminal History Clearance (Use link on college’s web-site)
9. Interview with a member of the Education Committee (if applicable)

Admittance to the Education Department for Transition to Teaching/Master of Arts in Teaching Students

Transition to Teaching (T2T)/Master of Arts in Teaching (MAT), a federal/state mandated alternative teacher certification program, is designed to certify individuals who possess a bachelor’s degree. The requirements for Transition to Teaching/Master of Arts in Teaching include:

- Attend an Information Session
- Transcript: G.P.A. 3.0 or 2.5 with 5 years experience in licensing area
- Successful completion of CASA (effective 9-1-2013) and math and Praxis II (Secondary)
- Submit Graduate Application with file
- Submit Criminal History Clearance (Refer to Attachment 4: Criminal History)
- Submit 2 letters of recommendation
- Submit current resume for file
- Complete successful interview with an Education Department faculty member
Continuation in the Education Program: Phase II

The Education Program, (Phase II), requires a performance review of teacher candidates by Education Department faculty each semester. The review includes the candidate’s Strategic Plan (Refer to Attachment 1: Academic Plan), the grade point average in content courses, education courses, and overall G.P.A., ACEI performances to determine compliance with Education Department requirements.

Continuing Education students must meet the following assessment criteria:

- Transcript review and advising
- Demonstrate professional knowledge, disposition, and performance
- Maintain a G.P.A. of 3.0/4.0 in education courses
- Maintain a G.P.A. of 3.0/4.0 in content courses
- Maintain an overall G.P.A. of 2.75/4.0
- Meet performance criteria outlined in the Education Department, ACEI and State Standards
- Register for and attend Education Seminars each semester
- Maintain a current Criminal History Clearance
- Current Cardio Pulmonary Resuscitation (CPR) certification and with Automated External Defibrillator (AED) certification from the American Red Cross, American Heart Association or a company recognized by either the American Red Cross or American Heart Association.

Candidates who have not met all the above criteria will receive a letter informing them of their deficiencies or a letter of non-continuance in the program. (Refer to Attachment 2: Notice of Requirements Not Met). If a student receives a letter of non-continuation yet wishes to return to the program, the candidate may apply to the Education Program after a two-year waiting period.

Appeals Process

Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Committee. The Education Committee reviews documentation and makes a recommendation to Education Program Director.

Additional screening of teacher candidates by the Education Committee will occur each semester. The Education Committee will review each teacher candidate's G.P.A to determine compliance with the Education Program’s G.P.A requirement:

- A minimum cumulative G.P.A. of 2.75. Candidates must maintain a minimum G.P.A. of 3.00 in professional and major content area courses.
**Student Teaching Acceptance Process: Phase III**

Student teaching is the culminating experience in the professional preparation of teachers. Building on the competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Even though the Education Department has prepared the student teacher for this process, new and challenging situations will occur. Alternatives to handling classroom situations are varied, and the Cooperating Teacher in conjunction with the Student Teacher Supervisor provides counsel to the student teacher. This collaborative arrangement seeks to provide opportunities for professional growth through the sharing of intellectual stimuli, ideas, options, and accomplishments.

**Acceptance for Student Teaching**

The teacher candidate completes a student teaching application (*Refer to Attachment 3: Student Teaching Application*) and submits it to the Director of Field Experience. The applicant is assessed on the successful completion of the following:

- Current resume
- Current philosophy of education
- Successful completion of:
  - CASA (effective 9-1-2013), Praxis II (Secondary)
  - Interview by the members of the Education Committee
- Documentation of attendance at Education Seminars
- Minimum cumulative grade point average of 2.75/4.00
- Minimum G.P.A. 3.00/4.00 in Professional Education courses
- Minimum G.P.A. 3.00/4.00 in content courses
- Current Criminal History Clearance (within 3 months)
- Completion of all prerequisite education and major content courses

The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or reasons for the denial.

**Appeals Process:**

Teacher Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Committee. The Education Committee reviews documentation and makes a recommendation to the Vice President of Academic Affairs. A decision is made by the VPAA and communicated to the teacher candidate.
**Student Teaching Placement Criteria**

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse.
2. Technology is implemented throughout the classroom curriculum.
3. Students with exceptionalities are serviced.
4. The licensed cooperating teacher has at least five years of teaching experience (in content area for secondary students) in accredited schools.
5. A conflict of interest does not exist (as determined by the Education Committee).*
6. Placement is within a 30 mile radius of the main campus.
7. Placement is full-time for a minimum of 14 weeks 420 clock hours.
8. In the event that a student has a middle school addition, placement could possibly be split between disciplines.

* It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which a child is enrolled or where a family member is employed as a building administrator. If a conflict in interest arises the student teaching experience will be immediately terminated. If student teaching experience is terminated, the candidate must reapply for student teaching according to prescribed student teaching dates.

**Criteria for Licensing: Phase IV**

*Teacher candidates must meet the following criteria to apply for an Indiana State License:*

To apply for a State of Indiana license, all teacher candidates must successfully meet the following qualifications:

- Complete student teaching with a minimum grade B
- Successfully complete CPR/AED Certification Training
- Successfully complete Suicide Prevention
- Submit license application (online) by way of LVIS
Education Department Delivery Systems

Elementary Cohort Program
- Designed for Full-Time Day Students
- Leads to a Bachelor’s degree or post-secondary degree in elementary education 15 month (plus student teaching)
- Classes meet: Monday-Thursday: 8:00 a.m. – 12:00 p.m.
- 3 week sessions per course with 1 week of preparation time in between courses
- Field and clinical experience as well as student teaching integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.

Graduate Programs

MAT Program (Transition to Teaching)
- Designed for career degreed changers; leads to certification: eight months for secondary education and eleven months for elementary education (plus student teaching).
- Saturday classes for 8:00am – 4:00pm
- Field and clinical experience as well as student teaching integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.
- Final Phase: 6 months to complete Masters of Art in Teaching (MAT)
Calumet College of St. Joseph

Education Department

General Requirements
Course Requirements

Elementary Education

General Education Requirements:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Number of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>8 credit hours</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6 credit hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Arts</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Behavior Sciences</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Religion/Philosophy</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Human Diversity</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>General Education Capstone</td>
<td>3 credit hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62 Credit Hours</strong></td>
</tr>
</tbody>
</table>

Professional Education Courses:

60 Credit Hours

Content Minor would be an additional 12-16 Credit Hours

*(Refer to Attachment 5: Elementary Education Checklists)*

EDU 299. Teacher Education Seminar

The Education Department offers two (2) to three (3) seminars each semester. These seminars address current issues, timely concerns, and employment procedures often not addressed elsewhere. All teacher candidates are required to attend all seminars.

Teacher Candidate Dispositions

Teacher candidates should display professional behavior and disposition throughout the educational program. Teacher candidates are required to meet the following criteria and guidelines to be considered as having an appropriate disposition for educators:

- Professional disposition
- Committed, positive, and enthusiastic
- Truthful and trustworthy
- Well prepared
- Warm and friendly and supportive of others
- Intrinsically motivated
- An ability to come across challenging situations and rebound with a means to improved performance
Fosters productive and positive relationships with others while respecting and appreciating diversity

- The ability to cooperate and support the decisions of others and make relevant contributions to discussions
- Professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Fosters a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen
- Flexible

*(Refer to Attachment 7: Disposition Rubric)*

**Referral of Teacher Candidate for Professional Counseling**

Realizing that the safety of children is of paramount concern for all school personnel, especially teacher candidates, the Education Department at Calumet College of St. Joseph, in the interest of preparing teacher candidates to serve children, reserves the right to regularly inquire about teacher candidates' dispositions toward the profession of teaching and the ongoing safety of children.

If for any reason, the Education Committee, education faculty, education staff and/or Education Department Director have any serious concerns about a particular candidate's readiness to:

- continue in the Education Department and/or
- begin or continue the student teaching process - especially when the concern involves the safety of children

Candidates may be requested to seek the judgment of a certified mental health professional regarding readiness to:

- continue in the Education Department and/or
- begin or continue the student teaching process.
Technology

Enhancement of technological performance occurs through each requisite course with focused skills through the EDU 325 Technology in Education course. Throughout their courses, candidates engage in activities that include web-quests, Internet searches, Smart Board, Grade Quick, Document Reader, PowerPoint presentations, multi-media resources, demonstration lessons, and reflections on the ethical uses of technology in today’s culture. Candidates conceptualize and design technology-supported classroom learning experiences. In particular, candidate’s use of Blackboard as a vehicle for support, communication, and learning provides a particular technological dimension.

The Education Department uses Black Board as its primary tool for communicating with students, disseminating important information, posting class syllabi, assignments and discussion. It is therefore necessary that teacher candidates access their e-mail and Black Board accounts on a regular basis.

CASA Information

Effective 9/1/2013, the state qualifying exam for teacher candidate is Core Academic Skills Assessment (CASA). Refer to the website to receive the most up to date information on CASA. Information can be obtained at CASA (www.in.nesinc.com). CASA can be administered here at the College. Contact the Registrar office at 219-473-4211.

CASA Alternatives are as follows:

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.
- SAT with a score of at least 1100 based on Critical Reading and Math
- GRE with a score of at least 1100 based on Verbal and Quantitative
- Anyone with a Master’s Degree from a regionally accredited institution is exempt
- ACT, SAT and GRE scores do not include writing

Note: Teacher Candidates must have passing CASA scores at the time of acceptance into the program. CASA pass scores are subject to change at the state’s discretion; advance notice is provided.
Concluding Remarks

Calumet College of St. Joseph has guided competent teacher candidates into professionals who have continued as exemplary teachers. Throughout these years the Education Department has adapted to the changing responsibilities of education professionals.

The Education Department Director welcomes any comments or suggestions for the improvement of this handbook. Please call 219-473-4385.
Calumet College of St. Joseph

Educational Resources

Empowering Individuals
to Become Effective Educators
Student Support Services

Student Success Center

For more information or to set up an appointment, you can contact the Student Success Center at (219) 473-4287.

Financial Assistance

Call the financial aid office for more information (219) 473-4296.

Specker Memorial Library

For information, see the Library's web page: http://www.ccsj.edu/library/index.html

Disability Services

For more information or to set up an appointment, you can contact the Academic Support Programs at (219) 473-4349.
Education Department

Student Handbook Attachments

Empowering Individuals
to Become Effective Educators
Attachment 1: Academic Plan
Teacher Candidate Academic Plan

STUDENT: ___________________________  ADVISOR: ___________________________

<table>
<thead>
<tr>
<th>1</th>
<th>Available:</th>
<th>2</th>
<th>Preference:</th>
<th>3</th>
<th>Course Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
</tbody>
</table>

**Year 1**
- Fall
- Spring
- Summer

**Year 2**
- Fall
- Spring
- Summer

**Year 3**
- Fall
- Spring
- Summer

**Year 4**
- Fall
- Spring
- Summer

Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Attachment 2: Notice of Requirements Not Met
Notice of Requirements Not Met

Dear: ____________________________, Date:____________

At the end of each semester the Education Department monitors the status of each teacher candidate.

As you know, certain requirements must be met in order to be in good standing with the Education Program and retain your status as a continuing education candidate.

According to our records, the following requirements have not been met for you to continue as a teacher candidate:

- [ ] Current Resume
- [ ] Limited Criminal History Clearance
- [ ] State Exam Scores*
- [ ] Praxis II Passing Scores
- [ ] Transcripts
- [ ] 2.75 G.P.A in Gen. Eds.
- [ ] 3.0 G.P.A. in EDU
- [ ] VIRTUS Training

You may respond by supplying our office with evidence to show that you have met the above deficiency or deficiencies within the next thirty (30) days. Failure to remediate deficiencies precludes you from continuation in the Education Program.

If you have any questions, please contact our office at the following: 219-473-4385

Thank you,

Education Department Chairman

*CASA effective 9/1/2013
Calumet College of St. Joseph
Education Department
Handbook

Attachment 3: Student Teaching Application
STUDENT TEACHING APPLICATION

PART ONE: Overview:

As part of the Teacher Candidate preparation process of the Education Department of Calumet College of St. Joseph, you are about to apply for a student teaching assignment and be placed at a school. You are asking a school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Department of Calumet College, to commit the personnel, time, and resources to you for the successful completion of your student teaching. It is, therefore, important that you are ready to take on the expectations of a student teacher for the duration of the student teaching experience.

Once placed, you are expected to commit your time and energy to the school community where you will do your student teaching. Declining a student teaching placement at any time may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Department (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

*It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which there is a conflict of interest, such as your child being enrolled or where a family member is employed as a building administrator or where you attended high school. If you are placed in a school to complete a student teaching experience against Calumet College policies, your student teaching experience will be immediately terminated. If your student teaching experience is terminated, you must reapply for student teaching according to developed student teaching dates.

PART TWO: Teacher Candidate Contact Information

Education Department: ___ Day Cohort or ___ T2T ___Elementary ___Secondary

Name of Teacher Candidate (please print): _______________________________________

Student ID#: __________________________________________

Street Address: __________________________________________

City, State, and Zip: _______________________________________

Home Phone: ___________________ Cell Phone: ___________________

Current e-mail address (please PRINT carefully): _______________________

(Be sure to keep your e-mail address current on Blackboard many communications about student teaching come through Blackboard.)
PART THREE: Student Teaching Start Date Request

I am requesting to begin my student teaching experience on ____________, ___________ 20___ (Fall) (Spring) (year)

PART FOUR: Teacher Candidate Licensing Information

1. When I complete my course work at Calumet College, I expect to be licensed in

<table>
<thead>
<tr>
<th>Developmental Area (Age)</th>
<th>Content Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

2. I would, therefore, like to teach the following grades and/or content areas

<table>
<thead>
<tr>
<th>Developmental Area (Age)</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________</td>
<td>_________________</td>
</tr>
<tr>
<td>________________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

3. I request that the Education Department try to place me in one of the following three schools, listed in order of my preference. (All line items must be complete.)

**FIRST CHOICE**

a. Name of School Corporation: ____________________________

b. Name of School: _______________________________________

c. Address of School: _______________________________________

d. Phone number of School: ____________________________

e. Principal of School: ____________________________

**SECOND CHOICE**

a. Name of School Corporation: ____________________________

b. Name of School: _______________________________________

c. Address of School: _______________________________________

d. Phone number of School: ____________________________

e. Principal of School: ____________________________

**THIRD CHOICE**

a. Name of School Corporation: ____________________________

b. Name of School: _______________________________________

c. Address of School: _______________________________________

d. Phone number of School: ____________________________

e. Principal of School: ____________________________
PART FIVE: Required Application Documents

For your application for student teaching placement to be considered, the following documents must be CURRENT and ATTACHED to this application. Please check each item below, indicating that the corresponding documentation is attached. Applications submitted without ALL documentation listed below will not be processed.

___    ___ I have attached a current version of my resume to this application. 
Yes  No

___    ___ I have attached a current version of my philosophy of education to this application. 
Yes  No

___    ___ I have attached a current unofficial transcript to this application. 
Yes  No

PART SIX: Courses

Attach your Official Transcripts to this application.

PART SEVEN: ASSESSMENT

The following must be answered “yes” to qualify for student teaching.

___    ___ I have taken and passed ALL of the Praxis I Tests (CASA effective 9/1/2013) or Praxis I alternative. 
Yes  No

___    ___ I have a minimum overall GPA of 2.75 and a GPA of 3.0 in my content area. 
Yes  No

PART EIGHT: Student Candidate Commitment to Student Teaching

I, the undersigned, hereby attest that this application is complete and is accompanied by the required documentation as detailed above.

___________________________________________  __________________
Signature                                Date

I, the undersigned, hereby request to be enrolled in EDU 494 or MAT 542 for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

___________________________________________  __________________
Signature                                Date

I understand that if I am placed in a student teaching assignment, and if I subsequently request a cancellation of my student teaching placement, I will be required to submit a student teaching placement cancellation request (via Blackboard or the Education Department Office) and provide a cancellation fee of $250.00 (which must be paid prior to making additional arrangements for further coursework or future
student teaching assignments). I also understand that I must complete my student teaching experience within two (2) years of completing Calumet College of St. Joseph Education Department courses.

___________________________________________
Signature

___________________________________________
Name (printed)

| Approved: |
| Not Approved: |
| Comments: |
Attachment 4: Criminal History Clearance Instructions
Background Check

From CCSJ Website Home Page
Select: Academics
Select: Undergraduate OR Graduate
Select: Education OR Transition to Teaching
Select: Background Check
You will be linked to the site we use for background checks, Safe Hiring Solutions, LLC. The fee is $29.00 payable on line to them. Follow the directions from there. Once you have completed it, we will be able to view and/or print it for you file.
Link: https://safehiringsolutions.secure-screening.net/escreeing/OApp_LoginEntrance.asp?mode=direct&code=000990
Attachment 5: Elementary Education Checklists
Bachelor Degree in Elementary Education Checklist
Post Bachelor Degree in Elementary Education Checklist
## Course Number | Name | Cr. Hr. | Grade(Transfer) | Notes \\
--- | --- | --- | --- | --- \\
ENGL 103 | Rhetoric & Composition | 3 | | \\
ENGL 104 | Rhetoric & Composition | 3 | | \\
ENGL 111 | The Literary Experience | 3 | | \\
HUMN 110 | Foundations of Western Culture | 3 | | \\
ECON 160 | Economic Theory and Personal Finance | 3 | | \\
PHIL 200 | Great Philosophical Ideas | 3 | | \\
RLST 110 | Social Justice | 3 | | \\
RLST 130 | Introductory to Religious Studies | 3 | | \\
HIST 111/115/120 | American or Western Civilization or World Civilization | 3 | | \\
MFA 200/270 | Introduction to Performing Arts or Visual Arts | 3 | | \\
SOCL 210/PLSC220 | General Sociology | 3 | | \\
PSYC 100 | Introduction to Psychology | 3 | | \\
Biol 111 | General Biology | 4 | | \\
SCIE 110 | The Logic of Science | 4 | | \\
MATH 103 | Intermediate Algebra | 3 | | \\
MATH 148 | Math for Elementary Teachers I | 3 | | \\
MATH 149 | Math for Elementary Teachers II | 3 | | \\
CMIS 115/225 | Computer Literacy or Bus. Microcomputer Applications | 3 | | \\
GENL 100 | College Survival | 2 | | \\
IMC150 | Speech | 3 | | \\
Subtotal | | 60 | | \\
--- | --- | --- | --- | --- \\
PROFESSIONAL EDUCATION | | | | \\
EDU 299 | Education Seminar | 0 | | \\
EDU 300 | Education Psychology | 3 | | \\
EDU 311 | Foundation of Education | 3 | | \\
EDU 313 | Child Development | 3 | | \\
EDU 325 | Technology in Education | 3 | | \\
EDU 342 | Curriculum Development | 3 | | \\
EDU 370 | Measurement and Assessment | 3 | | \\
EDU 391 | Cultural Values in Education | 3 | | \\
EDU 400 | Children Literature | 3 | | \\
EDU 430 | Educating Exceptional Students | 3 | | \\
EDU 436 | Management Strategies for the Classroom | 3 | | \\
EDU 481 | Developmental Reading | 3 | | \\
EDU 483 | Social Studies and Lang Arts in Elementary | 3 | | \\
EDU 484 | Corrective Reading | 3 | | \\
EDU 485 | Mathematics and Science in Elementary | 3 | | \\
EDU 487 | Integrated Arts, Music and PE./Health | 4 | | \\
EDU 494 | Student Teaching | 12 | | \\
Subtotal | | 58 | | \\
Content Minor | | 12-16 | | \\
Total | | 112-116 | | \\

**Elementary Content Minors:** Choose at least one minor
### Social Studies Minor

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110</td>
<td>American Civilization or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 115</td>
<td>World Civilization</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 120</td>
<td>World Civilization or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLSC 220</td>
<td>American Political Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC 225</td>
<td>Human Geography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language Arts Minor:

<table>
<thead>
<tr>
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<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 250</td>
<td>Stories</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ENGL 325</td>
<td>Advanced Composition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 430</td>
<td>Creative Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 480, 481, OR 482</td>
<td>Diversity in Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Science Minor:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 110</td>
<td>Earth Space Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Mechanical Universe</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 110</td>
<td>General Chemistry</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics Minor:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Algebra/Trigonometry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>Finite</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>College Geometry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 171</td>
<td>Principles of Statistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PE Minor:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 215</td>
<td>Survey of Physical Education Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 435/436</td>
<td>Kinesiology/Lab</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 415</td>
<td>Fitness Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 496</td>
<td>Sports Law</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Visual Arts Minor:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Cr. Hr.</th>
<th>Grade (Transfer)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA 110</td>
<td>Introduction to Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA 200</td>
<td>Performing Arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA 270</td>
<td>Visual Arts or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA 280 or 281</td>
<td>Art History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA 360</td>
<td>Drawing or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA 350</td>
<td>Painting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minors are not limited to those listed above and may also include:
- Physical Education
- Reading
- Foreign Languages
- Music

### Additions to License

To add an additional content area to your license you must first complete the Initial License process. Once you have received an Initial Practitioner’s License you may add additional content areas at the middle school or high school level by successfully completing the Praxis II content and Pedagogy (if applicable) associated with a that content. Once you have successfully completed the Praxis II for an addition, you must apply via on-line through the IDOE Office of Educator Licensing Division. Exceptions include: Visual Arts and Exceptionalities (you must have both content courses and test)
Attachment 6: Standards ACEI, INTASC, NBPTS, IDOE Pedagogy Development Standards
Professional Organizations Standards

ACEI Standards:
http://acei.org/images/stories/documents/Prog-StdsGuide.doc

INTASC Standards:
The Interstate Teacher Assessment and Support Consortium (InTASC) website:
http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTAS C).html
http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html
Click on link named: Standards At-A-Glance

NBPTS Standards:
National Board for Professional Teaching Standards (NBPTS) website
http://www.nbpts.org/five-core-propositions

IDOE Standards:
Indiana Department of Education (IDOE) website:
http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-standards
Calumet College of St. Joseph
Education Department Handbook

Attachment 7: Disposition Rubric
Instructor Professional Dispositions Assessment

Candidate Name: _________________________________________

Instructors’ Name_________________ Semester __________

Course Name: ____________________ Course Number: __________

The following dispositions are believed to be essential attributes for effective teaching. All students applying to the Education Program and candidates who have been admitted to this program will be periodically evaluated by faculty and field supervisors regarding the demonstration of these behaviors.

**Directions:**
Place a checkmark in the column below that best describes the student’s/candidate’s behavior. When a student/candidate does not consistently demonstrate one or more of these behaviors, by the end of a course or field experience, an explanation is to be included in the comments section.

The comments section may also be used to describe behavioral concerns that are not identified on the list below. Place a checkmark in the “Not Selected Column” when you have chosen not to evaluate a disposition.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Consistently Demonstrates</th>
<th>Occasionally Demonstrates</th>
<th>Does Not Demonstrate</th>
<th>Not Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfills the attendance and punctuality requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates sensitivity to all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates mutual respect to all teacher candidates</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Fulfills responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Identifies and solves problems independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperates, works well with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solicits suggestions and feedback from others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in self-reflection</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates professional dress and demeanor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Submits assignments in a timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communicates with instructor effectively</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:  
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Faculty signature: ___________________________ Date: ___________________________