



**THE CATHOLIC UNIVERSITY OF AMERICA
WASHINGTON, DC 20064**

TEACHER EDUCATION HANDBOOK

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<http://education.cua.edu>

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**THE CATHOLIC UNIVERSITY OF AMERICA
TEACHER EDUCATION PROGRAMS**

Welcome to the teacher education program at The Catholic University of America (CUA). This Teacher Education Handbook is designed to provide information to all applicants interested in and candidates majoring in *undergraduate* early childhood education (Grades PreK-3rd), elementary education (Grades 1st-6th), secondary English, mathematics, and social studies education (Grades 7th-12th) as well as graduate secondary English, mathematics, and social studies education (Grades 7th-12th), early childhood special education (birth through 8), and special education (Grades K-12th) programs.

This Teacher Education Handbook is intended to be a source of information regarding all aspects of CUA's teacher education programs offered at the Department of Education including program philosophy, goals and objectives, conceptual framework, program requirements, field experience information, comprehensive exam and licensing requirements, and program resources. Additional information includes registration, advisement, and other essential information to ensure candidates' success at The Catholic University of America.

Each program is coordinated by the following professor:

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Early Childhood Education Undergraduate	Dr. Kathryn Bojczyk	bojczyk@cua.edu
Elementary Education Undergraduate	Dr. Agnes Cave	cave@cua.edu
Secondary Education (English, Social Studies) Undergraduate & Graduate	Dr. Liliana Maggioni	Maggioni@cua.edu
Secondary Education Mathematics Undergraduate & Graduate	Dr. John Convey	convey@cua.edu
Early Childhood Special Education Graduate	Dr. Carole Brown	brownc@cua.edu
Special Education Graduate	Dr. Shavaun Wall (Advisor)	walls@cua.edu

This Teacher Education Handbook was written to supplement information in other official CUA publications, such as the *Undergraduate Announcements*, the *Graduate Announcements*, the *CUA Student Handbook*, and the *Arts and Sciences Advising Handbook*. All candidates are strongly encouraged to read these publications thoroughly to familiarize themselves with the University, its policies, procedures, and regulations, as well as resources that CUA provides to students. In cases of conflicting information, the

CUA publications need to be consulted first, and the appropriate program coordinator(s) need to be contacted. Program Coordinators and the Director of Teacher Education also hold annual orientation sessions for all cohorts (freshmen through senior and graduate level candidates). The orientation handouts for each cohort are uploaded on the departmental website at <http://education.cua.edu/Current%20Students/students.cfm> (Orientation Materials tab).

PREFACE

"People become educated, as opposed to trained, insofar as they achieve a grasp of critical principles and an ability and passion to choose, organize, and shape their own ideas and living beliefs by means of them."

(Richard Paul 1987, p. 143)

The Catholic University of America is committed to a strong and vibrant teacher education program, not a teacher training program concerned solely with developing basic teaching skills. While we recognize the need for candidates to demonstrate technical competence, we view that achievement as only the beginning of their professional preparation. We also aim at developing critical, reflective minds and morally grounded, self-motivated action. We are further concerned that candidates graduate with a thorough command of their respective content areas. This handbook describes the programs designed to foster these qualities. This handbook is written for CUA candidates, faculty, supervisors, cooperating teachers, and other field placement personnel.

INTRODUCTION

Overview of the Teacher Education Unit

CUA's Educator Preparation Provider (EPP) is accredited by the Council for the Accreditation of Educator Preparation (CAEP) (formerly known as NCATE) since 1975, and its programs (listed below) have been State approved by the Office of the State Superintendent of Education of the District of Columbia since 1984.

The Department of Education offers *initial undergraduate* teacher education programs in early childhood education, elementary education, and secondary education (with joint degree in English, History, and Mathematics). The department offers *initial graduate* teacher education programs in secondary education (in the areas of English, Social Studies, and Mathematics), early childhood special education, and special education. Two programs - the music teacher education and the school librarian program are offered outside of the Department of Education.

The following licensure programs have received state approval from the Office of the State Superintendent of Education (OSSE):

- Early childhood education - *initial undergraduate*
- Elementary education - *initial undergraduate*
- Secondary education (in the areas of English, Social Studies, and Mathematics)
- Early childhood special education - *initial undergraduate and graduate*
- Special education - *initial graduate*
- Music teacher education (in the Benjamin T. Rome School of Music – visit: <http://music.cua.edu/>) - *initial undergraduate*
- School librarian program (at the Department of Library and Information Science – visit: <http://slis.cua.edu/>) - *advanced graduate*

The reflective-practitioner conceptual framework undergirds the preparation of teachers in all programs.

Program Philosophy

The Department of Education, a scholarly community of faculty and students, shares in the general mission of The Catholic University of America. It recognizes the important role of education in shaping humanity, the world, and the future. The Teacher Education program functions within this community to prepare teachers for parochial, private, and public schools to educate students for a changing world.

The overall purpose of the teacher education program at CUA is to help candidates acquire the skills and reflective qualities essential for the professional practice of education. By developing a reflective, problem-solving orientation toward education, graduates of these programs should be

empowered to critically examine their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity (Berlak & Berlak, 1981). The outcome should be self-directed educators who use professional knowledge to actively, persistently, and carefully improve their practice.

One assumption that guides this program is that pre-service teachers can be taught to reflect on their experiences. This can only be accomplished when candidates are given many opportunities to practice reflection in different contexts and situations. For this reason, all coursework and related field experiences are infused with content and assignments that promote the central goal of increasing reflective thought.

A second assumption is that systematic observation and analysis during a variety of field experiences will promote reflectivity. Candidates are encouraged to use a problem-solving approach to reflect on situations encountered in their own educational experiences or observations, draw on relevant research and theory for solutions, and integrate knowledge across coursework and field experiences.

CONCEPTUAL FRAMEWORK

History of the Conceptual Framework

The unit's first conceptual framework was developed in 1989 to help university educators design consistent and coherent teacher education programs and to help candidates understand the deeper issues of social justice and equity embedded in the technical questions of day-to-day teaching. The framework, with the theme of *Reflective Practitioner*, was built on the fundamental interrelationships among educational theories, meaningful interaction with P-12 students, and personal reflection throughout the teacher education program. Course assignments and field experiences starting at the beginning of each program and culminating in a capstone experience during the student teaching semester were planned around this philosophical approach to teacher education, requiring gradually richer understanding and application of the reflective framework. Each capstone experience includes a large action research project based on research, current best practices, and reflection as well as the standard 14-week student teaching duties. One of the major goals is to help candidates infuse the technical aspects of teaching with moral considerations so that candidates think beyond the "how to" of teaching to examine the goals, consequences, and values of their words and actions from multiple viewpoints.

The conceptual framework was revised in 2003 to facilitate candidates' understanding and use of the framework for more meaningful personal reflection and more effective interaction with P-12 students. The updated conceptual framework continues to serve as the cornerstone of education programs and as a guide to a moral approach to teacher preparation and learning. The conceptual framework is infused in all courses and field experiences as an ongoing, iterative, and integrated process. Its use is integrated in each teacher education program, course, and key assessment in a scaffolded, developmentally appropriate manner.

The Components

The EPP's conceptual framework is seen as a mechanism to allow educators at all experience levels to move fluidly between philosophy, theory, practice, and personal reflection. To accomplish this task, the framework introduces three components to guide reflections and decision-making. One component consists of the elements of the learning environment (see Figure 1). These elements are designed to help educators systematically analyze the complexities of each teaching and learning experience. Originally based on Schwab's (1973) four commonplaces of teacher, student, content, and context, the new model expands this notion to include eight elements of the learning environment: diversity of student needs, the educator's personal educational beliefs, stakeholders, collaborative practice, instructional strategies, discipline knowledge, assessment, and classroom structures. Candidates are guided through exercises that address these elements individually and then in concert. Key features of this component include the role of the learner as the central figure in every teaching/learning experience and the interactive nature of the elements (for example, it is meaningless to consider assessment without considering the needs of the learner

and the nature of the discipline knowledge being assessed, just as stakeholder expectations and personal beliefs shape the classroom structures used). Echoing Bronfenbrenner's work (1989), candidates are expected to consider the learning environments as embedded within larger social structures as well (see Figure 2).

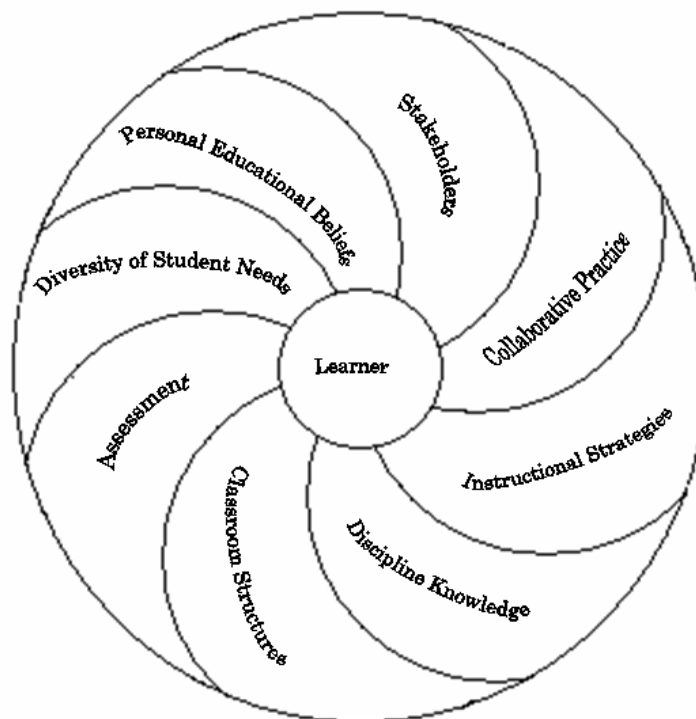


Figure 1: Eight Elements of the Learning Environment

It is tempting for educators, especially teacher education candidates, to focus on the day-to-day technical aspects of teaching. At this level, all challenges are viewed as problems to be solved with whatever tools are currently available. While it is important not to minimize the importance of these daily challenges that all educators face, the conceptual framework is designed to help educators move beyond the surface level of teacher-as-technician to see the larger systematic impact classroom practice has on individual students and society in general.

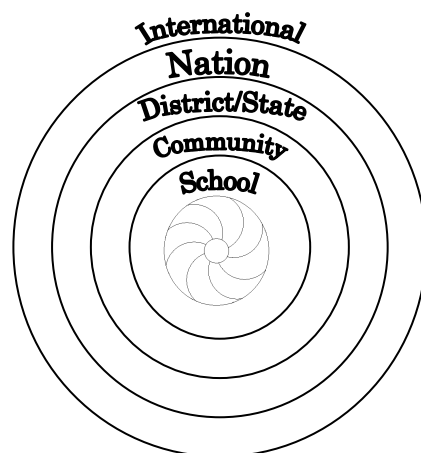


Figure 2: Global Perspectives of Education

The second component of the reflective practitioner framework builds on the work of Berlak and Berlak (1981) to describe and define fundamental educational essential questions, or dilemmas, that lie under the surface of classroom challenges. Reflective practitioners need to stop to consider how one's perspective on these key questions can both inform and limit the options that seem reasonable in a given situation. Using this component of the framework, educators can explore a broader range of possible solutions for a given situation by recognizing that there are multiple, morally defensible positions. This process helps candidates address two of the most challenging elements of the learning environment: the impact of their own philosophy on their classroom choices and the possibly competing needs and values of the other stakeholders in the learning community. When considering options to best meet the needs of a non-English speaking P-12 student, for example, the answers to large questions of curriculum (e.g., who decides what is worth knowing?), control (e.g., who sets the standards?) and society (e.g., what role should schools play in enculturation?) shape the strategies that seem reasonable. Not only do these essential educational questions impact decisions on a practical level, they also help situate ongoing classroom concerns in larger philosophical questions.

To continue that process of considering larger philosophical issues, the third component of the three-prong approach to reflective practice consists of an iterative reflective decision-making process (see Figure 3). Reflective practitioners must consider their decisions on three different levels (Van Mannen, 1977) or modes of deliberation as CUA faculty members call them. The philosophical mode prompts the educator to consider the role that education should play in society in general and in the life of the particular child. Each decision should be examined for consistency and efficacy in supporting those larger goals. The descriptive mode addresses the technical issues of how educational decisions are carried out. Educators must strive to assess their own practice and look for new methods to meet the needs of individual learners. The interpretive mode encourages the reflective practitioner to consider the explicit and hidden messages sent to students and all stakeholders by classroom decisions. Are expectations uniformly high? Are the knowledge, skills, and cultural traditions children bring to class valued or marginalized? Are parents seen as partners or obstacles? These types of questions move the reflective practitioner back to the larger

philosophical questions to begin the process again. While it does not matter if the initial question is descriptive, interpretive, or philosophical, the model prompts the educator to see the process as ongoing and interrelated.

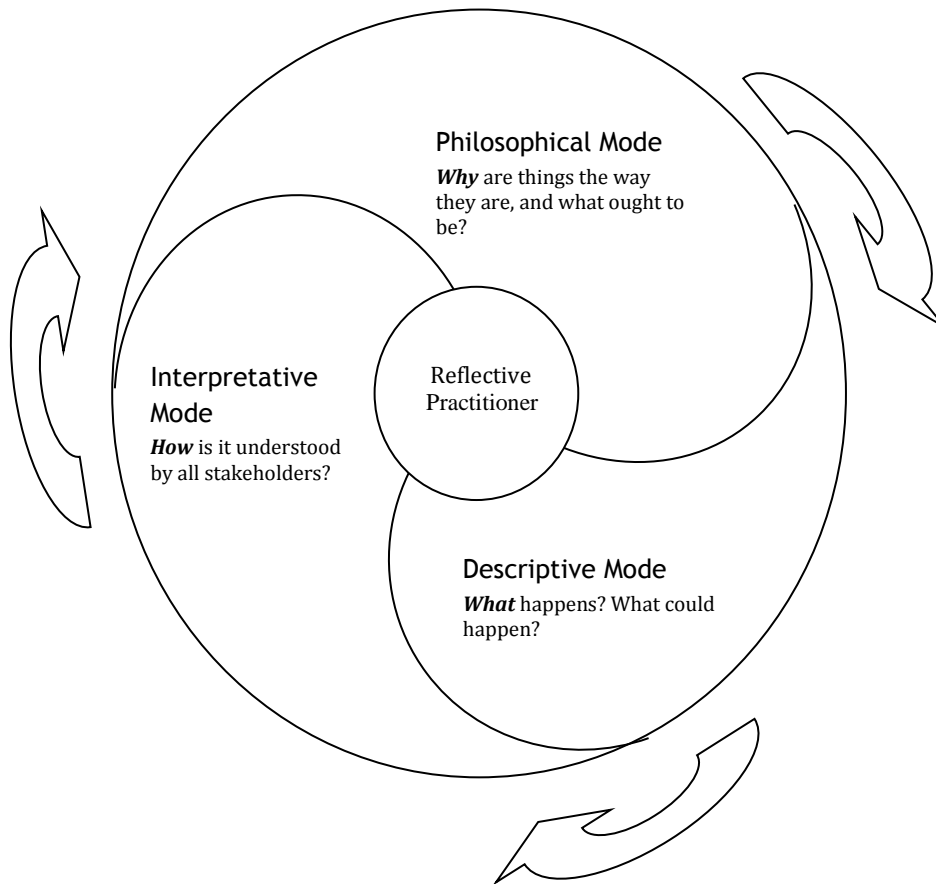


Figure 3: Modes of Reflection

The complete CUA Conceptual Framework document can be found at <http://education.cua.edu/Current%20Students/students.cfm>. This document includes a more detailed description of the conceptual framework as well as the CUA conceptual framework standards. Video presentations and learning materials are also added to this website to assist candidates in understanding the reflective framework.

GENERAL PROGRAM DESCRIPTION

A program of studies in teacher education includes professional courses required by the certifying authorities of most states and basic general education for undergraduates. CUA's teacher education programs are designed to provide candidates with opportunities for study in the liberal arts and sciences, educational foundations and teaching-learning theories with field experiences during a four-year sequence at the undergraduate level and during a one- or two-year sequence at the graduate level. Attention is also given to curricular and instructional strategies for exceptional students and students in varied cultural settings, as well as to an increased demand for technology and computer literacy.

The teacher education programs offer candidates the opportunity to acquire essential knowledge, skills, and dispositions to become effective teachers. Candidates who plan to work primarily with young children in educational settings should major in early childhood education (Grades PreK-3rd). Candidates who plan to teach in a self-contained classroom (Grades 1st-6th) should major in elementary education. Candidates who plan to teach a particular subject matter (e.g., mathematics, social studies, or English) in a departmentalized setting (Grades 7th-12th) should major in an Arts and Sciences department other than education and have a joint major in secondary education on the undergraduate level. Secondary education candidates should consult with an academic advisor in that particular department and the Department of Education for the appropriate program of studies. Candidates who plan to work with children with special needs from birth through age 8 should major in early childhood special education. Candidates who plan to serve as special education teachers (Grades K-12th) should have a bachelor's degree and then should pursue either a master's degree or a graduate teaching certificate in special education. Undergraduate candidates who plan to use their education base in venues outside the traditional classroom should major in the undergraduate non-licensure education studies program.

The special education area offers some coursework for undergraduate candidates. This coursework includes the opportunity to acquire essential knowledge and skills for beginning teachers. Candidates who wish to be certified in special education, however, must pursue CUA's comprehensive graduate program in special education. It is preferred that applicants for entry into this program have already obtained certification as a general educator although this is not required. Applicants who are not certified in general education may still become certified in special education upon completion of CUA's comprehensive program in special education, making them eligible to serve as highly qualified non-categorical special educators, collaborators and consultants, but not highly qualified as a general educator in a specific content area. (The 'highly qualified' status can be obtained by passing a PRAXIS II test in one or more content areas.) Special education candidates should consult with their academic advisor at the Department of Education in order to become acquainted with state and federal regulations for standing as a highly qualified teacher.

Completing a teacher education program makes graduates eligible for teaching licensure in the

District of Columbia. Through an interstate licensure (reciprocity) agreement with 44 states and jurisdictions, graduates are also eligible for licensure in states listed in the agreement provided licensure applicants fulfill all licensing requirements of those states. ***Early in their programs, candidates should contact individual state jurisdictions where they are seeking employment for specific licensure requirements.*** See section on *Licensure* for a more detailed explanation.

EDUCATOR PREPARATION PROVIDER ASSESSMENT SYSTEM

CUA's Educator Preparation Provider (EPP) assessment system was designed to collect data on applicant qualifications, candidate performance, and graduate competencies in regards to professional and CUA standards. Faculty members regularly and systematically assess candidates' knowledge, skills, and dispositions in each teacher education program. The assessment system describes requirements for all candidates: what data are collected (assignments, tests, surveys), when data are collected (at which transition point), and what data-based decisions are made by the Teacher Education Committee (full admission, provisional admission or dismissal).

CUA's Educator Preparation Provider (EPP) Assessment Handbook includes a detailed description of all data collection procedures and requirements at each of the six transition points for admission, continuation, and graduation. Process maps (VISIO maps) are also available to provide this assessment information in a pictorial representation. The EPP Assessment Handbook also includes a *Request for Appeal Form* and a *Candidate Appeal Checklist* for those candidates who wish to appeal a negative decision made by the Teacher Education Committee. All this information is available at <http://education.cua.edu/tedocs.cfm>.

If faculty have any concerns regarding candidates' knowledge, skills, or dispositions, they submit a letter to the Director of Teacher Education that specifically details the difficulties. When weaknesses are identified, faculty and candidates design an improvement plan detailing what needs to be improved, how, and by when. As additional support, the Director of Teacher Education also discusses specific strategies with candidates. Any deficiencies brought to light in assessments or through faculty documentation may be used by the Teacher Education Committee to (1) put candidates on probation or (2) deny acceptance or continuation in CUA's teacher education programs. If a decision for a denial or dismissal is made, candidates have the right to appeal the decision using the *Request for Appeal Form* in LiveText.

All candidates who plan to complete a licensure program or enroll as education majors must request admission to the teacher education program and receive permission from the Director of Teacher Education for any field placement. Undergraduate education candidates apply to teacher education in the spring of the sophomore year having completed two or three education courses. Graduate candidates apply for admission at the time of their application to CUA. Evaluation points (or assessment gates) along the professional continuum are described below. A more detailed description of all requirements at each gate is included in the Assessment Handbook.

UNDERGRADUATE CANDIDATES

Admission

Undergraduate candidates apply for admission to teacher education in the second semester of their sophomore year (the deadline is April 1st). The Director of Teacher Education and the Teacher Education Committee make decisions regarding admission and continuance. Admission or approval to continue in the teacher education program is not automatically granted upon completion of academic requirements. If any deficiencies are noted in subject or pedagogical knowledge, dispositions, communications, or interpersonal skills, the Director of Teacher Education may require candidates to remedy these deficiencies, which may include taking additional coursework, completing an additional practicum, or obtaining personal counseling. Serious academic, disposition, or other deficiencies preclude one to be admitted to or continue in the teacher education program. Candidates who have been denied admission or continuation in the program have the right to submit a formal appeal to the Chairperson by the timeline delineated in the CUA's Educator Preparation Provider (EPP) Assessment Handbook using the *Request for Appeal Form* and the *Candidate Appeal Checklist*. The appeal form must be submitted in LiveText.

The Teacher Education Committee can make three kinds of decisions at the time of application for admission: 1) full admission (for candidates who meet all admission requirements, 2) provisional admission (for candidates who do not meet all admission requirements but have the potential to do so; e.g., a slightly lower PRAXIS CORE/CASE test score or GPA), and 3) denial (for those candidates who do not meet the admission criteria).

Candidates on provisional status need to meet all the requirements by the end of the provisional semester in order to stay in the program. If requirements are not met by the deadline, the candidate is denied continuation in the program. *Each candidate is entitled to only one provisional and one probationary semester.*

For admission to the program undergraduate candidates must:

1. Declare an education major in the School of Arts and Sciences.
2. Submit passing scores on PRAXIS™ *Core Academic Skills for Educators (CORE/CASE)* in Reading, Writing, and Mathematics. Passing scores for PRAXIS™ CORE/CASE tests are Reading – 156, Writing – 162, and Mathematics – 150.
3. Submit an application for teacher education, including a personal statement in LiveText.
4. Maintain a cumulative GPA of 3.0
5. Maintain an education GPA of 3.0 (Secondary Education candidates need to maintain a 3.0 GPA in their content specialization area also)
6. Faculty teaching EDUC 251, 261, and 271 automatically submit a letter of reference from Secondary Education candidates do not take EDUC 261; instead they should submit one letter from a professor in their content specialization area.
7. Complete all course specific assignments.

8. Complete 1) disposition survey as self-assessment, 2) technology survey as self-assessment, and 3) candidate profile form (all forms available in LiveText).
9. Obtain security clearance if requested.
10. Devise a long-term plan of studies with an academic advisor.
11. Attend orientation session for prospective teacher education candidates.

Continuance

After admission, faculty members of the Teacher Education Committee continue to monitor candidate performance. If candidates' performance falls below expectations, they are placed on probation for a semester. Program continuance may be contingent upon additional coursework, field experiences, or use of resource services. If candidates do not meet all requirements by the end of the probationary semester, they are denied continuance. *Candidates are entitled to only one provisional and one probationary semester*. Candidate who are dismissed from the program have the right to appeal the decision using the *Request for Appeal Form* and the *Candidate Appeal Checklist* in LiveText.

Continuance in the teacher education program is based on academic performance and demonstration of professional dispositions. Faculty consider multiple sources of data to make decisions about candidates' continuance, such as major assignments, field experience evaluations, disposition survey results, and GPA.

For continuance in the teacher education program undergraduate candidates must:

1. Maintain an education GPA of 3.0.
2. Maintain a cumulative GPA of 3.0 (Secondary Education candidates need to maintain a 3.0 GPA also in their content specialization area).
3. Obtain a grade of at least a C- in all courses required for state licensure. If candidates receive a D in a course, they need to contact their advisor.
4. Obtain satisfactory evaluations in field experiences and disposition evaluations.
5. Exhibit professional and ethical behavior in courses and field experiences.
6. Complete practicum experiences with documentation of hours spent in schools.
7. Complete all course specific assignments.
8. Maintain security clearance.

For admission to student teaching undergraduate candidates must:

1. Be fully accepted in the Teacher Education program in order to register for student teaching. This includes having passing scores on the PRAXIS™ CORE/CASE tests in Reading, Writing, and Mathematics and having taken the PRAXIS™ II content test required for licensure by the Office of the State Superintendent of Education (www.ets.org).
2. Maintain an education GPA of 3.0 (Secondary Education candidates need to maintain a 3.0 GPA also in their content specialization area).
3. Maintain a cumulative GPA of 3.0.

4. Obtain satisfactory evaluations in field experiences and disposition evaluations.
5. Exhibit professional and ethical behavior in courses and field experiences.
6. Complete practicum experiences with documentation of hours spent in schools.
7. Complete all course specific assignments.
8. Submit student teaching application in LiveText.
9. Complete Arts and Sciences Junior Audit.
10. Maintain security clearance.
11. Submit results of a negative TB Test.
12. Attend the orientation meeting for prospective student teachers.

Graduation

For exit and graduation undergraduate candidates must:

1. Pass Arts and Sciences graduation audit.
2. Successfully complete all coursework required for state licensure with no grade lower than a C-.
3. Successfully complete a range of field experiences with related course assignments, including a fourteen-week student teaching placement or other internship. Candidates involved in student teaching are required to complete an action research project during student teaching.
4. Receive a passing grade on the comprehensive examination. Early childhood and elementary education candidates complete the action research paper in lieu of the comprehensive exam. The action research project template and matching scoring guide are included in LiveText. Secondary candidates also complete an action research paper in the student teaching seminar and take a comprehensive exam in their content area Arts and Sciences departments.
5. Complete an electronic portfolio (during student teaching) and successfully present it to a panel of faculty.
6. Complete alumni survey.

Licensure

For teaching licensure undergraduate candidates must:

1. Pass required PRAXIS™ II exams as outlined by the DC.
2. Meet the minimum benchmarks on all key assessments.
3. Submit a completed license application (Form 2) to the Director of Teacher Education.
4. Obtain an FBI background check.

After Employment undergraduate candidates must:

1. Complete alumni survey to evaluate the quality of CUA's teacher education program.
2. Inform CUA of their employment and provide their principal's name and E-mail address so that CUA can obtain evaluation data on candidates' job performance.

GRADUATE CANDIDATES

Admission

Master's (MA) and Graduate Teacher Certification Program (GTCP) candidates in secondary, early childhood special education, and special education apply to teacher education at the time of their application to CUA. Program Coordinators, who are members of the Teacher Education Committee, review the graduate applications and recommend either admission or denial to the Chair of the Department of Education and the Dean of the School of Arts and Sciences. Graduate applicants who have the potential but lack some criteria may be allowed to take up to 9 credits as non-degree students. Applicants who are denied may appeal this decision to the Dean of the School of Arts and Sciences.

For admission graduate candidates must:

1. Submit a completed Application Form for Graduate Studies, including a statement of purpose to the Office of Graduate Admissions.
2. Submit official transcripts of all previous graduate and undergraduate work.
3. Submit appropriate grades. The cumulative undergraduate GPA must be at least 2.75/4.0. In addition, secondary applicants must also average 3.0/4.0 (B) in their last 60 hours of undergraduate studies. Applicants must have a 3.0/4.0 GPA in previous graduate work if applicable.
4. Submit passing verbal and quantitative scores from the Graduate Record Examination (GRE) or a score on the Miller Analogies Test (Master's applicants only). GRE aptitude (verbal + quantitative) score of 297 (1000 on the old scale) or an MAT score of 385 is recommended.
5. Present three strongly supportive letters of recommendation (from academic, personal, and professional sources), at least one of which should be academic.
6. Submit TOEFL scores for international students.
7. Submit passing scores on PRAXIS™ CORE/CASE tests in Reading, Writing, and Mathematics. Passing scores for PRAXIS™ CORE/CASE tests are Reading – 156, Writing – 162, and Mathematics – 150 (GTCP applicants only). Note that Master's applicants must take the PRAXIS™ CORE/CASE tests in Reading, Writing, and Mathematics by the end of their first semester.
8. Participate in a personal interview (early childhood special education and special education applicants only).

Continuance

After admission, faculty members of the Teacher Education Committee continue to monitor candidate performance. If candidates' performance falls below expectations, they are placed on probation for a semester. Program continuance may be contingent upon additional coursework, field experiences, or use of resource services. If candidates do not meet all requirements by the end

of the probationary semester, they are denied continuance. *Candidates are entitled to only one provisional and one probationary semester*. Candidate who are dismissed from the program have the right to appeal the decision using the *Request for Appeal Form* and the *Candidate Appeal Checklist* in LiveText.

Continuance in the teacher education program is based on academic performance and demonstration of professional dispositions. Faculty consider multiple sources of data to make decisions about candidates' continuance, such as major assignments, field experience evaluations, disposition survey results, and GPA.

For program continuance graduate candidates must:

1. Maintain appropriate GPA and course grades of "B-" or better. Even though the license requirement is minimum C in all courses, candidates who obtain a grade of "C" in a required graduate course should be counseled by their academic advisor and may be recommended for dismissal. Obtaining two grades of "C" in coursework during a graduate program is grounds for academic dismissal unless there are extenuating circumstances that might account for these grades.
2. Complete 1) disposition survey as self-assessment, 2) technology survey as self-assessment, and 3) candidate profile form (all forms available in LiveText).
3. Exhibit professional and ethical behavior in courses and field experiences.
4. Complete practicum or field experiences with documentation of hours spent in schools.
5. Complete all course specific assignments.
6. Obtain security clearance.
7. Fill out a program of studies and have this program approved by both academic advisor.

For admission to student teaching or for a field placement graduate candidates must:

1. Take PRAXIS™ II content test required for licensure by the Office of the State Superintendent of Education (www.ets.org).
2. Complete practicum experiences with documentation of hours spent in schools.
3. Obtain satisfactory evaluations in field experiences and disposition evaluations.
4. Exhibit professional and ethical behavior in field and course experiences.
5. Complete all course specific assignments.
6. Remain in good academic standing.
7. Submit results of a negative TB Test.
8. Obtain a background check as required by the jurisdiction in which student teaching or field experiences will be completed.
9. Submit an application for student teaching or for a field placement in LiveText.
10. Attend the orientation meeting for prospective student teachers.

Graduation

For exit and graduation requirements graduate candidates must:

1. Successfully complete all coursework listed on the program of studies with a grade no lower than a B-. (In case candidates earn a C, they need to contact their academic advisor.)
2. Successfully complete the specified sequence of field experiences including a fourteen-week student teaching or capstone experience. Candidates involved in student teaching are required to complete the action research project as a part of this field experience. Secondary education candidates also complete an electronic portfolio.
3. The sequence of field experiences (EDUC 532, 533, 534), required for special education candidates, must cumulatively amount to a minimum of 100 days of supervised practice.
4. Satisfactorily complete a minimum of ten courses, including EDUC 525, 699 and 702. (EDUC 699 and 702 for Master's candidates only.) Student teaching or the capstone experience is not included in these ten courses.
5. Submit two research papers with at least a B grade.
6. Pass a written comprehensive examination, which is the Action Research Paper (Masters' candidates only).
7. Complete all course specific assignments.
8. Complete an electronic portfolio and successfully present it to a panel of faculty (Secondary candidates only).

Licensure

For teaching licensure graduate candidates must:

1. Pass required PRAXIS™ II exams as outlined by the DC.
2. Meet the minimum benchmarks on all key assessments.
3. Submit a completed license application (Form 2) to the Director of Teacher Education.
4. Obtain an FBI background check.

After employment graduate candidates must:

1. Complete alumni survey to evaluate the quality of CUA's teacher education program.
2. Inform CUA of their employment and provide their principal's name and E-mail address so that CUA can obtain evaluation data on candidates' job performance.

LICENSURE

Because the District of Columbia has signed an interstate (reciprocity) agreement with 44 other states, candidates, upon receipt of their DC license, are eligible for a provisional license in the states (listed below) immediately. Upon fulfillment of the specific licensure requirements of another state (additional tests or an additional course on occasion), candidates are eligible for a standard license in the states listed below. Currently, states that have signed the interstate (reciprocity) agreement include:

Alabama	Arizona	Arkansas	California
Colorado	Connecticut	Delaware	Florida
Georgia	Hawaii	Idaho	Illinois
Indiana	Kansas	Kentucky	Louisiana
Maine	Maryland	Massachusetts	Michigan
Mississippi	Montana	Nebraska	Nevada
New Hampshire	New Jersey	New Mexico	New York
North Carolina	North Dakota	Ohio	Oklahoma
Oregon	Pennsylvania	Rhode Island	South Carolina
Tennessee	Texas	Utah	Vermont
Virginia	Washington	West Virginia	Wyoming

Early in their programs candidates should contact individual state jurisdictions where they are seeking employment for specific courses and tests necessary for full licensure in that state.

Completing a teacher preparation program does not automatically result in a teaching license. Candidates must make formal application to each state in which they want a license. Most states now require passing scores on both PRAXIS™ CORE/CASE and PRAXIS™ II or other tests for a teaching license. Candidates can receive information on the PRAXIS™ CORE/CASE and PRAXIS™ II tests from their academic advisor, in their education classes, at annual orientation sessions, and in the Teacher Education Office, Room 218 O'Boyle.

Candidates should apply for and obtain a teaching license in the District of Columbia first, and then submit an application to the state where licensure is sought. Applicants must submit their license application packet to the *Office of the State Superintendent of Education (OSSE), Educator Licensure and Accreditation Unit, 810 1st Street, NE, 5th Floor, Washington, DC 20002.*

The application packet should include the following:

1. License application form (F2 and F5 for endorsements in additional areas)
<http://education.cua.edu/Current%20Students/students.cfm> (License Forms tab).
2. FBI check results
3. \$50 money order
4. CORE/PRAXIS I and II test results. (If possible, mark OSSE or DCPS as an official score recipient so that they get all your licensure test scores.)

The Office of the Director of Teacher Education completes and submits to the Office of the State Superintendent of Education a program completion form the week after graduation.

All candidates should note that Office of the State Superintendent of Education of the District of Columbia may refuse to grant a teaching license to an applicant convicted, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude or other similar crimes. Candidates with concerns or questions can contact the Director of Teacher Education in 208 O'Boyle.

AREAS OF SPECIALIZATION

EARLY CHILDHOOD EDUCATION AT THE UNDERGRADUATE LEVEL

A concentration in early childhood education prepares candidates to teach as a licensed professional in early childhood settings. This generally includes work with children aged 3-9 (pre-kindergarten through 3rd grade) although the definition varies with individual state regulations. This area is rapidly expanding as recent legislation and public awareness have resulted in an increased demand for quality education at earlier ages. Teaching and other career opportunities are opening up in day care, administration, community outreach, and program development.

Coursework is designed to integrate exposure to the theories, issues, and methods of early childhood education with practical experiences in the field. The dilemmas and decisions that educators in this area face are given special emphasis, such as whether to concentrate on the academic development of children or on their social, emotional, and physical needs. As the CUA conceptual framework states, our goal is the development of a reflective mode of thinking that combines professional competence and social consciousness with an awareness of all elements of the teaching situation. The early childhood education program is structured to prepare individuals who are well equipped for the important task of educating and providing for young children, thus laying the foundation for future development.

Recommended courses for early childhood candidates' distribution requirements are included in Appendix B.

The bachelor's degree program in early childhood education has the same general structure as other B.A. programs at CUA. Courses in the liberal arts are required in addition to the professional and general education courses leading to licensure. The sequence of courses combines a strong liberal arts background, research, and field-based professional preparation, with an emphasis on computer literacy and technological competence, and a commitment to serving children with special needs in multi-cultural classrooms. Candidates are exposed to a variety of career and service opportunities in early childhood education.

Undergraduates completing an education program at CUA can continue on for a Master's degree or a graduate teaching certificate with specialization in special education or early childhood special education. Individuals with a BA in early childhood education may complete an MA program that requires a minimum of thirty semester hours of graduate coursework that accepts, as part of an approved program toward licensure, coursework taken at the undergraduate level that satisfies some of the licensure requirements. Candidates interested in continuing their education at The Catholic University of America should consult with CUA program coordinators about their options.

RECOMMENDED PROGRAM OF STUDIES –Undergraduate Early Childhood Program

FALL	SPRING	SUMMER
FIRST YEAR		
LANG 103 PHIL 201 Math ENG 101/105 U.S. History EDUC 101 (1cr.) - optional	LANG 104 PHIL 202 Math Math/Science elective (PHYS 240 – spring only) Literature	
SECOND YEAR		
TRS PHIL (Area I or II)* EDUC 251/261/271 (1 or 2 of 3 courses) ENG 326 MUS 460 (fall only)	TRS PHIL (Area I or II) EDUC 251/261/271 (1 or 2 of 3 courses) ANTH 101 or SOC 101	
THIRD YEAR		
TRS 357A <i>Courses below are offered in the <u>Fall</u> only</i> EDUC 311 EDUC 312 EDUC 313 EDUC 341 (odd fall) EDUC 301 (1-credit practicum)	<i>Courses below are offered in the <u>Spring</u> only</i> EDUC 320 EDUC 321 EDUC 323 EDUC 324 EDUC 381 EDUC 302 (1-credit practicum)	
FOURTH YEAR		
EDUC 401-403 (12-cr student teaching) EDUC 400 (1-cr Reflective Teaching Tutorial) EDUC 342 (even fall)	BIO CHEM TRS Literature Art or Drama History (non-U.S.)	

Note:

*One course in Area I and one course in Area II for Philosophy are required.

1. Candidates may take only one course (EDUC 341 or 342) in addition to the student teaching experience.
2. This sequence presumes the candidate will begin studying language at the intermediate level.
3. Student teaching may be done either semester of the fourth year, but ECE candidates usually complete student teaching in the fall semester.
4. Check early when courses are offered. Make a four-year plan through the senior year with the program advisor, especially for Fall only, Spring only, and Fall cycled courses.
5. Volunteer work in schools encouraged in the first two years.
6. See list of classes recommended for education majors in Appendix B.

ELEMENTARY EDUCATION AT THE UNDERGRADUATE LEVEL

Candidates who wish to teach children in classrooms that are largely self-contained (Grades 1st-6th) should major in elementary education. This area of specialization combines the required general and professional coursework with exposure to a variety of educational settings, different professionals in the field, and a wide range of children at the elementary school level. Candidates engage in field experiences that include observations, site-visits, tutoring opportunities, practica, and a full-time student teaching experience. These field experiences are structured so that candidates have opportunities to apply what they learn in class to real teaching situations.

Using CUA's conceptual framework, this concentration emphasizes the development of a reflective stance towards teaching in elementary settings. The ability to independently reflect on teaching practice and educational contexts is essential at this level. Elementary school teachers typically spend the workday in one room with the same group of students. They are constantly engaged in student interactions, problem solving, and decision making with limited support available from other professionals or resources. This could result in isolated, routine, and haphazard behavior. Our goal is to prepare dynamic, creative, stimulating individuals who can overcome the institutional and occupational constraints that elementary school teachers face and who are willing and able to collaborate with other professionals in order to satisfy the educational needs of every student under their care.

Concentration in elementary education offers a combination of a strong liberal arts education, research and field-based professional preparation, an emphasis on computer literacy and technological awareness, and a commitment to serving children with special needs in multi-cultural classrooms. Recommended courses for elementary candidates' distribution requirements are included in Appendix B.

The special education program offers an option for undergraduates completing an education program at CUA to continue on for a Master's degree or a graduate teaching certificate with specialization in special education or early childhood special education. Individuals with a BA in elementary education may complete an MA program that requires a minimum of thirty semester hours of graduate coursework that accepts, as part of an approved program toward licensure, coursework taken at the undergraduate level that satisfies some of the licensure requirements.

RECOMMENDED PROGRAM OF STUDIES –Undergraduate Elementary Education Program

FALL	SPRING	SUMMER
FIRST YEAR		
LANG 103 PHIL 201 Math ENG 101/105 U.S. History EDUC 101 (1cr.) - optional	LANG 104 PHIL 202 MATH PHYS 240 (spring only) LIT	
SECOND YEAR		
TRS PHIL (Area I or II)* EDUC 251/261/271 (1 or 2 of 3 courses) ENG 326 CHEM	TRS PHIL (Area I or II) EDUC 251/261/271 (1 or 2 of 3 courses) ANTH 101 or SOC 101	History (non-U.S.)
THIRD YEAR		
TRS 357A <i>Courses below are offered in the <u>Fall</u> only</i> EDUC 311 EDUC 312 EDUC 313 EDUC 301 (1-credit practicum) MUS 460 (fall only)	EDUC 381 <i>Courses below are offered in the <u>Spring</u> only</i> EDUC 320 EDUC 321 EDUC 323 EDUC 324 EDUC 302 (1-credit practicum)	
FOURTH YEAR		
EDUC 411-413 (12-cr student teaching) EDUC 400 (1-cr Reflective Teaching Tutorial)	TRS BIO LIT ECON POL Art or Drama	

Note:

*One course in Area I and one course in Area II for Philosophy are required.

1. This sequence presumes the candidate will begin studying language at the intermediate level.
2. Student teaching may be done either semester of the fourth year, but elementary candidates usually complete student teaching in the fall semester.
3. Candidates are strongly discouraged from taking any additional courses while student teaching.
4. Check early when courses are offered. Make a four-year plan through the senior year with the program advisor, especially for Fall only, Spring only, and Fall cycled courses.
5. Volunteer work in schools encouraged in the first two years.
6. See list of classes recommended for education majors in Appendix B.

SECONDARY EDUCATION

Specializations in secondary education lead to certification at the middle school and high school levels. Candidates are introduced to a variety of philosophies and approaches to secondary education through coursework and field experiences and to a wide variety of students from diverse backgrounds.

Reflective teaching at the secondary level is important to ensure that students engage in maximum educational experiences as they prepare to enter adulthood. Some crucial dilemmas are recognized, such as the nature of the curriculum and allocation of resources, time, and materials. Our goal is to prepare professional educators who are able to meet the challenges presented by a changing society while adhering to sound instructional practice.

SECONDARY EDUCATION AT THE UNDERGRADUATE LEVEL

Candidates who plan to teach in a departmentalized setting (Grades 7th-12th) major in an Arts and Sciences department and are jointly advised by a faculty member in the major and a faculty member in the Department of Education. Joint programs in secondary education are offered in the areas of English, history, and mathematics. Candidates should contact the Office of Teacher Education, Room 218 O'Boyle Hall if wishing to specialize in or seek further information about specific programs.

RECOMMENDED PROGRAM OF STUDIES – Undergraduate Secondary Education Program

YEAR	COURSES
Sophomore	EDUC 251, 271
Junior	EDUC 386, 382
Senior Fall	Content Methods Course
Senior Spring	Student Teaching - EDUC 461-463

SECONDARY EDUCATION AT THE GRADUATE LEVEL

This specialization is for those who wish to be certified to teach students in grades 7th -12th grades in one academic area. Graduate secondary education programs require specialization in a content area taught at a high school level. Approximately four semesters of coursework and field experiences are included in a program designed in consultation with the secondary education faculty coordinator. Candidates may concurrently elect to complete the Master's degree requirements, which include successful completion of three core courses, a thesis or two research papers, and a written comprehensive exam, which is the Action Research Paper completed during student teaching.

NOTE: If candidates already hold a Bachelor's degree and are interested in pursuing graduate

teacher certification but are not interested in earning a Master's degree, they should request information about CUA's **Graduate Teacher Certification Program (GTCP)**. A candidate who successfully completes an undergraduate program in English, history, or mathematics may be eligible for a one-year M.A. program in secondary education.

SAMPLE PROGRAM OF STUDIES - Masters of Arts Program in Secondary Education

SEMESTER	COURSES
Fall	EDUC 582 Reading in the Content Area (also offered in summer) EDUC 525* Psychology of Learning for Diverse Populations EDUC 582 Reading in the Content Area (also offered in summer) EDUC 699 Introduction to Educational Research* (Research Paper I**) EDUC 765 Principles of Curriculum EDUC ____ Subject Area Methods Course (Prerequisite EDUC 586 or concurrent teaching experience)
Spring	EDUC 702* Advanced Foundations of Education (Research Paper II**) EDUC 586 Principles and Methods of Secondary Education EDUC 581 Educating Diverse Learners (recommended) EDUC ____ EDUC Elective or Content Area Elective EDUC ____ EDUC Elective or Content Area Elective
Summer	Consult with advisor regarding summer courses
Fall	EDUC 461- 463 Student Teaching and Seminar Graduate Comprehensive Examination

* Core courses required for a Master's degree.

**Both Research Papers must be submitted to Chair's office by the end of the second week of the semester in which the comprehensive examinations are taken

SPECIAL EDUCATION AT THE GRADUATE LEVEL

A program of studies in special education has the same general structure as other teacher education programs at CUA. This program includes the basic general education and professional courses required by the certifying authorities of most states. It is designed to provide candidates with opportunities for study in educational foundations and teaching/learning theories with associated field experiences. Attention is also given to curricular and instructional strategies for students with exceptional needs and students from various cultural backgrounds and in varied cultural settings. This program also focuses on the increased demand for computer literacy and the use of a variety of media for best instructional practices.

The special education program offers candidates the opportunity to acquire essential knowledge and skills for beginning special education teachers and advanced skills for candidates already certified as early childhood, elementary, or secondary education teachers. There are two sequences in the special education program, each leading to the possibility of being licensed as a non-categorical (K–12) special educator in the District of Columbia. The first sequence leads to a Master's of Arts degree with a concentration in special education. This degree program is constructed such that candidates may fulfill licensure requirements while pursuing a Master's degree. The second sequence, called a Graduate Teacher Certificate Program (GTCP), is constructed such that candidates may fulfill licensure requirements but will not fulfill the requirements for a Master's degree.

Candidates, enrolled in either sequence, wishing to be licensed as a special education teacher should apply to the District of Columbia through the teacher certification officer at Catholic University. An interstate (reciprocity) agreement exists between the District of Columbia and 44 other states and jurisdictions regarding licenses (See *Licensure* section of this document). Licensure in other states may also be pursued by applying to those state departments of education after receiving a license from the District of Columbia. Candidates should contact, early in their programs of study, those state jurisdictions where they might seek employment to ascertain what specific courses and tests are needed for full licensure in the new state of choice.

The special education program offers an option for undergraduates completing an education program at CUA to continue on for a Master's degree or a graduate teaching certificate with specialization in special education. Individuals with a Bachelor's degree in early childhood, elementary education, or secondary education specialization may complete a Master's program that requires a minimum of thirty semester hours of graduate coursework that accepts, as part of an approved program toward licensure, coursework taken at the undergraduate level that satisfies some of the licensure requirements.

General Program Requirements in Special Education

Candidates develop individual portfolios that contain their resumes, philosophy of special

education, observations of their teaching performance and reflections of their teaching, action research, examples of consultative and collaborative practice, and an integrated reading lesson plan, functional behavioral assessment and Woodcock-Johnson Test of Achievement as well as other assignments that demonstrate their performance on standards in special education published by the Council for Exceptional Children (www.cec.sped.org).

Candidates identify a mentor at their site or another person who will be assigned to provide dialogue and feedback related to candidates' practica and other field experiences.

Course Sequence for Special Education

Candidates are expected to have completed coursework in normal human growth and development and in classroom management within the past five years as part of their undergraduate program of studies. Those candidates who do not have a background in either of these areas are required to complete coursework in either or both areas as part of their graduate study with approval by their advisor.

RECOMMENDED PROGRAM OF STUDIES - Masters of Arts Program in Special Education

SEMESTER	COURSES
Summer	EDUC 531 Literacy and Language Instruction for Diverse Readers EDUC 532 Practicum in Modification and Adaptation of Curriculum and Instruction for Exceptional children EDUC 525* Psychology of Learning for Diverse Populations
Fall	EDUC 522 Race, Class, Gender and Disability in Education EDUC 581 Educating Diverse Learners EDUC 555 Classroom Management for Regular and Special Needs Children (if this prerequisite course has not been taken) EDUC 699* Introduction to Educational Research (Research Paper I**)
Spring	EDUC 702* Advanced Foundations of Education EDUC 639 Human Growth and Development (if this pre-requisite course or its equivalent has not been taken) EDUC 635 Psychological Measurement EDUC 521 Interpersonal Communication, Consultation and the Process of Change <i>Candidates whose background in reading is inadequate or who wish to be licensed in the State of Maryland, should consider taking the following:</i> EDUC 582 Reading in the Content Areas: Learning to Learn from Text
Summer	EDUC 533 Field Experience in Assessment
Fall	EDUC 534 Field Experience in Collaboration, Consultation, Co-planning/Co-

	<p style="text-align: center;">Teaching (Research Paper II**)</p> <p>EDUC 535 Current Trends in Ethical and Legal Issues in Special Education <i>Options for candidates who wish additional learning in reading should consider taking the following:</i></p> <p>EDUC 576 Children’s Literature in the Curriculum (Optional)</p>
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* Core courses required for a Master's degree.

**Both Research Papers must be submitted to Chair’s office by the end of the second week of the semester in which the comprehensive examinations are taken.

EARLY CHILDHOOD SPECIAL EDUCATION AT THE GRADUATE LEVEL

The Catholic University of America’s dual certification program in early childhood education and special education is state approved and offers graduate candidates the opportunity to complete a dual licensure program in early childhood education and early childhood special education licensure through its Graduate Teacher Certification Program (GTCP) or the Master’s of Arts degree. The names of the programs are MA in Early Childhood Special Education with certification in Early Childhood Education and Early Childhood Special Education or Graduate Teacher Certification Program (GTCP) in Early Childhood Special Education with dual certification. Both are initial level certification programs. Either the MA or GTCP Early Childhood Special Education program will prepare candidates for certification and licensure in early childhood education and early childhood special education.

The early childhood special education program prepares post-baccalaureate candidates to become reflective practitioners able to work in early childhood settings within public, private, and parochial schools and acquire the knowledge and skills to provide infants and young children with exceptional needs the learning tools necessary to succeed in a diverse and changing society. The program’s approach fosters in candidates the skills and expertise to work collaboratively in a variety of programs including Head Start and other settings, such as public charter schools and preschools that are part of a network of early childhood settings, private and/or publicly subsidized. CUA has a strong emphasis on cross-cultural sensitivities and backgrounds, especially bilingual language development and bilingual school settings. By completing several observations and three field placements, candidates develop extensive knowledge of assessment, instructional practice, consultation, collaboration, and action research in Early Head Start and Universal preschool programs (Lt. JP Kennedy Institute of Catholic Charities in DC), private preschool and kindergarten Archdiocesan schools, The Auburn School, School for Friends, bilingual classrooms in public charter schools (Elsie Whitlow Stokes Public Charter School, Bilingual Public Charter School, and LAMB Public Charter School), as well as preschool and elementary settings from DC Public Schools, and parent-infant programs from neighboring jurisdictions.

General Program Requirements in Early Childhood Special Education

The certification professional sequence in early childhood special education is comprised of 30 semester hours of credit for the GTCP (and equivalent courses within the certification professional portion of the MA sequence), an Action Research Project and the Praxis II examinations in the core knowledge of early childhood and early childhood special education and pedagogy in early childhood (Praxis II Principles of Learning). Classroom management for regular and special needs children is a prerequisite. Applicants who have not satisfied this prerequisite prior to admission must do so before applying for licensure.

Candidates who complete the certification sequence and program requirements including Praxis II tests can obtain District of Columbia licenses to serve as early childhood special educators and early childhood educators. The District mandates successful candidate performance on PRAXIS™ *Core Academic Skills for Educators (CORE/CASE)* for candidates who begin their programs in January 2014 or later and PRAXIS II content and pedagogy (Principles of Learning and Teaching [PLT]) examinations. PRAXIS I (CORE) tests include obtaining passing scores in reading, writing and mathematics; PRAXIS II requires a passing score in the content knowledge of early childhood and a subsequent content test in early childhood special education for candidates beginning their program in January 2014 or later. A Praxis II PLT test for early childhood is also required. Passing scores in each of the above PRAXIS tests are set by the District of Columbia Office of the State Superintendent of Education (OSSE) and are published annually by the Educational Testing Service at <http://www.ets.org/praxis/dc/requirements/>.

Admission to the Early Childhood Special Education graduate programs requires: (1) submission of a completed application form with accompanying fee, (2) submission and review of all official post secondary transcripts, (3) a goal statement that provides evidence of a fit with the program, (4) a grade point average (GPA) of 2.75/4.0 or better in undergraduate coursework and a GPA of 3.0/4.0 or better for all previously taken graduate work, (5) three letters of recommendation, (6) an admission interview with members of the faculty, insofar as that is possible. Admission to the GTCP requires passing scores (as determined by the District of Columbia) on the three PRAXIS I tests, and the CORE PRAXI tests replace the latter for those applicants beginning in the fall of 2014, whereas admission to the MA requires acceptable scores on the Miller's Analogy Test (MAT) or Graduate Record Exam (GRE).

Course Sequence for Early Childhood Special Education

The certification coursework consists of 10 courses within the Master of Arts sequence (see below).

RECOMMENDED PROGRAM OF STUDIES - Graduate Teacher Certificate Program (GTCP) in Early Childhood Special Education

SEMESTER	COURSES
Spring	EDUC 639: Human Growth and Development EDUC 581: Educating Diverse Learners

Summer	EDUC 531: Literacy and Language Instruction for Diverse Readers EDUC 532: Modification and Adaptation of Developmental and Academic Content and Instruction of The Exceptional Individual EDUC 525: Psychology of Learning for Diverse Learners
Fall	EDUC 572: Language and Cultural Issues in Bilingual Education
Spring	EDUC 635: Psychological Measurement
Summer	EDUC 533: Field Experience in Assessment EDUC 573: Family Support Using a Strengths-Based Model EDUC 575: Supervised Internship: Early Childhood (Will be offered in the Summer of 2014 and Fall of 2015)

The Master of Arts course sequence consists of 12 courses; the 10 certification courses plus two courses that are required to obtain the Master's degree; namely, EDUC 699 and EDUC 702. *Only the 10 – course sequence, required for certification and embedded in the Master's or comprises the GTCP, is presented to OSSE for approval.*

RECOMMENDED PROGRAM OF STUDIES - Master of Arts (and certification) in Early Childhood Special Education

SEMESTER	COURSES
Spring	EDUC 639: Human Growth and Development EDUC 581: Educating Diverse Learners
Summer	EDUC 531: Literacy and Language Instruction for Diverse Readers EDUC 532: Modification and Adaptation of Developmental and Academic Content and Instruction of The Exceptional Individual EDUC 525: Psychology of Learning for Diverse Learners
Fall	EDUC 699: Introduction to Educational Research EDUC 572: Language and Cultural Issues in Bilingual Education
Spring	EDUC 635: Psychological Measurement EDUC 702: Advanced Foundations
Summer	EDUC 533: Field Experience in Assessment EDUC 573: Family Support Using a Strengths-Based Model EDUC 575: Supervised Internship: Early Childhood

FIELD EXPERIENCES

Candidates are expected to start visiting schools at the beginning of their program. During the freshman year, all undergraduate candidates are encouraged to take EDUC 101: Introduction to Teaching. In this course, candidates work in small groups to examine as much of a particular school functioning as possible. Observing students, interviewing faculty, and touring facilities all provide data to allow reflection and comparison among schools.

Site visits are also an important part of EDUC 251: Foundations of Education. Candidates visit elementary and secondary public and private schools, selected to provide exposure to an array of school settings. The purpose of these visits is to give candidates the opportunity to learn how different types of schools are organized and to observe teachers working with students in a variety of teaching situations. Candidates record their observations while touring school facilities and interacting with school professionals and students. They prepare written reflections after each site visit focusing on the identification of specific instances related to the elements of the learning environment. They use the conceptual framework (three modes of deliberation and dilemma language) to discuss schooling dilemmas they observe and the implications of teachers' decisions for practice.

In EDUC 261: Human Growth and Development, candidates continue to observe students of various ages in various settings. Based on observational data, candidates relate theory to understanding of human development in real-life settings.

Tutorial Program

Candidates taking EDUC 271: Psychology of Education are required to participate in a tutoring program. Candidates travel to neighborhood schools to provide remedial help for students primarily in mathematics and reading. Tutors work with small groups or individual students on skills specified by the classroom teacher. Candidates complete journal entries on the basis of tutoring interactions. Candidates reflect on their own ability to integrate theory learned in class into instructional practice.

Practicum

All teacher education majors must demonstrate the ability to work effectively in supervised field experiences in different settings. All junior and GTCP/MA education candidates take part in regular practicum experiences. The goal of all these more advanced interactions is the same: to have the candidates practice newly learned methods in a comfortable setting, use problem solving and reflective analysis of classroom situations, and actively participate in the teaching/learning process. The practicum experiences are designed to work hand-in-hand with the assignments in the associated methods courses and are scaffolded to help candidates prepare for the student teaching capstone experience.

The practicum experiences are arranged differently in various programs. Early childhood education candidates work with students of two different age groups (infant/toddler and primary) and with varying abilities. Elementary education majors are placed in primary (1st-3rd) and upper elementary (4th-6th) grades. Secondary education majors (grades 7-12) are placed in different levels of classes in high schools and also in middle schools if candidates express an interest. Special education candidates are assigned an array of field experiences, including their initial practicum, in order to expose them to students enrolled in K-12 settings. The practicum experiences are arranged to provide exposure to various types of school settings, such as public, parochial, and charter in DC and the Metropolitan Area. Early childhood special education candidates have three formal practicum experiences in addition to experiences observing children with special needs for other assignments.

Early Childhood and Elementary: A weekly practicum and seminar are required of candidates concentrating in elementary or early childhood education. In the first professional semester, in EDUC 301, candidates intern for two mornings a week in the same classroom. Candidates are exposed to the daily routines of classroom life and have opportunities to develop their own classroom presence. During the second professional semester, in EDUC 302, candidates intern for one full-day and one-half day a week with their cooperating teacher. Concurrent class work in major methods courses requires that candidates plan and implement an interdisciplinary unit. Candidates must demonstrate their ability to work effectively for a total of at least 300 clock hours in supervised field experiences in at least two different settings, serving children of two different age groups and with varying abilities.

Secondary Education: Secondary education majors complete two practicum experiences of 20 hours each with EDUC 386/586 and EDUC 382/582. These experiences are embedded in the course discussions and assignments rather than within a stand-alone seminar. Candidates are also encouraged to assist with classroom instruction, whenever possible.

Special Education: A commitment to linking educational theory and research to instructional practice makes field experiences an important part of preparation in Education at CUA. The Education program takes advantage of the unique character of the Washington D.C. area, introducing candidates to a wide variety of schools. Candidates are, for the most part, already employed in an educational setting and have experienced tutoring and classroom observations. In order for these candidates to focus on those elements needed to adapt curriculum requirements to the special needs of students, assess their strengths and needs, and collaborate and consult with general education teachers, administrators and families, special education candidates are expected to complete three field experiences (two practica and a capstone experience) during their program of graduate studies.

EDUC 532: Modification and Adaptation of Curriculum and Instruction for the Exceptional Learner. This practicum is offered during the first summer of the program of study. Candidates

have the opportunity to learn instructional strategies, accommodations, and adaptations for children with disabilities at one or more of the following sites: The Auburn School, The EW Stoke Public Charter Schools and other schools. This practicum is taught over a five- or six-week period in late June, July, and early August. Candidates spend 25 days on site during this period. Candidates attend a seminar one day each week and are in their placements for the other days. Candidates are supervised on-site by a cooperating teacher and monitored by a faculty supervisor.

EDUC 533: Field Experience in Assessment. This field experience requires the candidate to apply the assessment strategies they learned in EDUC 635 with children in grades K through 12.

Candidates use a variety of assessments, including diagnostic tests, to assess children with special needs in their assigned teaching settings. Most of these assessments will be carried out in the school in which the candidate is currently employed, or to which the candidate has been assigned, but candidates will also have opportunities to assess students at other ages in other venues in order to allow candidates to experience evaluating students at multiple developmental levels.

Collaborative, interdisciplinary assessment processes are also used to apply concepts learned in related coursework. Candidates, supervised by their faculty supervisor and/or cooperating teacher, also practice communicating the results of their assessments to other teachers, administrators, and parents.

Early Childhood Special Education: The program's developmental and academic content divides the traditional semester of capstone experience into three field experiences. The coursework and practica are arranged to follow a scope and sequence moving from foundational experiences such as observing infants in an early childhood center or with their families for EDUC 639: Human Growth and Development to participating for a 100-hour summer practicum in EDUC 532: Modification and Adaptation of Curriculum and Instruction of the Exceptional Children with children whose age and special needs provide a novel learning experience to each individual candidate. Candidates typically pursue EDUC 532: Practicum in Modification and Adaptation of Developmental and Academic Content and Instruction for Exceptional Children full-time during one summer session generally in an ungraded special needs school. This experience exposes candidates to making developmental and academic content adjustments for a variety of students with special needs across a broad range of ages. Candidates can take their second and third field experiences together, full-time during one semester (ninety 6-hour days = 540 hours) or separately in two half-time semesters. In EDUC 533: Field Experience in Assessment, candidates apply the assessment skills they learned in EDUC 635: Psychological Measurement by testing, scoring, interpreting and communicating the results of assessments, including environmental assessments they have conducted, under supervision, on a variety of students. After coursework in content areas including EDUC 635: Psychological Measurement, candidates are ready for EDUC 533: Field Experience in Assessment (minimum of 20 hours plus coursework).

Student Teaching

Student teaching is a critical event in the teacher education program at CUA. This experience provides a setting for candidates to use their newly acquired professional knowledge from previous coursework. During this time candidates continue to develop a number of knowledge, skills, and dispositions needed for successful teaching. Student teachers gradually take responsibility for fulfilling the roles of a professional teacher and take full control of all aspects of the teaching/learning process for at least four weeks out of the fourteen-week semester.

Candidates must meet all requirements identified in the EPP Assessment Handbook in order to register for student teaching. These requirements include but are not limited to the following: full acceptance in the teacher education program, passing scores on the PRAXIS™ CORE tests in reading, writing, and mathematics. Candidates also have to take the PRAXIS™ II content test as required by DC. Please check the EPP Assessment Handbook for specific requirements.

At CUA, student teaching or capstone experience is a full time 14-week supervised field experience with the exception that candidates in special education are required to complete a minimum of 100 days of field experience distributed over three courses as indicated above.

Early Childhood, Elementary, and Secondary Education: Student teaching occurs during a full semester of the final year. Candidates spend the first two weeks familiarizing themselves with the school's mission and vision, faculty and staff, students, the curriculum, routines, and other contextual aspects of their classroom and school. During Weeks 3-9 candidates start working with small groups in one curriculum area, planning the work for the group, and teaching selected lessons to the whole group. Responsibility for planning and teaching areas of the curriculum are added every week. Student teachers are expected to preview all lesson and unit plans with their cooperating teacher in time for any necessary changes to be made prior to teaching. During full control, Weeks 10-14 when the cooperating teachers and supervisors feel that the student teachers are capable, candidates assume full responsibility for planning and teaching the daily program. Student teachers are sometimes left in the classroom for short intervals without the assistance of the cooperating teacher although the student teacher cannot act as a substitute teacher if the cooperating teacher is absent. Conferences and feedback should be a part of each school day. The goal is to have the candidate act as a full-time teacher, with all of the associated responsibilities, for four weeks. Again, all plans must be approved by the cooperating teacher with ample time for revisions to be made. Week 15 is set aside so that the students can transition from the student teacher to the cooperating teacher. If student teachers are ill and cannot attend school, they are required to make up the time missed. Student teachers are evaluated by the cooperating teacher and University supervisor in the middle and end of the student teaching experience. During the student teaching experience candidates also complete an Action Research Project and an electronic portfolio in the student teaching seminar. The Student Teaching Handbook includes a detailed description of all aspects of the student teaching/capstone experience.

Special Education: EDUC 534: Field Experience in Collaboration, Consultation, and Systems Change: This field experience offers candidates an opportunity to integrate core coursework for the purpose of facilitating change for children with special needs within the school environment.

Candidates have been exposed to a number of models of collaboration in EDUC 536. The purpose of EDUC 534 is to allow candidates to practice collaborating, consulting co-planning and co-teaching under supervision. Candidates are expected to demonstrate their skills as effective consultants and change agents on behalf of children with special needs. During this field experience candidates are expected to demonstrate their skills in consulting with family members, dealing with cultural, racial, and linguistic differences, and making use of inclusive practices in a variety of settings. This field experience also provides an environment for candidates to carry out their action research project as a capstone experience. The action research project template and scoring guide are available in LiveText.

Early Childhood Special Education: EDUC 575: Supervised Internship: Early Childhood is the culminating practicum experience for the Early Childhood Special Education MA or GTCP. In the course and internship, candidates carry out 300 hours of work in a classroom or other setting that is suitable for education and services to young children with special needs. Students carry out duties that span lead teacher duties within this experience. In addition, candidates carry out several assignments. They arrange to have their teaching performance videotaped and they reflect on their own teaching. They integrate key assessments related to a child with special needs, family, and particular environmental influences within an action research paper. Candidates continue to actively reflect and record reflections about their own teaching experience both within the classroom or similar setting and with respect to their own action research.

In EDUC 575: Supervised Internship - Early Childhood Field Experience, candidates practice under supervision the skills they learned in class. The Director of Field Experiences, with program staff support, considers requirements for age and grade level and type of school and arranges placements. The unique arrangement of field experiences makes it possible for teachers, who are currently employed, to become licensed while continuing their employment, and it offers them exceptional opportunities to have a range of experiences serving young children. Faculty make every effort to ensure that candidates have experiences in classrooms with students enrolled across the settings that NAEYC recommends, including programs with families directly involved, Head Start, public and private preschools and elementary settings, and child care at all three age levels within a birth to eight focus (early, middle, and early elementary). A significant part of field experiences focuses on the setting where candidates typically work, but candidates also experience practica at sites that are new to them.

Cooperating teachers and university supervisors work closely with CUA student teachers to improve their teaching performance while encouraging self-evaluation and reflection. Supervision provided by cooperating teachers and university supervisors encourages a pattern of self-initiated professional growth. All members of the essential triad share the responsibility for the success of this venture.

Student teaching has the following objectives:

1. To give student teachers an adequate and effective series of sequential and developmental learning experiences in preparation for the teaching profession including the formulation and implementation of daily, weekly, and long-range lesson plans, and the selection, preparation, and implementation of varied instructional materials.
2. To develop student teachers' abilities to identify problems and difficulties in their own teaching situations and to use professional knowledge, skills, and resources to overcome them.
3. To ensure that student teachers have the knowledge, skills, and dispositions associated with good teaching: an interest in teaching and love of children, emotional balance and self-knowledge, good interpersonal skills, intellectual and physical energy, breadth of interest, appropriate appearance, and professional behavior.
4. To develop student teachers' reflective skills and dispositions enabling them to examine the elements of the learning environment using modes of deliberation regarding the educational dilemmas they encounter.

The deadline for applying for student teaching is **the second week of the semester prior to student teaching**. The student teaching application form is available in LiveText.

Approval to enroll in field experiences (practica and student teaching or capstone experiences) is granted following an assessment of current academic status, program standing, and performance in prior field experiences. The Director of Teacher Education makes this decision with input from other faculty and field supervisors.

COMPREHENSIVE EXAMS

All candidates must pass a comprehensive examination to fulfill the graduation requirement. The purpose of this exercise is to give candidates a chance to integrate the knowledge and skills they have acquired in coursework and field experiences. This exercise also allows the Department of Education to maintain and monitor the high standards and expectations set for all program graduates. Although screening devices and candidate supports are built into the program at every level, comprehensive examinations ensure that graduating candidates are ready to begin their professional careers as educators.

Undergraduate Comprehensive Exams

The action research project, the capstone experience in CUA's teacher education programs, satisfies the Education Department's requirement for the comprehensive exam in the early childhood and elementary programs. Undergraduate secondary education candidates, who obtain a joint degree in education and their respective discipline in English, mathematics and history, need to satisfy the corresponding requirement for comprehensives set forth in their Arts and Sciences

department.

In the action research project candidates need to identify an educational issue in their classroom that they strive to address by the end of their student teaching experience. Having identified a problem, candidates reason about possible causes, conduct a review of the literature, suggest effective solution strategies and collect data on how they impact their P-12 students' performance. They then reflect on the entire process in an effort to integrate experience and literature in formulating their personal philosophy of education.

Faculty support and feedback are an important part of this process. Faculty members work with candidates at various checkpoints throughout the project. Feedback and suggestions are given during the student teaching seminar and at individual meetings between faculty and candidates.

Graduate Comprehensive Exams

Master's candidates satisfy their comprehensive exam requirement by completing the Action Research Project during their student teaching/capstone experience. Graduate students are also required to submit to the Chair of the Department of Education two research papers that are completed in EDUC 699 and EDUC 702 by the second week of the semester in which they complete their Action Research Project, which is their comprehensive exam.

PROGRAM RESOURCES

The Catholic University of America provides opportunities to develop skills for educators in a uniquely rich cultural and academic atmosphere. Washington, D.C. provides an exciting background of artistic, intellectual, and entertainment activities to complement the challenging academic life provided by the teacher education program. Candidates have access to the programs and facilities of six public systems, two parochial systems and over 200 private schools. The headquarters of most national education organizations, located within convenient commuting distance of CUA, are an added resource providing candidates with employment, volunteer, and learning opportunities. This busy metropolitan area also houses the Library of Congress, sites for federally contracted studies, and congressional, state, and federal offices for invaluable field experiences.

CUA's campus atmosphere is conducive to both academic and personal growth. Candidates can participate in a variety of activities sponsored by campus organizations, such as dramatic and musical events, campus ministry functions, athletics, lecture forums, and volunteer groups. The resources and facilities of this university and the other schools in the Consortium enhance CUA candidates' academic life. In addition, a low student-faculty ratio guarantees personal attention to candidates as individuals within a supportive environment.

On-Campus Resources

Career Services Office (CSO). The CSO provides aid to alumni, staff, faculty, and candidates who are interested in exploring career options and receiving assistance with strategies for obtaining career goals. Some services offered are career counseling, alumni career network, workshops, recruiting, job listings, and information on graduate studies and educational testing. Full and part-time candidates may also utilize a part-time/summer job referral service. Job Internships Online provides announcements of part-time job and internship openings. The full-time Job Listing Service maintains current openings at professional and semi-professional levels in the District of Columbia and nationwide. The Resume Referral Program attracts employers to request resumes from graduating candidates and alumni for full-time professional positions. The CSO also maintains a Credential File Service and an Alumni Career Network. It hosts a part-time Job/Internship Fair, Career Week, and a Spring Job Fair. The CSO is located in Room 202 in the Pryzbyla Center. (202) 319-5623/4480, <http://careers.cua.edu>

Technology Services. This office provides computing and network facilities to candidates and faculty for their educational and research activities, supports the University's information systems, manages the campus network, and provides information resources and telecommunication services. Technology Services provide leadership on the ethical use of computing. Numerous public lab areas and classrooms are equipped with networked desktop computers. All residence hall rooms have network connections, and many parts of the campus provide free Wi-Fi. In addition, Technology Services provide service and support for all technology classrooms and computing areas on campus. A general computing area in Leahy Hall is open twenty-four hours a day during the semesters. Other computer-equipped classrooms and computing areas are open and monitored by Technology Services, and available for use by any CUA student, faculty, or staff member. Contact Technology Services at (202) 319-4357 or visit them at <http://computing.cua.edu>

CUA Libraries. The libraries of The Catholic University of America provide resources and services integral to the intellectual endeavors of CUA students, faculty, and staff. Collections in humanities, social sciences, religious studies, and philosophy are located in the John K. Mullen of Denver Memorial Library, which also houses the Department of Rare Books and Special Collections, and the Semitics Library/Institute of Christian Oriental Research. The Department of Archives, Manuscripts and Museum Collections is located in the Life Cycle Institute. Separate campus libraries have specialized collections in architecture, engineering, music, library science, physics, biology, and nursing. Information about library services, locations and hours can be found at <http://libraries.cua.edu>

Disabilities Support Services. CUA is committed to full compliance with all laws regarding equal opportunity for students with disabilities. Students, the Office of Disability Support Services (DSS), faculty, department chairs, and academic deans, the ADA coordinator, and the Advisory Committee on Students with Disabilities all play a role in ensuring that

reasonable and appropriate accommodations are provided in a timely and effective manner.

DSS evaluates and maintains all disability records for candidates with disabilities. DSS determines eligibility for services, provides verification of the disability, and specifies needed accommodations to the instructor.

Candidates wishing to request services or accommodations identify themselves to DSS. Documentation of a disability is required. All information regarding a disability is confidential and may be shared only with permission of the student. Candidates are responsible for making arrangements for accommodations by providing their instructors with a letter from DSS requesting the approved accommodations. DSS is located in Room 207 in the Pryzbyla Center. For more information, contact ODSS at (202) 319-5211 or visit their website at <http://disabilityservices.cua.edu>.

Education Computer Lab. The Department of Education Computer Laboratory is in Room 215 O'Boyle Hall. Candidates use technology and learn to use new programs in conjunction with coursework in education classes. The microcomputers and accompanying software are available for candidates, faculty and staff. Also a special PC is available for candidates with disabilities. Hours of the computer lab are from 9:00 a.m. to 5:00 p.m.

Institute for Policy Research and Catholic Studies. The Institute for Policy Research and Catholic is a community of scholars and researchers engaged in the analysis of public policy issues related to Catholic social thought. The work of the institute serves and speaks to the University, the Church, the country, and the disciplines of its fellows. The Institute was founded in 1974 to conduct social research and graduate training in the field of human development. The Institute's faculty currently is drawn broadly from various schools and departments in the University. Research is focused currently in three overlapping areas: religion and society, youth development and education, civil society and social movements. For more information, contact (202) 319-5999.

Also visit:

Office of Campus Programs	http://campusprograms.cua.edu/
Campus Ministry	http://ministry.cua.edu/
Wellness Programs	http://wellness.cua.edu/
Athletics	http://athletics.cua.edu/
Housing and Residential Services	http://housing.cua.edu/
Office of Multicultural and Special Services	http://studentlife.cua.edu/spsv/

Off-Campus Resources

Libraries

Library of Congress. 1st and Independence, SE, (202/287-5000), www.loc.gov. This facility is a short walk from the Capitol South Metro stop.

Martin Luther King Memorial Library. 901 G St., NE, (202/727-1111), <http://dclibrary.org/mlk>. Conveniently located by the Gallery Place Metro stop. This is part of the Washington, D.C. Public Library system.

Montgomery County Public Library, Chevy Chase Branch. 8005 Connecticut Ave., (301/656-0494), www.mont.lib.md.us. This is just outside the District, over the NW border into MD

National Library of Education. 400 Maryland Ave., S.W., Washington, D.C. 20202.
Reference: (202)-205-5015. Circulation: (202) 205-4945. www.ed.gov/NLE/index.html

National Library of Medicine. NIH Campus (Red Metro Line), Bethesda, MD

Prince George's County Public Library, Hyattsville Branch. 6530 Adelphi Rd., (301/779-9300), www.prge.lib.md.us. Just a short drive from campus, located close to the University of Maryland.

Associations and Organizations

Association for Childhood Education International. 11141 Georgia Ave., Suite 200, Wheaton, MD, 20902, www.udel.edu/bateman/acei

Association for Supervision and Curriculum Development. 1250 N. Pitt St., Alexandria, VA., 22314, www.ascd.org

Council for Exceptional Children. 1920 Association Drive, Reston, VA. 22190, www.cec.sped.org

International Reading Association. 800 Barksdale Road, PO Box 8139, Newark, DE. 19714, www.reading.org

National Association for the Education of Young Children. 1509 16th St., NW, Washington, DC, 20036 (202 232-8777), www.naeyc.org

National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, (703-437-0700), <http://nasad.arts-accredit.org/>

National Association of Schools of Theatre, 11250 Roger Bacon Drive, Suite 21, Reston, VA

20190-5248, (703-437-0700), <http://nast.arts-accredit.org/>

National Catholic Education Association. 1077 30th Street, NW, Washington, DC, 20007, (202-337-6232), www.ncea.org

National Council for the Social Studies. 3501 Newark St., NW, Washington, DC 20016, (202 966-7840), www.ncss.org

National Council of Teachers of English. 1111 Kenyon Road, Urbana, IL, 61801, www.ncte.org

National Council of Teachers of Mathematics. 1906 Association Drive, Reston, VA. 22091, www.nctm.org

National Education Association. 1201 16th Street, NW, Washington, DC, 20036, (202 833-4000), www.nea.org

National Science Teachers Association. 1742 Connecticut Ave., NW, Washington, DC, 20009, www.nsta.org

U.S. Department of Education. 400 Maryland Ave., SW, Washington, DC, 20202, (1-800-872-5327), www.ed.gov.

School Systems

Alexandria City Public Schools, 301 West Braddock Road, Alexandria, VA, 22302, (703-998-2100 or 703-824-6665), www.acps.k12.va.us

Anne Arundel County Public Schools. 2644 Riva Road, Annapolis, MD 21401 (410-222- 5000). www.aacps.org

Archdiocese of Washington, Catholic School Offices. 5001 Eastern Ave., Hyattsville, MD, 20782, (301-853-4518), www.adw.org

Arlington Public Schools. 1426 North Quincy Street, Arlington, VA, 22207, (703-558-2731). www.Arlington.k12.va.us

Baltimore County Public Schools. 6901 Charles Street, Towson, MD, 21204, (410-887-4151), www.bcps.org.

Charles County Public Schools. PO Box D, La Plata, MD, 20646, (410-870-3814). www.ccboe.com

District of Columbia Public Schools. Educational Credentialing and Standards Branch. 825 North Capitol St., N.E., Washington, DC, 20004, (202-442-5377), www.k12.dc.us/dcps/home.html

Fairfax County Public Schools. 10700 Page Avenue, Fairfax, VA, 22030, (703-246-2991).
Department of Human Resources, 6815 Edsall Road, Springfield, VA 22151, www.fcps.k12.va.us.

Falls Church City Public Schools. 803 West Broad St., Ste. 300, Falls Church, VA, 22046, (703-248-5600). Job Line: 703-248-5639. www.fccps.k12.va.us

Howard County Public Schools. 10910 Route 108, Ellicott City, MD, 21043, (410 992-0500), www.howard.k12.md.us

Montgomery County Public Schools. Office of Human Resources, 7361 Calhoun Place, Ste. 401, Rockville, MD 20855, (301-279-3000 or 301-279-3270) www.mcps.k12.md.us.

Prince George's County Public Schools. 14201 School Lane, Rm. 104, Upper Marlboro, MD, 20772 (301-952-6019), www.pgcps.pg.k12.md.us

Prince William County Public Schools. PO Box 389, Manassas, VA, 22110, (703-791-7200). www.pwcs.edu

Websites for Teacher Job Search

<http://www.recruitingteachers.org>: The National Teacher Recruitment Clearinghouse, hosted by Recruiting New Teachers, Inc. (RNT), is a resource for prospective teachers seeking jobs -- and for school districts and states seeking qualified teachers.

<http://teachers-teachers.com> - Free teacher placement service. Benefits: Resume posting, cover letter transmittal, and participation in a recorded interview. Accessible by schools nationwide.

www.calteach.com - Has information on teaching requirements for elementary and secondary schools and special education programs in California, and ways to get a teaching position. Lists teaching jobs in California.

www.careersineducation.com - A database of employment opportunities worldwide for educators and employers.

www.NJSchoolJobs.com - Easy to follow on-line instructions. Post your resume. Search for jobs in New Jersey.

www.iHireElementaryTeachers.com or www.iHireSecondaryTeachers.com - has fee for posting. Site down-posts to 1200+ additional employment sites and newsgroups.

Appendix A

Checklist or Responsibilities for Undergraduate Students

For Admission to Teacher Education

- _____ Declared an education major in the School of Arts and Sciences. Be sure you use the correct tracking sheet.
- _____ Passed all parts of the PRAXIS™ CORE Tests: Reading, Writing and Mathematics.
- _____ Completed the Teacher Education Application and submitted it to the Department of Education through LiveText.
- _____ Requested one faculty member from the appropriate major content area (from the Departments of English, Mathematics, of History) to fill out a reference form (Secondary candidates only).
- _____ *Please note that sophomore faculty teaching EDUC 251, 261, and 271 submit a letter of recommendation at the end of the sophomore year for all teacher education applicants automatically.
- _____ Had a meeting with program advisor (Secondary candidates need a faculty advisor in their major department and in the Education Department).
- _____ Maintained a cumulative GPA of 3.0 and a 3.0 in the major.
- _____ Obtained satisfactory disposition evaluations from professors.
- _____ Obtained security clearance.
- _____ Completed all forms required in LiveText (disposition and technology surveys and candidate profile form).
- _____ Attended orientation session.

For Admission to Student Teaching

- _____ Fully accepted into the teacher education program.
- _____ Remained in good academic standing by completing all course assignments and maintaining appropriate GPAs.
- _____ Completed all required practicum experiences and obtained satisfactory field experience and disposition evaluations.
- _____ Completed all required assignments on time. Submitted required key assessments in LiveText.
- _____ Have taken the PRAXIS II content test.
- _____ Submitted results of a negative TB Test.
- _____ Submitted a student teaching application form in LiveText.
- _____ Attended an orientation meeting.
- _____ Maintained security clearance.

For Graduation

- _____ Completed a Junior Audit in your junior year.
- _____ Completed a range of field experiences and related assignments.
- _____ Completed and presented the electronic portfolio to a panel of faculty.
- _____ Completed all required coursework with no grade lower than a C-.

- _____ Passed comprehensive exams.
- _____ Completed a Diploma Card to the Office of Arts & Sciences, McMahon 107.
- _____ Completed alumni survey.

For License

- _____ Passed the PRAXIS™ II subject content and pedagogy test.
- _____ Met minimum benchmarks on all key assignments.
- _____ Opened a credential file in Career Services.
- _____ Submitted an application for licensure for District of Columbia Public Schools to the Office of the State Superintendent of Education.

Checklist or Responsibilities for Graduate Students

For admission to the first practicum

- _____ Accepted as a degree-seeking candidate (MA) in the School of Arts and Sciences or as a GTCP candidate in special education (*Candidates taking classes as special students must either become degree-seeking candidates or be admitted to the GTCP before enrolling in first practicum experience.*)
- _____ Passed all parts of the PRAXIS™ I: Reading, Writing, and Math (GTCP candidates only).
- _____ Completed a disposition survey in LiveText.
- _____ Had a meeting with academic advisor.
- _____ Maintained the cumulative GPA of 2.75 or higher.
- _____ Remained in good academic standing.
- _____ Submitted the results of a negative TB Test.
- _____ Attended an orientation meeting.

For subsequent field experiences

- _____ Completed a technology survey in LiveText.
- _____ Remained in good academic standing.
- _____ Had a meeting with academic advisor.

For Graduation

- _____ Remained in good academic standing.
- _____ Completed all required coursework.
- _____ Have completed two approved research papers.
- _____ Completed Action Research Project to fulfill comprehensive examination requirements (Master's candidates only)
- _____ Completed a Diploma Card.
- _____ Completed an alumni survey in LiveText.

For Licensure

- _____ Passed the PRAXIS™ I tests in Reading, Writing, and Math.
- _____ Passed the PRAXIS™ II content test and the Principles of Learning and Teaching pedagogy test for the appropriate age group.
- _____ Submitted an application for licensure in the District of Columbia to the Office of the State Superintendent of Education.

Appendix B

List of Courses Specifically Designed for Early childhood and Elementary Majors

Anthropology

ANTH 101: Introduction: Cultures in Global Society
ANTH 110: Speech & Experience: The Anthropology of Language
ANTH 270: The Information Society
ANTH 335: Latinos and Latinas in the US
ANTH 354: Landscapes & Settlements (for geography requirement)

Biology

BIOL 102: Teaching Science at the Elementary Level
BIOL 103: General Biology I
BIOL 104: General Biology II

Chemistry

CHEM 125: Chemistry in Our Lives
CHEM 126: Chemistry in Modern Times
CHEM 202: Science Under Oath

Economics

ECON 101: Principles of Macroeconomics

English

ENG 205: The Literature of Fantasy

Math

MATH 168: Mathematics in the Modern World
MATH 187: Introduction to Mathematical Thought

Music

Music 460: Music in the Early Childhood and Elementary Instruction

Physics

PHYS 240: Sun and Earth: Concepts & Connections

TRS

TRS 357A: Jesus the Teacher: Parables, Proverbs and Metaphors

General Reminder: NEVER take a class that does not fulfill a distribution requirement on the tracking sheet without advisor permission. ALWAYS use the "click to view" function on the tracking sheet to confirm - sometimes there are changes in Arts and Sciences courses that you need to know about.