THE CATHOLIC UNIVERSITY OF AMERICA
Washington, DC  20064

TEACHER EDUCATION HANDBOOK
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http://education.cua.edu

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National Council for Accreditation of Teacher Education

NCATE
The Standard of Excellence in Teacher Preparation
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 education (Grades 7th-12th), as well as graduate secondary education (Grades 7th-12th) and special education (Grades K-12th) programs.

The Teacher Education Handbook is intended to be a source of information regarding all aspects of CUA’s teacher education programs 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:

- Early Childhood Education: Dr. Diyu Chen (chend@cua.edu) (undergraduate only)
- Elementary Education: Dr. Agnes Cave (cave@cua.edu) (undergraduate only)
- Secondary Education: Dr. Joan Thompson (thompsjl@cua.edu) (undergraduate and graduate)
- Special Education: Dr. Tom Long (long@cua.edu) (graduate only)

This Teacher Education Handbook is 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.
"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. It is written for CUA candidates, faculty, supervisors, cooperating teachers, and other field placement personnel.
INTRODUCTION

Overview of the Teacher Education Unit

CUA’s professional education unit has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1975, and CUA’s teacher education programs 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 art, drama, English, French, German, history, math, and Spanish). The department offers initial graduate teacher education programs in secondary education (in the areas of art, drama, English, history, and math) and special education. 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 and 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, framed around 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 as 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. By the end of each program the capstone experience included 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 was to help candidates infuse the technical aspects of teaching with moral considerations so that candidates would 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 unit’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 interpretative 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. This document includes the CUA Conceptual Framework standards as well as a matrix that aligns all standards from Specialized Professional Associations and the CUA Conceptual Framework.
GENERAL PROGRAM DESCRIPTION

A program of studies in education includes the basic general education (called distribution requirements) and professional courses required by the certifying authorities of most states. The CUA 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 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., math, history, English, etc.) 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. 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 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. Candidates who plan to use their education base in venues outside the traditional classroom should major in education studies.

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.) Each special education candidate should consult with an academic advisor in 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 CUA graduates eligible for teaching licensure in the District of Columbia. Through a reciprocity agreement with 44 states and jurisdictions, CUA graduates are also eligible for licensure in states in the agreement provided they 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.
UNIT ASSESSMENT SYSTEM

CUA’s unit assessment system (also at http://education.cua.edu/tedocs.cfm ) was designed to collect data on the qualifications of all applicants, performance of teacher education candidates, and competence of recent graduates in regards to professional and CUA standards. Faculty members regularly and systematically assess candidates’ knowledge, skills, and dispositions in each teacher education program at CUA. The unit assessment system describes what data are collected from the candidates, when data are collected, and what decisions are made by the Teacher Education Committee based on the data.

All information in the unit assessment system is included in 6 charts that represent the semesters when data are collected from candidates for admission, continuance, and graduation. Process maps (VISIO maps) are also available (http://education.cua.edu/tedocs.cfm ) to provide this assessment information in a pictorial representation.

The unit assessment system 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.

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

All candidates who plan to complete a program of studies leading to recommendation for teacher licensure or who plan to enroll as education majors must request admission to the teacher education program and must 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, after they have 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 Unit Assessment System in Appendix B.
UNDERGRADUATE CANDIDATES

Admission

Candidates apply for admission to teacher education in the second semester of their sophomore year (the deadline is April 1st). Decisions regarding admission and continuance are made by the Director of Teacher Education and the Teacher Education Committee. 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 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 unit assessment system (Appendix B) using the Request for Appeal Form and the Candidate Appeal Checklist 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™ I test score or a 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:

✓ Declare an education major in the School of Arts and Sciences.
✓ Submit passing scores on PRAXIS™ I in Reading, Writing, and Mathematics. Passing scores for PRAXIS™ I are Reading – 177, Writing – 173, and Mathematics – 177, or a cumulative score of 527 with no score less than the passing score in that area for the District of Columbia.
✓ Submit an application for teacher education, including a personal statement in LiveText.
✓ Maintain a cumulative GPA of 2.75
✓ Maintain an education GPA of 2.75.
✓ Submit two letters of reference from professors in the Department of Education. Secondary Education candidates should submit one letter from an education professor and one from a professor in their content specialization area.
✓ Complete 1) disposition survey and 2) technology survey as self-assessment as well as 3) candidate profile form (all forms available in LiveText).
✓ Obtain security clearance.
✓ Devise a long-term plan of studies with an academic advisor.
Attend orientation session for prospective teacher education candidates.

**Continuance**

After admission, faculty members of the Teacher Education Committee continue to monitor candidate performance. If a candidate’s performance falls below expectations, the candidate is placed on probation for a semester. Program continuance may be contingent upon additional coursework, field experiences, or use of resource services. If the candidate does not meet all requirements by the end of the probationary semester, the candidate is denied continuance. Each candidate is entitled to only one provisional and one probationary semester. Any candidate who is dismissed from the program has 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, such as field experience evaluations, disposition survey results, and GPA.

**For continuance in the teacher education program undergraduate candidates must:**
- Maintain an education GPA of 2.75.
- Maintain a cumulative GPA of 2.75.
- 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.
- Obtain satisfactory evaluations in field experiences and disposition evaluations.
- Exhibit professional and ethical behavior in courses and field experiences.
- Complete practicum experiences with documentation of hours spent in schools.
- Complete all course specific assignments.
- Maintain security clearance.

**For admission to student teaching undergraduate candidates must:**
- Be fully accepted in the Teacher Education program in order to register for student teaching. This includes having passing scores on the PRAXIS™ I tests in Reading, Writing, and Mathematics and having taken the PRAXIS™ II content test (if DC has identified one at www.ets.org).
- Maintain an education GPA of 2.75.
- Maintain a cumulative GPA of 2.75.
- Obtain satisfactory evaluations in field experiences and disposition evaluations.
- Exhibit professional and ethical behavior in courses and field experiences.
- Complete practicum experiences with documentation of hours spent in schools.
- Complete all course specific assignments.
- Submit student teaching application in LiveText.
- Complete A&S Junior Audit.
- Maintain security clearance.
- Submit results of a negative TB Test.
- Attend the orientation meeting for prospective student teachers.
- Submit Content Area Course Record to program coordinator (secondary candidates only).
- Complete language proficiency exam (secondary modern languages candidates only).
For exit and graduation undergraduate candidates must:

✔ Pass A&S graduation audit.
✔ Successfully complete all coursework required for state licensure with no grade lower than a C-.
✔ 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 as a part of this field experience.
✔ 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 A&S departments.
✔ Complete alumni survey.

For teaching licensure undergraduate candidates must:

✔ Pass required PRAXIS™ II exams as outlined by the DC.
✔ Complete an electronic portfolio (during student teaching) and successfully present it to a panel of faculty.
✔ Meet the minimum benchmarks on all key assessments.
✔ Submit a completed license application (Form 1) to the Director of Teacher Education.
✔ Obtain an FBI background check.

After Employment undergraduate candidates must:

✔ Complete alumni survey to evaluate the quality of CUA’s teacher education program.
✔ Return employer survey of candidate’s job performance.

GRADUATE CANDIDATES

Admission

Master’s (MA) and Graduate Teacher Certification Program (GTCP) candidates in secondary and special education apply to teacher education at the time of their application to CUA. The Departmental Admissions Committee members review the graduate applications and recommend either admission or denial to the Dean of the School of Arts and Sciences. Graduate applicants who have the potential but lack some criteria may be allowed to take courses during a provisional semester. Applicants who are denied may appeal this decision to the Dean of the School of Arts and Sciences.

For admission graduate candidates must:

✔ Submit a completed application form for Graduate Studies, including a statement of purpose to the Office of Graduate Admissions.
✔ Submit official transcripts of all previous graduate and undergraduate work.
Submit appropriate grades. The last 60 hours of undergraduate grades should average 3.0 (B) or better on a 4.0 scale. For the GTCP/MA program in secondary education, applicants are required to have at least a 2.75 GPA in their content area.

Submit passing verbal and quantitative scores from the Graduate Record Exam or a score on the Miller Analogies Test (Master’s applicants only). GRE aptitude (verbal + quantitative) score of 1000 or an MAT score of 385 is recommended.

Present three strongly supportive letters of recommendation (from academic, personal, and professional sources), at least one of which should be academic.

Submit TOEFL scores for international students.

Submit passing scores on PRAXIS™ I in Reading, Writing, and Mathematics. Passing scores for PRAXIS™ I are Reading – 177, Writing – 173, and Mathematics – 177, or a cumulative score of 527 with no score less than the passing score in that area for the District of Columbia. (GTCP applicants only).

Participate in a personal interview (special education applicants only).

Continuance

After admission, the Teacher Education Committee continues to monitor candidate performance. If a candidate’s performance falls below expectations, the candidate is placed on probation for a semester. Program continuance may be contingent on additional coursework, field experiences, or use of resource services. If the candidate does not meet all requirements by the end of the probationary semester, the candidate is denied continuance. Each candidate is entitled to only one provisional and one probationary semester.

Continuance in the teacher education program is based on academic performance and demonstration of professional dispositions, such as field experience evaluations, disposition survey results, and minimum GPA. Graduate candidates need to obtain grades of B or better. Graduate candidates may be eligible for program dismissal or probation after receipt of two “C” grades in any course. Any candidate who is dismissed from the program has the right to appeal the decision to the Chairperson using the Request for Appeal Form and the Candidate Appeal Checklist in LiveText.

For program continuance graduate candidates must:

- Maintain appropriate GPA and course grades of “B-” or better. Even though the license requirement is minimum C in all courses, a candidate who obtains a grade of “C” in a required graduate course should be counseled by his or her 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.
- Complete 1) disposition survey and 2) technology survey as self-assessment as well as 3) candidate profile form (all forms available in LiveText).
- Exhibit professional and ethical behavior in courses and field experiences.
- Complete practicum or field experiences with documentation of hours spent in schools.
- Complete reflective journals as required.
- Obtain security clearance.
- Fill out a program of studies and have this program approved by both academic advisor and
For admission to student teaching or for a field placement graduate candidates must:
✓ Take the PRAXIS™ II content test (if DC has identified one on www.ets.org).
✓ Complete practicum experiences with documentation of hours spent in schools.
✓ Obtain satisfactory evaluations in field experiences and disposition evaluations.
✓ Exhibit professional and ethical behavior in field and course experiences.
✓ Complete all course specific assignments.
✓ Remain in good academic standing.
✓ Submit results of a negative TB Test.
✓ Obtain a background check as required by the jurisdiction in which the candidate will carry out student teaching or field experiences.
✓ Submit an application for student teaching or for a field placement in LiveText.
✓ Attend the orientation meeting for prospective student teachers.
✓ Submit Content Area Course Record to program coordinator (secondary candidates only).

For exit and graduation requirements graduate candidates must:
✓ Successfully complete all coursework listed on the candidate’s program of studies with a grade no lower than a B-. (In case the candidate earns a C, he or she needs to contact his or her academic advisor.) This requirement applies to any prerequisite general education coursework.
✓ Successfully complete the specified sequence of field experiences, including, if required, a fourteen-week student teaching placement. Candidates involved in student teaching are required to complete the action research project as part of this field experience. Special education candidates must complete an action research project as part of their field experience in collaboration, consultation and co-teaching (EDUC 534). 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.
✓ Satisfactorily complete a minimum of ten courses, including EDUC 525, 699 and 702. (EDUC 699 and 702 for Master’s candidates only.) Student teaching, if required, is not included in these ten courses.
✓ Submit a thesis or two non-thesis option papers.
✓ Pass a written comprehensive examination (Masters’ candidates only).
✓ Complete a program assessment aligned with the CUA conceptual framework and INTASC standards and, if in the special education program, the CEC Standards.

For teaching licensure graduate candidates must:
✓ Pass required PRAXIS™ I and II exams as outlined by DC.
✓ Complete an electronic portfolio and successfully present it to a panel of faculty (Secondary candidates only).
✓ Meet the minimum benchmarks on all key assessments.
✓ Submit a completed license application (Form 1) to the Director of Teacher Education.
✓ Obtain an FBI background check.

After employment graduate candidates must:
✓ Complete the CUA alumni survey.
✓ Return employer survey.

**Licensure**

Because the District of Columbia has signed a 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 reciprocity agreement include:

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*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™ I and PRAXIS™ II or another tests for a teaching license. Candidates can receive information on the PRAXIS™ I and PRAXIS™ II tests from their academic advisor, in their education classes, and in the Teacher Education Office, Room 218 O’Boyle.

The best way to be licensed in any of these states is to 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. Candidates may pick up a District of Columbia Public Schools (DCPS) Application for Initial Licensure in the office of Teacher Education, Room 218 O’Boyle Hall. Candidates need to complete the Application for Initial Licensure (Form 1) and submit it to the Director of Teacher Education. A money order or cashier’s check for $50 and an FBI check need to be attached to the license application. The application form is distributed in the student teaching seminar and available on the department’s website. It is processed after candidates have completed all program requirements so that the Office of the Registrar can seal the transcript to indicate that the candidate completed an NCATE accredited, State approved program.
All candidates should note that State Boards of Education, including the District of Columbia Board of Education 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

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 C.

EARLY CHILDHOOD EDUCATION AT THE UNDERGRADUATE LEVEL

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.

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 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.
# EARLY CHILDHOOD EDUCATION
Recommended Course Sequence for B.A. Candidates

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FIRST YEAR</td>
<td></td>
</tr>
<tr>
<td>LANG 103</td>
<td>LANG 104</td>
<td>History (non-U.S.)</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>PHIL 202</td>
<td>Math</td>
</tr>
<tr>
<td>ENG 101/105</td>
<td>Math/Science elective (PHYS 240)</td>
<td></td>
</tr>
<tr>
<td>EDUC 101 Intro to Educ (1cr.)</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRS 260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL (Area I or II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 251/261/361 (1 or 2 of 3 courses)</td>
<td>EDUC 251/261/361 (1 or 2 of 3 courses)</td>
<td></td>
</tr>
<tr>
<td>ENG 326</td>
<td>ANTH 101 or SOC 101</td>
<td></td>
</tr>
<tr>
<td>MUS 460 (every fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRS 357A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses below are offered in the Fall only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 555 Classroom Mgmt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 570 Curriculum &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 576 Children’s Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDUC 583 Models in ECE (every other fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 561 (1-credit practicum)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>THIRD YEAR</td>
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</tr>
<tr>
<td></td>
<td>Courses below are offered in the Spring only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 351 Science, Health &amp; Physical Education Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 571 Social Studies Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 574 Math Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 577 Reading &amp; Lang, Arts Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 581 Educating Divers Learners (offered in fall and spring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 562 (1-credit practicum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FOURTH YEAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 567-569 Student Teaching (12 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 590 Reflective Teaching Tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*EDUC 584 Curric in ECE (every other fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 102, 103 or 104 (recommended)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 125 or 126</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td></td>
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<tr>
<td></td>
<td>Art or Drama</td>
<td></td>
</tr>
</tbody>
</table>

* EDUC 583 is offered every even Fall; EDUC 584 is offered every odd Fall.

- Candidates may take only one course (EDUC 583 or 584) in addition to the student teaching experience.
- This sequence presumes the candidate will begin studying language at the intermediate level.
- Student Teaching may be done either semester of the fourth year, but ECE candidates usually complete student teaching in the fall semester.
- Check early when courses are offered. Make a Plan of Studies through the senior year with the program advisor, especially for Fall only, Spring only, and Fall cycled courses.
- One course in Area I and one course in Area II for Philosophy are required.
- Volunteer work in schools encouraged in the first two years.
- See list of classes recommended for education majors in Appendix C.
ELEMENTARY EDUCATION

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 C.

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 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.
### The Catholic University of America * Department of Education
#### ELEMENTARY EDUCATION

45 Course Recommended Course Sequence for B.A. Candidates

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lang 103</td>
<td>Lang 104</td>
<td></td>
</tr>
<tr>
<td>PHIL 201</td>
<td>PHIL 202</td>
<td></td>
</tr>
<tr>
<td>History (U.S.)</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>ENG 101/105</td>
<td>PHYS 240</td>
<td></td>
</tr>
<tr>
<td>EDUC 101 (1 credit) (Fall or Spring)</td>
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<tr>
<td><strong>SECOND YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRS 260</td>
<td>TRS (Area I or II)</td>
<td>History (non-U.S.)</td>
</tr>
<tr>
<td>PHIL (Area I or II)</td>
<td>PHIL (Area I or II)</td>
<td></td>
</tr>
<tr>
<td>EDUC 251/261/361 (1 or 2 of 3 courses)</td>
<td>ANTH 101/Soc 101</td>
<td></td>
</tr>
<tr>
<td>CHEM 125 or 126</td>
<td>EDUC 251/261/361 (1 or 2 of 3 courses)</td>
<td></td>
</tr>
<tr>
<td>ENG 326</td>
<td><strong>THIRD YEAR</strong></td>
<td></td>
</tr>
<tr>
<td>TRS 357A</td>
<td>EDUC 581 Educating Divers Learners</td>
<td></td>
</tr>
<tr>
<td><em>Courses below are offered only in Fall:</em></td>
<td><em>Courses below are offered only in Spring:</em></td>
<td></td>
</tr>
<tr>
<td>Music 460 (every fall)</td>
<td>EDUC 351 Science, Health &amp; Physical Education Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 555 Classroom Mgmt.</td>
<td>EDUC 571 Social Studies Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 570 Curriculum &amp; Instruction</td>
<td>EDUC 574 Math Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 576 Children’s Literature</td>
<td>EDUC 577 Reading &amp; Language Arts Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 561 (1-credit practicum)</td>
<td>EDUC 562 (1-credit practicum)</td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 590 Reflective Teaching Tutorial</td>
<td>TRS</td>
<td></td>
</tr>
<tr>
<td>EDUC 591/592/593 - Student Teaching</td>
<td>BIO 102, 103 or 104 (recommended)</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art or Drama</td>
</tr>
</tbody>
</table>

- This sequence presumes the candidate will begin language study at the intermediate level. If candidate needs to take Lang. 112 or Lang. 101, History and/or Literature could be added to summer coursework.
- Student Teaching may be completed either semester of the fourth year, however elementary majors are encouraged to student teach in the fall.
- Volunteer work in schools is encouraged throughout the program.
- Candidates are strongly encouraged not to take any additional courses while student teaching.
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 art, drama, English, history, mathematics, and modern languages (French, German, and Spanish). 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 course sequence in secondary education is the following:*

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>EDUC 251, 361</td>
</tr>
<tr>
<td>Junior</td>
<td>EDUC 586, 582</td>
</tr>
<tr>
<td>Senior (fall)</td>
<td>Content Methods Course</td>
</tr>
<tr>
<td>Senior (spring)</td>
<td>Student Teaching - EDUC 597, 598, 599</td>
</tr>
</tbody>
</table>

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 non-thesis option papers, and written comprehensive exams.

**NOTE:** If a candidate already holds a Bachelors degree and is interested in pursuing teacher certification in the area of secondary education or special education but is not interested in earning a Masters degree, the candidate should request information about our *Graduate Teacher Certification Program (GTCP).* A student who successfully completes an undergraduate program in art, drama, English, history, mathematics or modern languages (French, German, Spanish) may be eligible for a one-year M.A. program in secondary education.
Secondary Education Masters of Arts Program

SAMPLE PROGRAM OF STUDIES

Fall Courses
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  (First Non-Thesis Paper Due)

EDUC 765 Principles of Curriculum
EDUC ___ Subject Area Methods Course  (Prerequisite EDUC 586 or concurrent teaching experience)

Spring Courses
EDUC 702 Advanced Foundations of Education
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 597, 598, 599 Student Teaching and Seminar
(Second Non-Thesis Paper Due)
Graduate Comprehensive Examination

* Core courses required for a Master's degree.
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 the candidate may fulfill licensure requirements while pursuing a Master’s degree. The second sequence, called a Graduate Teacher Certificate Program (GTCP), is constructed such that the candidate may fulfill licensure requirements but will not fulfill the requirements for a Master’s degree.

Candidates enrolled in either sequence who wish to be licensed as a special education teacher should apply to the District of Columbia through the teacher certification officer at Catholic University. A reciprocal 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 having been licensed in 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 candidate’s 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 BA’s in early childhood, elementary education, or secondary education specialization 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.

MASTER OF ARTS
Course Sequences
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 of interest are required to complete coursework in either or both areas as part of their graduate study with approval by their advisor.
An example of a normal sequence of courses for a full-time candidate is as follows:

## Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522</td>
<td>Race, Class, Gender and Disability in Education</td>
</tr>
<tr>
<td>EDUC 581</td>
<td>Educating Diverse Learners or 555 Classroom Management for Regular and Special Needs Children</td>
</tr>
<tr>
<td></td>
<td>(if this pre-requisite course has not been taken)</td>
</tr>
<tr>
<td>EDUC 699</td>
<td>Introduction to Educational Research</td>
</tr>
<tr>
<td>EDUC 702</td>
<td>Advanced Foundations of Education</td>
</tr>
</tbody>
</table>

Candidates whose background in learning disabilities is inadequate, or who wish to be licensed in Virginia, should consider taking the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 553</td>
<td>Understanding Learning Disabilities (Optional)</td>
</tr>
</tbody>
</table>

The candidate’s first non-thesis paper is to be developed during this semester, normally as part of EDUC 699. It is usually a scholarly and comprehensive literature review paper of no less than twenty pages supported by twenty or more scholarly references on a topic approved by the candidate’s course instructor and academic advisor. The course instructor, the candidate’s academic advisor, and the Chairperson of the Department of Education must approve the completed work. This non-thesis option paper must be completed and approved no later than the end of the second week of the semester in which the candidate plans to take comprehensive examinations. Non-thesis Option Approval Forms are available in 216 O’Boyle Hall.

## Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 525</td>
<td>Psychology of Learning for Diverse Populations</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Interpersonal Communication, Consultation and the Process of Change</td>
</tr>
<tr>
<td>EDUC 581</td>
<td>Educating Diverse Learners or EDUC 639 Human Growth and Development (if this pre-requisite course or its equivalent has not been taken)</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Psychological Measurement</td>
</tr>
</tbody>
</table>

Candidates whose background in reading is inadequate or who wish to be licensed in the State of Maryland, should consider taking the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 582</td>
<td>Reading in the Content Areas: Learning to Learn from Text (Optional, but particularly recommended for teacher candidates planning to teach in the State of Maryland)</td>
</tr>
</tbody>
</table>

## Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 531</td>
<td>Language and Literacy Development of Children with Disabilities</td>
</tr>
<tr>
<td>EDUC 532</td>
<td>Practicum in Modification and Adaptation of Curriculum and Instruction for Exceptional children</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Current Trends in Ethical and Legal Issues in Special Education</td>
</tr>
</tbody>
</table>

## Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 533</td>
<td>Field Experience in Assessment</td>
</tr>
<tr>
<td>EDUC 534</td>
<td>Field Experience in Collaboration, Consultation, Co-planning/Co-teaching</td>
</tr>
</tbody>
</table>

The candidate’s second non-thesis option paper is usually developed during this semester as part of EDUC 534. The course instructor and the candidate’s academic advisor should approve this
action research project. This project must follow the directions for completing an action research project. It must be completed and receive final approval no later than the end of the second week of the semester in which the candidate plans to take comprehensive examinations.

Options for candidates who wish additional learning in reading or a deeper understanding of transitions from school to work should consider taking the following:

EDUC 539 Career Development and Vocational Counseling (Optional)
EDUC 576 Children’s Literature in the Curriculum (Optional)

BA/Transition to MA Course Sequence

Summer

EDUC 531 Language and Literacy Development of Children with Disabilities
EDUC 532 Practicum in Modification and Adaptation of Curriculum and Instruction for Exceptional Children
EDUC 535 Current Trends in Ethical and Legal Issues in Special Education (recommended for following summer)

Fall

*EDUC 522 Race, Class, Gender, and Disability in Education
*EDUC 581 Educating Diverse Learners
(If these * courses have not been taken as part of the candidate’s undergraduate sequence.)
EDUC 525 Psychology of Learning for Diverse Populations
EDUC 699 Introduction to Educational Research
EDUC 702 Advanced Foundations of Education

Optional courses include:

EDUC 553 Understanding Learning Disabilities
*EDUC 555 Classroom Management for Regular and Special Needs Children
*EDUC 639 Human Growth and Development
(If these * courses or their equivalents have not been taken as part of the candidate’s undergraduate sequence.)

The candidate’s first non-thesis paper is to be developed during this semester. It is normally developed as part of EDUC 699. It is usually a scholarly and comprehensive literature review paper of no less than twenty pages supported by twenty or more scholarly references on a topic approved by the candidate’s course instructor and academic advisor. The course instructor, the candidate’s academic advisor and the Chairperson of the Department of Education must approve the completed work. This non-thesis option paper must be completed and approved no later than the end of the second week of the semester in which the candidate plans to take comprehensive examinations. Non-thesis Option Approval Forms are available in 216 O’Boyle Hall.
Spring
EDUC 536 Interpersonal Communication, Consultation and the Process of Change
EDUC 635 Psychological Measurement
*EDUC 525 Psychology of Learning for Diverse Populations
*EDUC 639 Human Growth and Development

(If these * courses or their equivalent has not previously been taken.)

Summer
EDUC 535 Current Trends in Legal and Ethical Issues in Special Education

Fall
EDUC 533 Field Experience in Assessment
EDUC 534 Field Experience in Collaboration, Consultation, Co-planning/Co-teaching

The candidate’s second non-thesis option paper is usually developed during this semester as part of EDUC 534. The course instructor and the candidate’s academic advisor should approve this Action Research Project. This project must follow the directions for completing an Action Research Project. It must be completed and receive final approval no later than the end of the second week of the semester in which the candidate plans to take comprehensive examinations.

FIRST FIELD EXPERIENCE IN SPECIAL EDUCATION

A commitment to link educational theory and research to instructional practice makes field experiences an important part of preparation in special education at CUA. The education program takes advantage of the unique character of the Washington, DC area introducing candidates to a variety of school experiences across K-12th grades.

General program requirements

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 a 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.
Practicum requirements

EDUC 532 – Modification and Adaptation of Curriculum and Instruction for the Exceptional Learner (3 cr.)

This practicum is offered during the first summer of a candidate’s 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 Ivymount School, the Capital City Charter School, the Kennedy Institute, or other similar schools and institutes. This practicum is taught over a five- or six-week period in late June, July, and early August. The candidate spends 25 days on site during this period. Candidates attend a seminar one day each week and are in their placements for the other days. Each candidate is supervised on-site by a cooperating teacher and monitored by a faculty supervisor.

Candidate role:

- Demonstrate professional behavior, initiative, responsibility, and resourcefulness
- Practice becoming reflective practitioners, learning from other candidates and professionals
- Ask for assistance, advice, and feedback
- Co-plan and co-teach with the candidate’s cooperating teacher during the 2nd and 3rd weeks
- Plan and lead instruction during the remaining weeks
- Meet with the candidate’s supervisor and cooperating teacher for final practicum evaluation of performance

Cooperating teacher role:

- Create authentic learning environments
- Encourage candidates to ask questions
- Ask candidates questions about their perceptions to encourage reflection
- Assist candidates in identifying a child or children in the classroom with whom the candidate could develop a plan that includes family and community influences, goals, curriculum plans, and possible adaptations
- Co-plan during the 2nd and 3rd weeks of the practicum with the candidate
- Review plans for the 4th and 5th weeks and support the candidate as he or she teaches the class
- Meet with the candidate and the university supervisor for a final practicum evaluation of performance

Supervisor role:

- Provide support for the candidate and the cooperating teacher
- Visit and observe the candidate twice during the practicum (2nd and 4th weeks)
- Provide the candidate with feedback
- Review and comment on the candidate’s journals
- Meet with the cooperating teacher and the candidate for the final practicum evaluation
FIELD EXPERIENCES

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.

All teacher education majors must demonstrate the ability to work effectively in supervised student teaching and/or practica experiences in different settings. 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 are placed in middle schools and high schools (grades 7-12). 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. The Director of Field Experiences, considering requirements for grade level and type of school, arranges placements.

Early Childhood Special Education Program

The Catholic University of America’s (CUA) Certification Program in Early Childhood Special Education is a newly reconstituted program built upon the MA in Early Childhood program, previously suspended for several years. In addition, it shares some coursework with CUA’s Master’s program in Special Education (see below) which received national recognition from NCATE/CEC. In addition, CUA’s early childhood undergraduate program is also nationally recognized by NCATE/NAEYC. CUA’s program in Early Childhood Special Education offers graduate students the opportunity to complete a licensure program through its Graduate Teacher Certification Program (GTCP) or the Master’s of Arts degree. It prepares post-baccalaureate candidates to become reflective practitioners able to work in early childhood settings within public, private, and parochial schools and acquire the development and learning 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 students the skills and expertise to work collaboratively in a variety of programs including Head Start and 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, students develop extensive knowledge of assessment, instructional practice, consultation, collaboration, and action research in an Early Head Start and/Universal preschool programs (Lt. JP Kennedy Institute), private preschool and kindergarten (School for Friends in Washington, D.C.), 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 others with a mixed funding.

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 special education. Prerequisites are a course in classroom management for regular and special needs children or equivalent. Applicants who have not satisfied these prerequisites prior to admission must do so before applying for licensure.

While most applicants to the GTCP in early childhood special education already hold
certification/licensure in early childhood, elementary education, or special education, this prior certification is not requisite for admission to this program. Students who complete the certification sequence and who have not obtained a general education license can still obtain a District of Columbia license to serve as early childhood special educators. The District mandates successful candidate performance on PRAXIS I and PRAXIS II examinations. PRAXIS I tests include obtaining passing scores in reading, writing and mathematics; PRAXIS II requires a passing score in the core knowledge of early childhood and a subsequent test that targets special education. Passing scores in each of the above PRAXIS tests are set by the District of Columbia Office of the State Superintendent of Education and are published annually by the Educational Testing Service.

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 2.7/4.0 or better for the last 60 semester hours of undergraduate work, 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, whereas admission to the MA requires acceptable scores on the Miller’s Analogical Test (MAT) or Graduate Record Exam (GRE).

Name and Endorsement Level(s) of the Program: MA in Early Childhood Education with Endorsement in Early Childhood Special Education. OR Graduate Teacher Certification Program (GTCP) in Early Childhood with Endorsement in Special Education. These are initial certification programs. Either the MA or GTCP Early Childhood Special Education program will prepare candidates for certification and licensure in early childhood special education.

Course Sequence

Early Childhood Special Education Course Sequence Graduate Teacher Certificate Program (GTCP)

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

Spring
Education 639: Human Growth and Development (3 credits)
Education 581: Educating Diverse Learners (3)

Summer
Education 531: Literacy Instruction and Engagement for Diverse Learners (3)
Education 532: Modification and Adaptation of Developmental and academic content and Instruction of The Exceptional Individual (3)
Education 525: Psychology of Learning for Diverse Learners (3)

Fall
Education 572: Language and Cultural Issues in Bilingual Education (3)

Spring

Education 635: Psychological Measurement (3)

Summer
Education 533: Field Experience in Assessment (3)
Education 573: Family Support Using a Strengths-Based Model (3)
Education 575: Supervised Internship: Early Childhood (3)
Early Childhood Special Education Course Sequence – Master of Arts (and certification)

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

**Spring**
- Education 639: Human Growth and Development (3 credits)
- Education 581: Educating Diverse Learners (3)

**Summer**
- Education 531: Literacy Instruction and Engagement for Diverse Learners (3)
- Education 532: Modification and Adaptation of Developmental and academic content and Instruction of The Exceptional Individual (3)
- Education 525: Psychology of Learning for Diverse Learners (3)

**Fall**
- Education 699: Introduction to Educational Research (3)
- Education 572: Language and Cultural Issues in Bilingual Education (3)

**Spring**
- Education 635: Psychological Measurement (3)
- Education 702: Advanced Foundations (3)

**Summer**
- Education 533: Field Experience in Assessment (3)
- Education 573: Family Support Using a Strengths-Based Model (3)
- Education 575: Supervised Internship: Early Childhood (3)

**Course descriptions** for each course follow:

Education 639: Human Growth and Development: This course is designed to introduce graduate students to major theories, topics, and research in human development and consideration of the various aspects of growth and development across the life span. Special focus is placed on development in infancy and early childhood through adolescence.

Education 581: Educating Diverse Learners: This course provides an overview of the origins of special education and the current categories of exceptional needs in the United States. Graduate students will consider current research, issues, and practices influencing special education, and an overview of applicable education legislation, court rulings, and legal requirements. Diverse learners include students with disabilities, those who are culturally and linguistically diverse, those who are gifted and/or at-risk, and students from diverse ethnic, linguistic, and racial backgrounds.

Education 531: Literacy Instruction and Engagement for Diverse Learners: In this course we explore multiple sources that can contribute to literacy difficulties with all children, including children with linguistic and cultural diversities, plus any additional issues arising from when a child obtained exceptional needs. The course stresses the importance of balanced instruction that places the functions of oral and written language to represent and communicate meaning at the forefront, while providing teachers with development and learning they need to facilitate children’s language and literacy growth. This course will support candidates’ use of a wide range of instructional practices to support reading and writing instruction. Topics will include: (a)
differentiation of literacy instruction, (b) evidence-based decision making for classroom organization and instructional groupings, (c) designing balanced instruction (i.e., including oral language, phonemic awareness, word identification, phonics, vocabulary development, fluency, comprehension, integrated reading/writing) to meet the needs of all students, (d) using and modeling authentic, technology-rich practices, (e) implementing expert intensive tutoring, and (e) designing instructional plans to motivate and engage all students in literacy, using assistive technology, especially those students with cultural and linguistic diversities.

Education 532: Modification and Adaptation of Developmental and academic content and Instruction of the Exceptional Individual: This field experience provides an opportunity to explore, plan, implement, modify and evaluate developmental and academic content and environments for students with diverse abilities and needs using individually, age and culturally appropriate methods and materials. Graduate students will learn to plan instruction using a personalized outcome perspective based upon the general developmental and academic content. Graduate students will learn to modify curricular approaches for children and youth from birth – 21. The course is taught using a reflective approach to enable candidates to make critical, interpretive, and technical decisions about learning issues pertaining to students and subject matter. In addition, this course takes a universal design for learning perspective throughout.

Education 525: Psychology of Learning for Diverse Learners: This course focuses on behavioral and cognitive science theories of learning and how these theories apply to diverse populations. Once graduate students have been introduced to the theories, they spend considerable time applying the theoretical constructs to problems of developmental and academic content and instruction in school and natural settings. These applications occur through the use of case studies of real school-age and young children representative of diverse populations and students with special needs.

Education 572: Language and Cultural Issues in Bilingual Education: This course examines three main areas: bilingual language development in young children; acculturation and understanding of cultural differences to support appropriate differentiation of linguistic differences from language-based or other exceptional needs; and developmental and academic content planning to incorporate culturally appropriate developmental and academic content to promote positive cultural identity. The course incorporates hands-on strategies in addition to lectures in order to acquire knowledge and demonstrate skills in working in multi-cultural educational settings.

Education 635: Psychological Measurement: This course introduces formal and informal assessment techniques for analyzing learning and behavior in classroom contexts. Graduate students examine basic principles of measurement, validity, reliability, and norms, technology-based learning, and consider ethical issues in the assessment process. School aptitude and achievement tests, behavior rating scales and developmental inventories are critiqued. Applying models from educational psychology, informal procedures to analyze how students learn are introduced as are the principles and procedures to conduct functional analyses of behavior.

Education 533: Field Experience in Assessment: This field experience provides an opportunity for graduate students to apply assessment strategies with children and adolescents. Graduate students will use a variety of assessments including diagnostic tests of children with special needs in their assigned teaching practicum. The course also offers an ecological framework for whole classroom/group assessment and consultation as well as culturally appropriate assessment processes to enable students to be screened for formal assessment and tested in Spanish when appropriate. Collaborative, interdisciplinary assessment processes will also be used to apply concepts learned in related coursework.
Education 573: Family Support using a Strengths-Based Model: Viewing families of young children from a developmental relationship-based framework as well as an ecological framework that includes the social environment and communities, this course prepares graduate students to provide an individualized plan for families with children, including those at-risk or who have identified special education needs. Graduate students will learn to listen to families’ expressed needs and priorities for their child and recognize family strengths as a basis for response in school and home-based programs.

Education 575: Supervised Internship: Early Childhood: This course is the capstone early childhood professional practice experience in the field. It involves professional practice teaching, conducting action research in the classroom, and completing an electronic portfolio of one’s work. The student teaching experience is the culmination of a full-day, fourteen-week professional experience spent in an early childhood setting through which the scholar gains teaching knowledge and experience.

Field Experiences

The program’s developmental and academic content divides the traditional semester of student teaching into three field experiences. Students 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 them to making developmental and academic content adjustments for a variety of students with special needs across a broad range of ages. Students 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, students apply the assessment skills they learned in EDUC 635, Psychological Measurement, by testing, scoring, interpreting and communicating the results of assessments they have conducted, under supervision, on a variety of students, including environmental assessments. In EDUC 575: Supervised Internship: Early Childhood Field Experience, students practice under supervision the skills they learned in class. This 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 unique opportunities to have a range of experiences serving young children. The program makes every effort to ensure that students have experiences in the classroom 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 8 focus (early, middle, and early elementary). A significant part of candidates’ field experiences focus on the setting where students typically work, but students also experience practica in sites that are new to them.

ON-SITE VISITATION OF ELEMENTARY AND SECONDARY SCHOOLS

Candidates are expected to start visiting schools right away. 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 361: Psychology of Education are required to participate in a tutorial 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 junior and GTCP/MA education candidates take part in regular practicum experiences. During these sessions, candidates are expected to move beyond observation to active participation in the teaching/learning process. The practicum experiences are designed to work hand-in-hand with the assignments in the associated methods courses.

Based on the program, the practicum experiences are arranged differently. The goal of all these more advanced interactions is the same: to have the candidates practice newly learned methods in a comfortable setting. Problem solving and reflective analysis of classroom situations are also encouraged. The practicum experiences are scaffolded to help candidates prepare for the student teaching capstone experience.

**Early Childhood and Elementary:** A weekly practicum and seminar is required of candidates concentrating in elementary or early childhood education. In the first professional semester, in EDUC 561, the 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 562, 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 with their cooperating teacher. Candidates must demonstrate their ability to work effectively for a total of at least 300 clock hours in supervised student teaching and/or practica experiences in at least two different settings, serving children of two different age groups and with varying abilities. Candidates are asked to consider this requirement in light of all practicum placements when applying for student teaching.

**Secondary Education:** The secondary program provides similar experience, but field experiences are embedded within the specific methods courses rather than as a stand-alone seminar. Secondary education candidates are required to complete a series of eight observations and interview assignments in an area high school prior to student teaching. In these assignments, compiled in a Secondary Education Field Experiences Packet, candidates analyze the school and community context, the curriculum, instructional and management
strategies, etc. They keep a journal of entries on each assignment, which they discuss with the secondary education faculty coordinator. Candidates are also encouraged to assist with classroom instruction.

Special Education: 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 during their program of graduate studies.

- EDUC 532 Modification and Adaptation of Curriculum and Instruction for the Exceptional Student (as previously described)
- 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.
- 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 the candidate to carry out their action research project as a capstone experience.

The action research project template and scoring guide are available in LiveText. Using the handout entitled the Self-Evaluation Tool for Candidates Preparing to Become Special Education Teachers of Students in Individualized General Curriculum show which specific standards the action research project addresses.

STUDENT TEACHING

Student teaching is a critical event in the teacher education program at CUA. This experience provides a setting for the candidate to use the professional knowledge acquired in previous coursework. During this time the candidate continues to develop a number of knowledge, skills, and dispositions needed for successful teaching. The student teacher gradually takes responsibility for fulfilling the roles of a professional teacher and takes 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 Unit Assessment System (UAS) 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™ I tests in reading, writing, and mathematics. Candidates also have to take the PRAXIS™ II content test if required by DC. Please check the unit assessment system for specific requirements.

At CUA, student teaching 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. The cooperating teacher and university supervisor work closely with the student teacher to improve teaching performance while encouraging self-evaluation and reflection. Supervision provided by the cooperating teacher and university supervisor encourages a pattern of self-initiated professional growth. Each member of the essential triad shares the responsibility for the success of this venture.

The following objectives have been identified for the student teaching experience:

1) To give student teachers an adequate and effective series of 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.

Candidates should apply for student teaching by the second week of the semester prior to student teaching by filling out the student teaching application form available in LiveText.

Approval to student teach, or to enroll in one of the special education practica or field 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, 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

Graduate secondary and special education candidates are required to pass a written comprehensive examination at the Department of Education. Candidates answer a question that integrates material learned in core classes and courses in the specialty area. Comprehensive examinations are designed to reflect the candidates’ program of studies. Candidates should contact their academic advisor for more information.

At the end of the program of studies, and once the thesis or non-thesis option papers have been approved, candidates are required to successfully complete a comprehensive examination. This examination for MA candidates is offered three times each year, once in the fall, once in the spring, and once during the second summer session. To be eligible for the comprehensive examination, candidates must be in the final semester of their coursework, and their thesis or non-thesis option papers must be approved by the established deadline for that academic period.

A candidate who registers only to take comprehensive examinations must complete the regular registration process and pay a set fee in order to take the examination. A candidate who registers for comprehensives while still taking courses (final semester of coursework) does not pay an additional fee for the exam. Candidates who plan to take comprehensives during the summer session should register for the exam no later than the end of the first week of June.

Format of the Comprehensive Examination

Approximately six weeks prior to the exam, the Department Chairperson will convene a meeting of the
examinees to go over the procedures regarding the exam. This examination consists of a single question that covers both the information required of all MA candidates in education, foundations of education, and research methods, and the information from the candidates’ specialty area. This integrated question is designed for the candidates’ area of specialization.

At least one month before candidates are to receive the exam question, candidates should meet with their advisor to discuss the range of topics germane to their area of specialization/interest. Based on this discussion, the program advisor, with input from other faculty members, constructs the candidates’ comprehensive question.

Two weeks before the exam date, candidates receive their question and have two weeks to prepare a reply. Candidates are expected to include citations from relevant theory and empirical research to support their answers. Candidates are also expected to use the most recent APA style in their response. This examination is expected to be a scholarly work that demonstrates how well candidates can integrate the range of learning contained in their program of study. Caution should be maintained in ensuring that citations are used appropriately to avoid plagiarism.
PROGRAM RESOURCES

The Catholic University of America provides opportunities to develop skills as an educator 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. Academic life is enhanced by the resources and facilities of this university and the other schools in the Consortium. In addition, a low student-faculty ratio guarantees personal attention to candidates as individuals within a supportive environment.

ON CAMPUS RESOURCES

The Bishop Spence Center. The Spence Center serves the candidates, teachers, and administrators in schools throughout CUA and the Archdiocese of Washington. Candidates and other professionals have access to print and non-print curriculum materials available for elementary and secondary classrooms, catalogues, bibliographies, curriculum guides, and facilities for in-service workshops. Contact the Teacher Education office, Room 218 O’Boyle, for access to the Bishop Spence Center.

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

The Center for Planning and Information Technology (CPIT) 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. CPIT provides 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 via a gigabit Ethernet campus backbone.

In addition, CPIT provides service and support for all technology classrooms and computing areas on campus. A general computing area in Leahy Hall, with both MS Windows and Macintosh machines, is open
twenty-four hours a day during the semesters. Other computer-equipped classrooms and computing areas are open and monitored by CPIT, and available for use by any CUA student, faculty, or staff member.

Contact CPIT 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 the university’s 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 (ODSS), 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.

ODSS evaluates and maintains all disability records for candidates with disabilities. ODSS 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 ODSS. 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 ODSS requesting the approved accommodations. ODSS 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 learn to use computers 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.

**Life Cycle Institute (LCI).** The Life Cycle Institute was founded in 1974 to conduct social research and graduate training in the field of human development. The Institute's faculty members are drawn broadly from the departments of psychology, sociology, politics, education, and anthropology, and from the professional School of Religious Studies. Graduate students from these departments and schools do their Ph.D. work in the Institute where they are exposed to interdisciplinary research. In 1998, the Center for the Advancement of Catholic Education was added to the Institute.

The Life Cycle Institute also houses the Center for American Catholic Studies and has played host to the development of the Center for International Social Development. For more information, contact (202) 319-5999, or visit http://lifecycle.cua.edu
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 Maryland.


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

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 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


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


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

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.


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.iHireElementaryTeachers.com or www.iHireSecondaryTeachers.com – has fee for posting. Site downposts to 1200+ additional employment sites and newsgroups.
Appendix A

CHECKLIST OF RESPONSIBILITIES FOR UNDERGRADUATES

For Admission to Teacher Education

_____ Declared an education major in the School of Arts and Sciences. Be sure you are on the correct tracking sheet.
_____ Passed all parts of the PPST PRAXIS™ Test: Reading, Writing and Mathematics.
_____ Completed the Teacher Education Application and submitted it to the Department of Education.
_____ Requested two faculty members to fill out reference forms (Secondary candidates are required to have one from an education professor and one from a major content professor).
_____ 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 2.75 and a 2.75 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.
_____ Completed Language Proficiency Exam (Secondary Modern Languages candidates only.)

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.
_____ Have taken the PRAXIS II content test (if applicable).
_____ Submitted results of a negative TB Test.
_____ Submitted a student teaching application in LiveText.
_____ Attended an orientation meeting.
_____ Maintained security clearance.
_____ Completed and submitted Content Area Course Record to secondary program coordinator (secondary candidates only).
_____ Completed Language Proficiency Exam (secondary modern languages candidates only).

For Graduation

_____ Completed a Junior Audit in your junior year.
_____ Completed a range of field experiences and related assignments.
_____ 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 (if/when applicable).
_____ Completed and presented the electronic portfolio to a panel of faculty.
_____ 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 Director of Teacher Education.
CHECKLIST OF RESPONSIBILITIES FOR GRADUATE STUDENTS IN SPECIAL EDUCATION

For admission to the first practicum in special education

_________ 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 EDUC 532*).

_________ 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.

_________ Submitted an application to enroll in EDUC 532 to the Department of Education.

_________ Maintained the cumulative GPA of 2.75 or higher.

_________ Submitted the results of a negative TB Test.

_________ Attended an orientation meeting.

For subsequent field experiences

_________ Completed a technology survey in LiveText.

_________ Remaining in good academic standing.

_________ Had a meeting with academic advisor.

For Graduation

_________ Remaining in good academic standing.

_________ Completed all required coursework.

_________ Have completed two approved non-thesis option papers.

_________ Filed for and passed comprehensive examinations (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 tests in the Core Knowledge of Special Education (#353).

_________ Submitted an application for licensure in the District of Columbia through CUA’s Director of Teacher Education.
Appendix B

The Catholic University of America (CUA)

Unit Assessment System (UAS)
Undergraduate and Graduate Teacher Education Programs
Department of Education

Early Childhood Education Program (UG)
Elementary Education Program (UG)
Secondary Education Program (UG, GTCP, Master’s)
Special Education (GTCP, Master’s)

Legend:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC</td>
<td>Administrative Assistant to the Chairperson</td>
</tr>
<tr>
<td>AADOTE</td>
<td>Administrative Assistant to the Director of Teacher Education</td>
</tr>
<tr>
<td>AC</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td>CTE</td>
<td>Council on Teacher Education</td>
</tr>
<tr>
<td>CUA</td>
<td>The Catholic University of America</td>
</tr>
<tr>
<td>DAC</td>
<td>Departmental Admissions Committee</td>
</tr>
<tr>
<td>DOFE</td>
<td>Director of Field Experiences</td>
</tr>
<tr>
<td>DOTE</td>
<td>Director of Teacher Education</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>ELE</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>EP</td>
<td>Electronic Portfolio</td>
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<td>G</td>
<td>Graduate</td>
</tr>
<tr>
<td>GPA</td>
<td>GPA</td>
</tr>
<tr>
<td>GTCP</td>
<td>Graduate Teacher Certification Program</td>
</tr>
<tr>
<td>K,S,D</td>
<td>Candidate Knowledge, Skills, and Dispositions</td>
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<tr>
<td>LP</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>LT</td>
<td>LiveText</td>
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<tr>
<td>MA</td>
<td>Master’s Program</td>
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<td>PBA</td>
<td>Performance-Based Assessment</td>
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<td>PC</td>
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<tr>
<td>PF</td>
<td>Program Faculty</td>
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<td>PL</td>
<td>Practicum Liaison</td>
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<td>SEC</td>
<td>Secondary Education</td>
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<tr>
<td>SPED</td>
<td>Special Education</td>
</tr>
<tr>
<td>TE</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>TEC</td>
<td>Teacher Education Committee</td>
</tr>
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<td>UAS</td>
<td>Unit Assessment System</td>
</tr>
<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>US</td>
<td>University Supervisor</td>
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Introduction

The Teacher Education Unit at The Catholic University of America’s (CUA) Unit Assessment System (UAS), based on NCATE’s Unit Standard 2, is an integrated and comprehensive system designed to assess the effectiveness and success of the Unit and its Teacher Education programs. The purpose of this UAS is to allow CUA Teacher Education Unit to collect data on the (1) qualifications of all applicants, proficiencies of Teacher Education candidates, competence of recent graduates, performance of CUA faculty and the professional community, and effectiveness of unit operations, as well as (2) curriculum design and instructional methodology for Unit and program improvement and reflection.

Description

CUA’s UAS describes the processes of collection, aggregation, and analysis of candidate and program proficiencies outlined in professional and state standards. CUA’s UAS includes multiple assessments at multiple points from internal and external sources. The system clearly delineates (1) what data are collected from whom, when, and how, (2) where data can be located and who is responsible for collecting them, (3) what instruments are used for data collection, (4) how data are analyzed and by whom, (5) how data are aggregated and disaggregated, (6) who receives the data report and how often, and (7) who makes what decision when. On an ongoing basis, the Unit addresses issues related to fairness, accuracy, consistency, and lack of bias in data collection, analysis, and data management.

The CUA UAS document was created through collaboration with the whole Unit and the local professional community and is consistently and regularly used as a living document. All parties involved in the teaching-learning process, including candidates, receive a copy of this document as well as information on the appeal process for decisions made regarding candidate status in the program. All of these documents are also available in electronic format on the DOE website at http://education.cua.edu as well as in the CUA Teacher Education Unit’s web-based information technology tool called LiveText. The CUA UAS is part of the CUA Conceptual Framework (CF), in which all standards related to CUA’s programs are aligned: CUA CF Standards, NCATE, INTASC, NAEYC, ACEI, CEC, ACTFL, NASAD, NAST, NCSS, NCTE, NCTM, NSTA, ISTE, et al., as benchmarks to evaluate performance.

Both formative and summative evaluations are conducted, and CUA faculty and candidates have access to their own performance data in LiveText. CUA also makes available information on CUA candidates’ performance to the public. Besides systematically and regularly gathering and analyzing data on candidate performance, CUA faculty also document candidate concerns and complaints in order to examine the quality of the CUA TE programs, courses, and field experiences and make appropriate programmatic changes. During this process the UAS is continuously monitored and updated.

The following eleven features for a Unit Assessment System, recommended by Scannell (2003) are incorporated into the CUA UAS:

1. A description of a comprehensive system of information collection, from candidate admission through completion of the program and into follow-up studies.
2. A description of how assessments provide a close fit with and comprehensively cover the goals and outcomes identified in the CF.
3. The assessments used to assess each major program standard and evidence that multiple assessments provide comprehensive assessment of each standard.
4. A data bank for storage and analysis of data collected throughout candidates’ programs and after graduation.
5. A data management plan for aggregating and analyzing data and preparing reports for candidates, faculty, and administration.
6. Provisions for ensuring that data are used formatively to evaluate candidate progress and program effectiveness.

7. Methods used to ensure appropriate psychometric characteristics of data used for summative decisions about candidates and programs.

8. A description of how the UAS is monitored and revised as needed.

9. A description of how data about graduates is used to evaluate program elements and the assessment system.

10. A description of how evidence is collected to ensure that rigorous standards are used to identify candidates who will be recommended for the initial certificate.

11. A description of the evidence used to ensure the validity of the distinction between candidates recommended and those not recommended.

In addition to the scheduled performance-based assessment festivals (PBA), unit faculty have the opportunity any time to express their concern about a Teacher Education candidate’s low academic achievement, including knowledge, skills, and dispositions. Letters need to be sent to the Director of Teacher Education detailing the deficiencies in knowledge, skills, and dispositions. These faculty concerns as well as other deficiencies determined by PBA assessments are used by the Teacher Education Committee to (1) put candidates on a probationary semester or (2) deny acceptance or continuation in CUA’s Teacher Education programs. Once a decision for a denial or dismissal is made, a candidate has the right to appeal the decision.

**The Appeal Process (Department of Education only)**

Once the candidate is informed that the Teacher Education Committee has made a decision to deny or dismiss her/him from the Teacher Education program, the candidate must complete a *Request for Appeal Form* and submit it to her/his advisor and the Chairperson of the Department of Education within 7 days of notification.

Within 14 days of receiving the appeal, the Chairperson of the Department of Education meets with the candidate to hear the special circumstances of the appeal. Before this meeting the Chairperson may request from other faculty members additional information that might be relevant to the case. The Chairperson may also ask the candidate’s program coordinator and/or advisor to attend the meeting.

The Chairperson reviews the appeal and the submitted documentation and makes one of the following decisions within a 7-day period in the case of denials: (1) full admission with no provisions, 2) admission on a provisional status, and (3) denial of admission. In the case of dismissals, the Chairperson makes one of the following decisions within a 7-day period: (1) continuance in the program without conditions, 2) continuance in probationary status, and (3) dismissal from the program. The Chairperson will notify in writing the candidate, academic advisor, program coordinator, Director of Teacher Education and Assistant Dean for Undergraduate Programs in the School of Arts and Sciences of the decision and any conditions that apply.

If the candidate is placed on a provisional or probationary semester, by the end of the semester following the decision, the candidate must meet any condition(s) or other Department requirements that apply. If the decision is to deny acceptance to the program or dismiss the candidate from the program, the student will be referred to the Office of the Dean of Arts and Sciences for academic advising.

*Appeals must be written within one week of notification and may not be made orally. The form is included at the end of this document. A student may request an interview with the Assistant or Associate Dean in Arts & Sciences to discuss the academic situation prior to the written appeal.*
Gate 1: Admission to Teacher Education

<table>
<thead>
<tr>
<th>Unit Assessment (including Arts &amp; Sciences)</th>
<th>Collection</th>
<th>Aggregation</th>
<th>Analysis/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Candidate</td>
<td>G: Graduate Admissions</td>
<td>DAC</td>
</tr>
<tr>
<td>Disposition Survey (UG)</td>
<td>Candidate and Ed Faculty</td>
<td>UG: LiveText</td>
<td>DAC</td>
</tr>
<tr>
<td>PRAXIS™ I&lt;sup&gt;5&lt;/sup&gt;</td>
<td>ETS</td>
<td>K, S</td>
<td>TEC</td>
</tr>
<tr>
<td>Letters of recommendation</td>
<td>Faculty and other&lt;sup&gt;4&lt;/sup&gt;</td>
<td>UG: LiveText</td>
<td>DAC</td>
</tr>
<tr>
<td>Technology survey (UG)</td>
<td>Candidate</td>
<td>UG: LiveText</td>
<td>DAC</td>
</tr>
<tr>
<td>Candidate Profile Form (UG)</td>
<td>Candidate</td>
<td>UG: LiveText</td>
<td>DAC</td>
</tr>
<tr>
<td>Security Clearance (UG)&lt;sup&gt;10&lt;/sup&gt;</td>
<td>Candidate</td>
<td>UG: Candidate Folder</td>
<td>DAC</td>
</tr>
<tr>
<td>Language Proficiency&lt;sup&gt;11&lt;/sup&gt; (SEC Lang)</td>
<td>Modern Languages</td>
<td>Candidate Folder</td>
<td>DAC</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>G: Transcript</td>
<td>G: Graduate Admissions</td>
<td>DAC</td>
</tr>
<tr>
<td>G: GRE or MAT&lt;sup&gt;13&lt;/sup&gt;</td>
<td>Candidate</td>
<td>G: Graduate Admissions</td>
<td>DAC</td>
</tr>
<tr>
<td>G: Interview (SPED)</td>
<td>PF</td>
<td>G: Candidate Folder &amp; Grad Admissions</td>
<td>DAC</td>
</tr>
</tbody>
</table>

| Key Assessments Submitted                    | UG: Observation paper (251), Tutoring Journal (361) | LiveText |

1) G: Admission with Special Student Status (Provisional) does not guarantee admission to a program. Provisional admission will guarantee admission to a program if the candidate meets the provisions established. Admission as a GTCP student or MA candidate guarantees admission to the respective program. 2) UG: 2.75 min. cumulative GPA/2.75 in major. 3) GTCP: 2.75 min. GPA, both cumulative and in major. 4) MA: 3.00 GPA in last 60 hours / 2.75 min. overall GPA and in major. 5) Courses with grades below C cannot be counted for licensure. 6) All UG and GTCP candidates only. 7) A passing score on each part of the PRAXIS™ I tests in mathematics (177), reading (177), and writing (173), or composite score of 527 – with no score being lower than the individual score required by the District of Columbia. 8) UG ECE/ELE: Two letters of recommendation from Education faculty. UG SEC: one letter of recommendation from A&S content faculty and one from Education. G: Three letters of recommendation (SPED interview comments may count as one). 9) Self-reported Technology Survey not used for individual candidate performance assessment, unit level feedback only 10) State Boards of Education, including the District of Columbia Board of Education 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. 11) UG Modern Language candidates must take initial oral proficiency interview to identify potential weaknesses 12) G: Transcript review to determine if additional coursework is required or if previous coursework might count. 13) MA program candidates only 14) For MA: MAT (37) or GRE (combined 1000). 15) Candidates are allowed to have only one provisional semester before being admitted to TE.
## Gate 2: Continuance in the Teacher Education Program

<table>
<thead>
<tr>
<th>Collection</th>
<th>Aggregation</th>
<th>Analysis/Action</th>
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</thead>
<tbody>
<tr>
<td>GPA</td>
<td>UG: AADOTE K,S</td>
<td>Minimum Grade Check&lt;sup&gt;1,2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>G: AAC</td>
<td></td>
</tr>
<tr>
<td>Field Experience Evaluation&lt;sup&gt;3&lt;/sup&gt;</td>
<td>UG: PL, PC K, S, D</td>
<td>Monitor deficiencies</td>
</tr>
<tr>
<td>Disposition Survey</td>
<td>UG: AADOTE D</td>
<td>Monitor deficiencies</td>
</tr>
<tr>
<td>Technology Survey (G)</td>
<td>AADOTE K, S, D</td>
<td>Monitor deficiencies&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>Candidate Profile Form (G)</td>
<td>AADOTE K, S, D</td>
<td>(Used for disaggregating data only)</td>
</tr>
<tr>
<td>Security Clearance</td>
<td>DOFE N/A</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>PC N/A</td>
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</tr>
</tbody>
</table>

### Key Assessments Submitted

- **UG/G(SEC): Lesson Plans (570, 586), P-12 Scoring Guides (Pilot F 06 in 570)**
- **SEC: Observation Paper (586)**
- **SPED: Case Study/Lesson Plans (531)**
- **G: Observation Paper (525)**

1) Courses with grades below C cannot be counted for licensure. 2) Minimum GPA requirements for continuance in program (G: >= 2.75, UG: >= 2.75 in major and >= 2.75 overall. 3) UG/G (SEC): First Field Experience Evaluation, 4) G (SPED): Not required until Gate 3. 5) Self-reported Technology Survey not used for individual candidate performance assessment, unit level feedback only 6) Candidates are allowed to have only one probationary semester.

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### Gate 3: Admittance to Capstone Experience

<table>
<thead>
<tr>
<th>Collection</th>
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<th>Analysis/Action</th>
</tr>
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<tbody>
<tr>
<td><strong>What</strong></td>
<td><strong>Source</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>Application for Capstone Experience</td>
<td>Candidate</td>
<td>LiveText</td>
</tr>
<tr>
<td>GPA</td>
<td>Cardinal Station</td>
<td>Cardinal Station</td>
</tr>
<tr>
<td>Field Experience Evaluation ⁴</td>
<td>CT and PL</td>
<td>LiveText</td>
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<tr>
<td>Disposition Survey ³</td>
<td>CT</td>
<td>LiveText</td>
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<td>PRAXIS 105 II (Content) ⁵</td>
<td>ETS</td>
<td>Title II report Candidate Folder</td>
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<tr>
<td>TB Test</td>
<td>Candidate</td>
<td>Candidate Folder</td>
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<tr>
<td>Security Clearance</td>
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<td>Candidate Folder</td>
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<tr>
<td>A&amp;S Junior Audit (UG)</td>
<td>A&amp;S</td>
<td>Candidate Folder</td>
</tr>
<tr>
<td>SEC: Content Area Course Record</td>
<td>Candidate</td>
<td>LiveText</td>
</tr>
<tr>
<td>Language Proficiency (SEC Lang)</td>
<td>Modern Languages</td>
<td>Candidate Folder</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong></th>
<th><strong>Who</strong></th>
<th><strong>Knowledge, Skills, Dispositions</strong></th>
<th><strong>Who</strong></th>
<th><strong>Type of Analysis</strong></th>
<th><strong>Who</strong></th>
<th><strong>Type of Action</strong></th>
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<td>UG: PL, PC</td>
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<td>Monitor deficiencies</td>
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<td>Monitor deficiencies</td>
<td>Modern Languages</td>
<td></td>
</tr>
</tbody>
</table>

**Key Assessments Submitted**

- SPED: Case Studies (532), Functional Behavior Analysis (635)
- ECE/ELE/SEC: Lesson Plans (351, 571, 574, SEC Methods courses)
- ECE/ELE: Videotaped Microteach (571)
- ECE/ELE: Thematic Units (351, 574)

2) Courses with grades below C- cannot be counted for licensure.
3) Minimum GPA requirements for continuance in program.
5) To be piloted Fall 2006
6) PRAXIS 105 II does not apply to G(SPED), all others must attempt and pass by Gate 4
7) Candidates are allowed to have only one probationary semester.
<table>
<thead>
<tr>
<th>Unit Assessment (including Arts &amp; Sciences)</th>
<th>Collection</th>
<th>Aggregation</th>
<th>Analysis/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUA Graduation Audit</td>
<td>Source: A&amp;S; Where: Candidate Folder</td>
<td>Who: Chair and DOTE</td>
<td>Analysis: Yes/No; Action: Dean’s Office</td>
</tr>
<tr>
<td>GPA</td>
<td>Source: Cardinal Station; Where: Cardinal Station</td>
<td>Who: UG: AADOTE</td>
<td>Analysis: Minimum Grade Check; Action: TEC</td>
</tr>
<tr>
<td>Field Experience Evaluation</td>
<td>Source: CT, US; Where: LiveText</td>
<td>Who: AADOTE</td>
<td>Analysis: 80% policy; Action: TEC</td>
</tr>
<tr>
<td>Disposition Survey</td>
<td>Source: CT and/or PF; Where: LiveText</td>
<td>Who: AADOTE</td>
<td>Analysis: Monitor deficiencies; Action: TEC</td>
</tr>
<tr>
<td>Technology Survey</td>
<td>Source: Candidate; Where: LiveText</td>
<td>Who: AADOTE</td>
<td>Analysis: Monitor deficiencies; Action: TEC</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>Source: UG(SEC): A&amp;S (Results Only); G: Ed Faculty; G: AAC</td>
<td>Who: UG(SEC): K,S; G: PC</td>
<td>Analysis: Ed Faculty; Action: N/A</td>
</tr>
<tr>
<td>Non-Thesis Paper</td>
<td>Source: G (MA): Candidate; Where: Candidate Folder</td>
<td>Who: G (SPED): PF</td>
<td>Analysis: N/A; Action: N/A</td>
</tr>
</tbody>
</table>

**Key Assessments Submitted**
- Action Research Project: UG/G(SEC) seminar & G(SPED) 534
- UG/G(SEC): Student Teaching Evaluation (seminar)
- G(SPED) Consultative Video Performance Assessment (534), Case Law Project (535), Woodcock-Johnson Assessment (535)
- UG (ECE): Parent Interview (583), Child Portfolio (584)

1) Courses with grades below C cannot be counted for licensure 2) Minimum GPA requirements as in Gate 2 3) UG/G (SEC): Student Teaching Evaluation, G (SPED): Consultative Video Performance Assessment 4) 80% meeting or exceeding expectations in each subcategory and overall evaluation on relevant scoring guide 5) To be piloted in Fall 2006 6) To be piloted Fall 2006 7) Self-reported Technology Survey not used for individual candidate performance assessment, unit level feedback only 8) Action Research Project Course Grade based on Scoring Guide, reported to TEC as Pass/Fail in lieu of Comprehensive Exam 9) Comprehensive Exam not required for GTCP candidates.
Gate 5: Licensure Requirements

<table>
<thead>
<tr>
<th>Unit Assessment (including Arts &amp; Sciences)</th>
<th>Collection</th>
<th>Aggregation</th>
<th>Analysis/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS II (content and pedagogy)</td>
<td>ETS</td>
<td>Title 2 Report</td>
<td>AADOTE, K,S</td>
</tr>
<tr>
<td>GPA</td>
<td>Cardinal Station</td>
<td>Cardinal Station</td>
<td>UG: AADOTE, K,S</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>Candidate</td>
<td>LiveText and/or hard copy</td>
<td>DOFE, K,S,D</td>
</tr>
<tr>
<td>DCPS License Application Form</td>
<td>Candidate</td>
<td>Candidate Folder</td>
<td>AADOTE, N/A, N/A</td>
</tr>
<tr>
<td>Key Assessment Review</td>
<td>AADOTE</td>
<td>LiveText</td>
<td>AADOTE, K,S,D</td>
</tr>
</tbody>
</table>

Program Assessment

Key Assessments Submitted: Electronic Portfolio

Electronic Portfolio

LiveText and/or Hard Copy

1) Subject specific pass rates established by ETS, check current posting at www.ets.org.
2) Courses with grades below C- cannot be counted for licensure.
3) Does not apply to G (SPED) candidates
4) Electronic Portfolio Course Grade based on Scoring Guide, reported to DOTE as Pass/Fail.
5) Minimum grade benchmarks required on selected key assessments identified within each program for licensure. LiveText scoring guides >= 67%.

Gate 6: Post Program Review/Induction Year

<table>
<thead>
<tr>
<th>Unit Assessment (including Arts &amp; Sciences)</th>
<th>Collection</th>
<th>Aggregation</th>
<th>Analysis/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Survey</td>
<td>Employer</td>
<td>LiveText</td>
<td>1 year post grad &amp; every 3 years thereafter</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Alumni</td>
<td>LiveText</td>
<td>At Graduation, every 3 years thereafter</td>
</tr>
</tbody>
</table>

Program Assessment

Key Assessments Submitted

Employer Survey

Alumni Survey

LiveText

1 year post grad & every 3 years thereafter

At Graduation, every 3 years thereafter

Individual Consultation and Program/Unit Performance Improvement

Program/Unit Performance Improvement
**Request for Appeal Form**
*Please note that the Request for Appeal Form is available in LiveText.*

<table>
<thead>
<tr>
<th>Date of request submitted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First name</td>
<td></td>
</tr>
<tr>
<td>Last name</td>
<td></td>
</tr>
<tr>
<td>Student ID #</td>
<td></td>
</tr>
<tr>
<td>E-mail address</td>
<td></td>
</tr>
<tr>
<td>Mailing address</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Expected date of graduation</td>
<td></td>
</tr>
<tr>
<td>Academic difficulty appealed</td>
<td></td>
</tr>
<tr>
<td>Semester in which difficulty is noted</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation for appeal</strong></td>
<td>Please provide a detailed explanation about the extenuating circumstances that prevented you from making satisfactory progress in your Teacher Education program. Be as specific as possible and provide supporting evidence by attaching documentation if possible.</td>
</tr>
</tbody>
</table>
Candidate Appeal Checklist

Name of Candidate: ____________________________ ID # ________________
Date: ____________________________ Major ________________

This checklist is used to document that the appeal process is conducted in a timely manner according to CUA’s guidelines.

<table>
<thead>
<tr>
<th>Appeal Action Sequence</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate receives notification that s/he has not met the requirements to continue in the Teacher Education Program.</td>
<td>Candidate</td>
<td></td>
</tr>
<tr>
<td>Candidate completes and submits Request for Appeal Form to her/his advisor and the Chairperson of the Department of Education <strong>within 7 days of notification.</strong></td>
<td>Advisor Chairperson</td>
<td></td>
</tr>
<tr>
<td><strong>Within 14 days of receiving the appeal,</strong> the Chairperson of the Department of Education meets with the candidate to hear the special circumstances of the appeal.</td>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>The Chairperson makes one of the following decisions <strong>within a 7-day period</strong> in the case of denials: (1) full admission with no provisions, 2) admission on a provisional status, and (3) denial of admission. In the case of dismissals, the Chairperson makes one of the following decisions <strong>within a 7-day period</strong>: (1) continuance in the program without conditions, 2) continuance in probationary status, and (3) dismissal from the program.</td>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>The Chairperson will notify in writing the candidate, academic advisor, program coordinator, Director of Teacher Education and Assistant Dean for Undergraduate Programs in the School of Arts and Sciences of the decision and any conditions that apply.</td>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>Chairperson’s Decision</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td></td>
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<tr>
<td>Decision</td>
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<tr>
<td><strong>Condition(s) to be met, additional requirement(s) to be fulfilled</strong></td>
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<td></td>
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<tr>
<td><strong>Deadline for meeting requirements</strong></td>
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<tr>
<td>Chairperson</td>
<td>Sign</td>
<td></td>
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<tr>
<td><strong>Chairperson</strong></td>
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<tr>
<td>Sign</td>
<td>Date</td>
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<tr>
<td>Assessment Inventory</td>
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<td>-----------------------</td>
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<tr>
<td>Assessments/Document</td>
<td>Gates</td>
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<tr>
<td>Alumni Survey</td>
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<tr>
<td>Application for Capstone Experience</td>
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<tr>
<td>Application to A&amp;S Graduate School (G)</td>
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<tr>
<td>Application to Teacher Education (UG)</td>
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<tr>
<td>Action Research Project</td>
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<tr>
<td>Candidate Profile Form</td>
<td>1, 2</td>
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<tr>
<td>Case Law Project (SPED)</td>
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<tr>
<td>Case Study (SPED)</td>
<td>2, 3</td>
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<tr>
<td>Child Portfolio (ECE)</td>
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<tr>
<td>Comprehensive Exam (G: MA)</td>
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<tr>
<td>Consultative Video Performance Assessment (SPED)</td>
<td>4</td>
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<tr>
<td>Content Area Course Record (SEC)</td>
<td>3</td>
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<tr>
<td>Disposition Survey</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Electronic Portfolio</td>
<td>5</td>
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<tr>
<td>Employer’s Evaluation</td>
<td>6</td>
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<tr>
<td>Field Experience Evaluation (Practicum, Student Teaching, SPED Field Experiences)</td>
<td>2, 3, 4</td>
<td></td>
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<tr>
<td>Functional Behavior Analysis (SPED)</td>
<td>3</td>
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<tr>
<td>GPA and/or C- Policy</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Graduation Audit</td>
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<tr>
<td>GRE/MAT (G)</td>
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<tr>
<td>Interview (SPED)</td>
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<td>Junior Audit (UG: A&amp;S)</td>
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<td>Key Assessment Review</td>
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<tr>
<td>Letters of Recommendation</td>
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<tr>
<td>License Application</td>
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<tr>
<td>Lesson Plan</td>
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<tr>
<td>Non-thesis Paper (G: MA)</td>
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<tr>
<td>Observation Paper</td>
<td>1, 2</td>
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<tr>
<td>Oral Proficiency Interview (ACTFL)</td>
<td>1, 3</td>
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<tr>
<td>P-12 rubric (UG ECE, ELE) (pilot in F06)</td>
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<tr>
<td>Parent Interview (ECE)</td>
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<tr>
<td>PRAXIS I</td>
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<tr>
<td>PRAXIS II</td>
<td>3, 5</td>
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<tr>
<td>Program of Study (G)</td>
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<tr>
<td>(Application for) Security Clearance</td>
<td>1, 2, 3</td>
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<tr>
<td>TB Test</td>
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<tr>
<td>Technology Survey</td>
<td>1, 2, 4</td>
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<tr>
<td>Thematic Unit Plan</td>
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<tr>
<td>Transcript Review (G)</td>
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<tr>
<td>Tutoring Journal</td>
<td>1</td>
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<tr>
<td>Woodcock-Johnson Assessment (SPED)</td>
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<tr>
<td>Video taped micro teaching (UG ECE, ELE)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Reference

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Appendix C

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 A&S courses that you need to know about.