

2015-2016

*Calumet College of St. Joseph  
Education Department Handbook*



*Empowering Individuals  
to Become Effective Educators*



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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](mailto:aandrade2@ccsj.edu)

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Calumet College of St. Joseph  
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Whiting, Indiana 46394

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**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 preparation 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, the National Catholic Educational Association, the American Association of Colleges of Teacher Education (AACTE), the Indiana Association of Colleges of Teacher Education (IACTE), and the Association of Teacher Educators (ATE).

*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.*



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# *Calumet College of St. Joseph*

## *Overview*



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## ***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.P.P.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 Department 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.P.P.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.P.P.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.

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*Calumet College of St. Joseph*

*Education Department*

*Faculty and Staff*



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## Education Department Full-Time Faculty

### 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., Tolentine 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., Govenor's State University, 1990  
B.S., Southern Illinois University, 1977

### Dr. Dawn Greene

Instructor in Education, 2010-2014  
Assistant Professor in Education, 2014- Present  
Director of Field Experience/Charter Authorization 2014- Present  
Ph.D, Education Studies and Administration, Purdue University, 2012  
MA, Education Administration, Purdue University, 2004  
MA, Business Administration, Indiana Wesleyan University 1998  
BA, Organizational Management, Calumet College of St. Joseph 1995





## **Education Department Part-Time Instructors**

### **Dr. Michele Dvorak, PHJC**

Lecturer in 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

### **Mr. Christopher Gloff**

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

### **Dr. Barbara O'Block**

Lecturer in Education, 2004  
Ed.D, Loyola University, 2004  
M. Ed., Loyola University, 1971  
B.S. Ed, St. Joseph's 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



**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

**Ms. Alyssa Rodriguez**

Assistant Professor, Calumet College, 2013- present  
Lecturer in Mathematics, Purdue Calumet, 2008  
Mathematic Teacher, Munster High School, 2004-2013  
ABD Loyola University, present  
M.S., Calumet College, 2007  
B.S., Purdue University, 2004



*Education Department Staff*

**Mrs. Ana Andrade,**  
Administrative Assistant



## **Education Advisory Council**

Director of the Education Program  
Director of the Graduate Program

Dr. John Shields, Associate Professor

### Education Department Faculty Representatives

Mr. Bruce Wisowaty, Instructor  
Dr. Dawn Greene, Assistant Professor

### Advisory Council Representatives

Erica Robinson,  
Christine Wheeler,  
Sean Egan,  
Pat Weil,  
Ms. Kem Markham

### External Evaluators/Clinical Supervisors

Kathleen Adduci  
Patricia Torreano  
Dariel McGrath  
Vincent Maccagnano  
Leann Lange  
Elayne Hayse



# *Calumet College of St. Joseph*

## *Education Department*

### *Admission*



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## ***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 all submitted required records.

### ***Admission to the Traditional Cohort Education Program***

*Students must successfully meet the following requirements:*

- Good standing with CCSJ
- Transcript review
- Successful completion of CASA exams according to IDOE cut scores scores **Or** one of the following:
  - ACT (Reading, Math, Science Composite) 24 or higher – Waived from CASA
  - SAT (Reading, Math Composite) 1100 or higher – Waived from CASA
- 75 percent of General Education coursework completed
- Over all GPA of at least 3.0
- Current Resume
- Participation in VIRTUS Training
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)

### ***Admission 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 license individuals who possess a bachelor's degree. The admission requirements for Transition to Teaching/Master of Arts in Teaching include:

- Graduate Application
- \$25 Application Fee (**Non Refundable**)
- Statement of Purpose
- Two Letters of Recommendation
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Current Resume
- Successful completion of CASA exams according to IDOE cut scores **Or** one of the following:
  - ACT (Reading, Math, Science Composite) 24 or higher – Waived from CASA



- SAT (Reading, Math Composite) 1100 or higher – Waived from CASA
- Earned Master’s Degree – Waived from CASA
- Pearson CORE: Content area exam (Secondary only)
- Official Transcripts: GPA 3.0 or 2.5 with 5 years of experience in licensing area
- Transcript Review with licensure advisor
- CCSJ Acceptance

### ***Continuation in the Education Program: Phase II***

The Education Program, (Phase II), requires a performance review of teacher candidates by the Education Department advisor each semester. The review includes examination of the candidate’s Strategic Plan (*Refer to Attachment 1: Academic Plan*), grade point average in content courses, education courses, overall G.P.A., and discussion of any dispositional issues that may have arisen during the semester.

Continuing Education students must meet the following assessment requirements:

- 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, and National/State standards or principles
- Register for and attend Education Seminars each semester
- Maintain a current Criminal History Clearance
- Successfully complete current Cardio Pulmonary Resuscitation (CPR) certification 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.
- Successfully complete Suicide Prevention training

Candidates who have not met all the above criteria will receive a letter informing them of their deficiencies or a letter of non-continuation 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 only 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 Department faculty. The Education Department faculty reviews documentation and makes a recommendation to Education Program Director.

Candidates may pursue further appeal to the VPAA according to procedures indicated by the VPAA.

## ***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 may occur. Alternatives to handling classroom situations are varied, and the Cooperating Teacher in conjunction with the Student Teacher Supervisor may provide advice to the student teacher. This collaborative arrangement seeks to provide opportunities for ongoing professional growth through the sharing of current best practices.

## **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 and submission of the following:

- Current resume
- Current philosophy of education
- Successful completion of CASA and CORE content exam (Secondary)
- 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. Candidates may discuss the denial with the Director of Field and Clinical Experiences and the Department Chair.

### ***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 Department).\*
6. Placement is within a 30 mile radius of the main campus.
7. Placement is full-time for a minimum of 14 weeks, 455 clock hours.
8. In the event that a student has a middle school addition, placement could possibly be split between disciplines.

\* It is against College and Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which her or his child is enrolled or where a family member is employed as a building administrator. If a conflict of interest arises, the student teaching experience will be immediately terminated. If the student teaching experience is terminated, the candidate must reapply for student teaching according to prescribed deadline 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 of “B”
- Successfully complete CPR/AED Certification Training
- Successfully complete Suicide Prevention Training
- Successfully complete all IDOE OELD licensing exam
- 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 in 15 month (plus student teaching)
- Classes meet: Monday-Thursday: 8:00 a.m. – 12:00 p.m.
- 3 week sessions per course with a week of preparation time in between courses
- Field and clinical experience as well as student teaching are integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.

### **Graduate Program**

#### **MAT Program (Transition to Teaching)**

- Designed for degreed career changers; leads to licensure: 8 months of course work for secondary education and 11 months for elementary education (plus 14 weeks student teaching).
- Saturday classes for 8:00am – 4:00pm
- Field and clinical experience as well as student teaching are integrated into the program.
- Fourteen week student teaching required after successful completion of all course work.
- Final Phase: an additional 15 credits of course work leads to the Masters of Art in Teaching (MAT) degree in 6 months.

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*Calumet College of St. Joseph*

*Education Department*

*General Requirements*



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## ***Course Requirements***

The course requirements (both general and education courses) are listed are listed in Attachment 5: Elementary Education Checklists

### **EDUC 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 dispositions throughout matriculation in the Education Program. Teacher candidates are required to demonstrate the following characteristic to be considered as having an appropriate professional disposition for educators:

- 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
- Foster 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
- Commitment to professional goals and objectives that correlate with required standards for educators
- High expectations for achievement
- Appropriate and professional responses to adverse situations
- Foster a caring attitude and behavior toward the wellbeing of children
- Model a lifestyle of a productive and moral citizen
- Flexibility

**(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 Department or Education Department Chair 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

The Chair may request the candidate 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.



## **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](http://www.in.nesinc.com) (www.in.nesinc.com). CASA can be administered here at the College. Contact the Enrollment Clerk at (219) 473-4258.

### **CASA Alternatives are as follows:**

- ACT (Reading, Math, Science Composite) 24 or higher – Waived from CASA
- SAT (Reading, Math Composite) 1100 or higher – Waived from CASA
- GRE (Verbal, Quantitative) 1100 or higher - Waived from CASA
- Earned Master's Degree – Waived from CASA

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.

## ***Concluding Remarks***

Calumet College of St. Joseph has transformed competent teacher candidates into professional exemplary teachers. Throughout the years, the Education Department has adapted to the changing responsibilities of professional educators.

The Education Department Chair welcomes any comments or suggestions for the improvement of this handbook. Please call (219) 473-4385.



# Calumet College of St. Joseph

## Resources



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## **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.

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# *Education Department*

## *Student Handbook Attachments*



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# Calumet College of St. Joseph Education Department Handbook

## *Attachment 1: Academic Plan*



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# Calumet College of St. Joseph Education Department

Date: \_\_\_\_\_



## Teacher Candidate Academic Plan

STUDENT: \_\_\_\_\_ ADVISOR: \_\_\_\_\_

① Available:

Monday	Tuesday	Wednesday	Thursday	Friday

② Preference:

<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Day Cohort	<input type="checkbox"/> Sat MAT	<input type="checkbox"/> Night MAT
-------------------------------------	------------------------------------	-------------------------------------	----------------------------------	------------------------------------

③ Course Plan

Year 1				Year 2		
Fall	Spring	Summer		Fall	Spring	Summer

Year 3				Year 4		
Fall	Spring	Summer		Fall	Spring	Summer

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Calumet College of St. Joseph Education Department Handbook

*Attachment 2: Notice of Requirements Not Met*



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# Calumet College of St. Joseph Education Department



2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385

## 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:

- |   |   |
|---|---|
| <input type="checkbox"/> Current Resume               | <input type="checkbox"/> Current Criminal History Clearance |
| <input type="checkbox"/> State Exam Scores*           | <input type="checkbox"/> 2.75 G.P.A in Gen. Ed. courses     |
| <input type="checkbox"/> Transcripts                  | <input type="checkbox"/> VIRTUS Training                    |
| <input type="checkbox"/> 3.0 GPA in Education courses | <input type="checkbox"/> Other: _____                       |

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 Chair

# Calumet College of St. Joseph Education Department Handbook

## *Attachment 3: Student Teaching Application*



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# Calumet College of St. Joseph Education Department

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2400 New York Avenue, Whiting, IN 46394 \* 219-473-4306

## Education 494/MAT 542

**STUDENT TEACHING APPLICATION**      Today's Date \_\_\_\_\_

### **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 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 **UnOfficial Transcripts** to this application.

**PART SEVEN: ASSESSMENT**

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

\_\_\_ I have taken and passed ALL 3 Parts of the CASA Tests or CASA alternative.  
Yes No

\_\_\_ Secondary: I have taken and passed my Core Content area test.  
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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Date



**PART NINE: FOR EDUCATION DEPARTMENT USE**

Approved:
Not Approved:
Comments:

# Calumet College of St. Joseph Education Department Handbook

## Attachment 4: Criminal History Clearance Instructions



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Your University of Choice



# 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://secure.safehiringsolutions.com/app.cfm?id=FFA5CDAD-1CB0-476E-8992-D0F6572D507A>



# Calumet College of St. Joseph Education Department Handbook

## Attachment 5: Elementary Education Checklists

Bachelor's Degree in Elementary Education Checklist  
Post Bachelor's Degree in Elementary Education Checklist



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Your University of Choice

# Calumet College of St. Joseph Education Department



## Elementary Education Student Advising Plan

REPA INDIANA DEPARTMENT OF EDUCATION – PROFESSIONAL STANDARDS BOARD

Revised 8/27/15

Student Name \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Course Number	Name	Cr. Hr.	Grade(Transfer)	Notes
GENERAL EDUCATION				
EWPC 103	English Composition L/C	3		
EWPC 104	Academic Reading & Writing	3		
EWPC 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	Intro to Religious Studies	3		
HIST 110	American Civilization	3		
ARTS 100	Introduction to Performing Arts	3		
PLSC220	American Political System	3		
PSYC 100	Introduction to Psychology	3		
SCIE 102	General Science	4		
GEOL 110	Earth, Space, Science	4		
MATH 104	Algebra/Trigonometry	3		
MATH 148	Math for Elementary Teachers I	3		
MATH 149	Math for Elementary Teachers II	3		
GENL 100	College Survival	1		
IMC 150	Speech	3		
Subtotal		57		
PROFESSIONAL EDUCATION				
EDUC 299	Education Seminar	0		
	Computer Skills Seminar	0		
EDUC 300	Education Psychology	3		
EDUC 311	Foundation of Education	3		
EDUC 313	Child Development	3		
EDUC 315	The Effective Educator	3		
EDUC 342	Curriculum Development	3		
EDUC 370	Measurement and Assessment	3		
EDUC 391	Human Diversity	3		
EDUC 405	Children's Literature	3		
EDUC 430	Educating Exceptional Students	3		
EDUC 436	Management Strategies for the Classroom	3		
EDUC 481	Developmental Reading	3		
EDUC 483	Language Arts & Social Studies Methods	3		
EDUC 484	Corrective Reading	3		
EDUC 485	Mathematics and Science Methods	3		
EDUC 488/L	Integrated Arts, Music and PE./Health	4		
EDUC 494	Student Teaching	12		
Subtotal		58		
	Content Minor	12		
<b>Total</b>		<b>130</b>		

**Elementary Content Minors: Choose at least one minor**

**Middle Social Studies Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

**Language Arts Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

**Science Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

**Mathematics Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

**PE Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

**Visual Arts Minor: (minimum of 12 credit hours)**

Course Number	Name	Cr. Hr.	Grade (Transfer)	Notes
Total				

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 CORE content and Pedagogy (if applicable) associated with that content. Once you have successfully completed the CORE for an addition, you must apply via on-line through the IDOE Office of Educator Licensing Division.

*No General Education courses apply to Elementary Content Minors*

# Calumet College of St. Joseph Education Department Handbook

*Attachment 6: Standards ACEI, INTASC,  
NBPTS, IDOE Pedagogy Development  
Standards*



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## Professional Organizations Standards

### ACEI Standards:

<https://www.acei.org/acei-standards-for-elementary-level-teacher-preparation>

### INTASC Principles:

The Interstate Teacher Assessment and Support Consortium (InTASC) website:

[http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\\_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

[http://www.ccsso.org/Resources/Publications/InTASC\\_Standards\\_At\\_a\\_Glance\\_2011.html](http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html)

*Click on link named: InTASC Model Core Teaching Standards At-A-Glance\_2011*

### 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/sites/default/files/licensing/elementary-ed.pdf>



# Calumet College of St. Joseph Education Department Handbook

## *Attachment 7: Disposition Rubric*



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# Calumet College of St. Joseph Education Department



## 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.

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

**Comments:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**Faculty signature**

\_\_\_\_\_  
**Date**