

UA College of Education  
Professional Student Handbook  
2008-2009

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## COLLEGE OF EDUCATION DIRECTORY

### ***Office of the Dean***

Education 201, 621-1573

Dr. J. Robert Hendricks, Associate Dean for Professional Preparation  
Susan O'Hagan, Administrative Assistant to Dr. Hendricks

### ***Office of Admissions, Advising and Student Services***

[http://coe.arizona.edu/pages/dep\\_aass/index.php](http://coe.arizona.edu/pages/dep_aass/index.php)

Education 247, 621-7865

Dr. Ann Parker, Director  
Barbara Collins, Academic Advisor, Senior  
Letty Gutierrez, Academic Advisor, Senior  
Kathleen Humphrey, Academic Advisor, Senior  
Kerith Lisa, Academic Advisor, Senior  
Karen Sesler, Administrative Associate

### ***Office of Recruitment***

Nicole Kontak, Program Coordinator, Recruitment Education 227D, 626-9940

### ***Office of Field Experiences***

Shirley Fisher, Director  
Meredith Parker, Administrative Assistant

Education 239, 621-5905

Education 231, 621-5906

### ***College of Education Scholarships***

Rose Santellano-Milem, Coordinator

Education 225, 621-2345

### ***Graduation Services Advisor***

Noris Montalvan

Education 235, 621-3292

## COE ACADEMIC ADVISING

Early Childhood education, elementary education and secondary physical education students receive all advising from the Office of Student Services.

Secondary education students, other than physical education, are advised by departmental subject matter advisors *and* by advisors in Student Services. You should consult your subject matter advisor to determine the courses required for your teaching major/minor before admission and if you make any course or program changes.

Cross-categorical special education students receive advising from advisors in Student Services as well as from Dr. Betty Carlson in the Department of Special Education, Rehabilitation and School Psychology (SERP).

All early childhood, elementary, secondary, physical education, and cross-categorical special education students should meet regularly with advisors throughout the program.

**It is your responsibility to meet degree or program requirements and complete all prerequisites.** If you need to make program changes after admission, you must check with an academic advisor in Student Services.

You may contact an academic advisor several ways:

- Call 621-7865 or stop in at the College of Education, Room 247, to make an appointment.
- E-mail the advisors at [edadvise@email.arizona.edu](mailto:edadvise@email.arizona.edu).
- For more complex questions/concerns, you can e-mail the advisors directly:

Barbara Collins	<b>A-D</b>	<a href="mailto:barbmc@email.arizona.edu">barbmc@email.arizona.edu</a>
Kerith Lisa	<b>E-K</b>	<a href="mailto:kerith@u.arizona.edu">kerith@u.arizona.edu</a>
Kathleen Humphrey	<b>L-P</b>	<a href="mailto:ksh@email.arizona.edu">ksh@email.arizona.edu</a>
Letty Gutierrez	<b>Q-Z</b>	<a href="mailto:olgutier@email.arizona.edu">olgutier@email.arizona.edu</a>

## GENERAL INFORMATION

### Financial Aid

To receive a University of Arizona financial aid application, contact the Student Financial Aid Office in the Administration building (621-1858). The College of Education manages several scholarships specifically for Education students. Applications for College of Education scholarships for academic year 2007 - 2008 are on-line at <http://www.coe.arizona.edu/pages/scholarships/index.php>. Occasionally, the college also distributes additional applications for scholarships funded by other organizations—watch the CoE list serve and check the bulletin board beside Education 225 for notices. Completion of a scholarship application does not insure receiving a scholarship.

### University General Catalog

**Undergraduates:** Be aware of the UA *General Catalog* year under which you were admitted. Degree requirements may vary from one catalog year to the next. The catalog is on-line at <http://catalog.arizona.edu>.

### College of Education Listserv

The Office of Student Services communicates with education majors through the College listserv. To receive information on program changes, important meetings, career opportunities, and other activities you must provide Student Services with a current University of Arizona email address.

### Leave of Absence

You may take a leave of absence from the College of Education for up to one year without reapplying. This absence must be noted in your file; contact an academic advisor in Student Services for details. The University of Arizona requires that you complete a Leave of Absence form for up to two semesters of absence from the university. If you do not complete a Leave of Absence form before the semester you plan to be on leave, you will be required to reapply to the university. Please contact an advisor in Student Services for information on college or university leaves of absence.

### Internet Resources

The Web offers information on many topics of interest to education majors, including financial aid, teacher certification in other states, and free teaching tools.

Check out some of the many education-related Web sites. Sites you might want to look at:

UA Career Services: <http://www.career.arizona.edu>  
American School Directory: <http://www.asd.com>  
Arizona Department of Education: <http://www.ade.state.az.us>  
Council of Great City Schools: <http://www.cgcs.org>  
Teaching Jobs <http://www.nationjob.com/education>  
<http://jobs.teachers.net/data/jobcenter>  
<http://www.k12jobs.com>  
<http://www.teachersplanet.com/home>

# TEACHER STANDARDS

## College of Education Teacher Preparation Program Premises

**A teacher should be a reflective professional.** Learning to teach is a career-long pursuit and teaching a complex act. Practices must be continuously examined and questioned, and teachers must be sensitive to the social contexts of schooling.

**Teaching should be a collaborative endeavor.** The Teacher Preparation Program relies on collaboration among faculty in the teaching majors and the College of Education. Teaching students collaborate in courses as they prepare to enter a profession where collaboration with colleagues is increasingly important.

**Teaching practices should be knowledge-based.** Both basic knowledge about teaching and special subject matter pedagogy are incorporated in education courses so that you'll learn teaching strategies based on research findings and sound theory.

**Teaching is a human endeavor.** Understanding and appreciating the multicultural nature of American society; the dynamics of sexism, racism, and cultural bias; and ways schooling can advance fair treatment are essential to teacher preparation. Potential teachers should also display kindness, empathy, and regard for the personal needs of others.

**Teaching should be linguistically and culturally appropriate.** College of Education courses emphasize the effects of culture on teaching, both by recognizing the culturally specific structures inherent in school curricula, texts, tests, and teacher/student interactions, and by exploring ways to alter traditional classroom materials, procedures, and participation structures to help children of different cultures learn. The bilingual education program prepares students to provide both first and second language instruction, emphasizing the fundamental role of first-language development in long term academic achievement and developing a healthy self-concept.

To learn more about Teacher Standards in Arizona, visit the [ADE website](http://www.ade.state.az.us/) at <http://www.ade.state.az.us/>.

## TEACHER PREPARATION PROGRAM ORGANIZATION

The Teacher Preparation Program provides the same sequential development for all students:

- A general understanding of teaching begins with TTE 300, Classroom Processes and Instruction, and other foundation courses. You'll spend a minimum of 45 hours in local schools, augmenting what you learn on campus by observing instruction, interviewing teachers and other school personnel, interacting with students, and assisting teachers.
- Knowledge gained in TTE courses is applied to your specific teaching field when you enroll in your special methods classes. For early childhood, elementary, and special education certification candidates, this is a 15-unit semester; for secondary certification candidates, this is 4 to 7 units depending on your teaching major. The Early Childhood and Elementary Field Methods programs are site-based; you will be assigned to a school for this semester.
- **Grading**—Students entering the College of Education generally have a high grade point average based on their first two years of undergraduate education. Experience suggests that some high-achieving students feel frustration with the transition to a more performance-based criteria of assessment. The focus on *skills demonstration* in methods classes and practicum presents a different grading perspective. We expect that all students will meet the standards (C grade), some students will exceed the standards (B) and a few students will exhibit exemplary work (A).
- **Grade/Eligibility Requirements**—You must receive a **grade of C** or better in the following courses to continue to take courses in the College of Education: *Math 302A and 302B, PE 351, TTE 300, TTE 350, EDP 301 or 310, EDP 357, LRC 480 or 435, Elementary or Secondary Methods, Fine Arts Methods.*

If you do not receive a grade of C or better, you must either GRO (Grade Replacement Opportunity) or retake the course(s) until you have attained a grade of C or better.

You must **also** maintain a **cumulative GPA of 2.5** in the listed courses (professional courses) to continue to take College of Education courses. Receiving all “C’s” will not meet the 2.5 GPA requirement. **All professional education must be completed at the University of Arizona main campus.**

- Finally, you'll spend a semester student teaching, during which you'll work in a school full-time and will take total responsibility for instruction for at least four weeks. **The student teaching semester must be in a partner school district in the Tucson, Arizona, area.**

# TEACHER PREPARATION PROGRAM OVERVIEWS

## EARLY CHILDHOOD EDUCATION

The Early Childhood Education Teacher Preparation Program is for those who wish to teach grades pre-kindergarten through 3<sup>rd</sup> in a regular classroom. Early Childhood education students complete 44 semester hours in the College of Education, as well as additional courses in mathematics, science, fine arts, and physical education.

The professional courses for the Early Childhood Education Program are divided into three sequential segments. **You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to continue to take courses in the College of Education.**

### Undergraduate Program

**Academic Concentration:** Undergraduate early childhood education majors develop an academic concentration of 18 semester units. Academic concentration requirements vary according to the catalog under which you entered the university. Please consult with an academic adviser in Student Services.

**Foundation Courses:** TTE 350c: Foundations of Early Childhood; ED P 301c: Child Development Birth to Age 8; LRC 312c: Early Language Acquisition and Literacy Development; LRC 416: Structured English Immersion; TTE 300c: Classroom Processes: Guidance and Management in Early Childhood Settings; ED P 357c: Methods of Educational Assessment: Monitoring and Reporting the Progress of young Children; LRC 480c: Children's Literature in the Classroom: Birth to Age 8; LRC 412: Educating Culturally Diverse Students

**Methods Courses:** Creative Arts and the Young Child (TTE 321c), Language Arts and Communication (TTE 322), Reading and Decoding (TTE 323), Science and Health (TTE 324), Mathematics and Technology (TTE 326) and Social Studies in a Multicultural Society (TTE 327). These courses are taken in a concurrent semester.

### Foundation Courses Field Experience

While enrolled in TTE 300c, you'll become acquainted with schools and teaching during 45 hours at a local school.

### Field Methods Semester Experience

Here you'll move from general understanding of classroom processes to specific curriculum methodology, developing and implementing lessons with small groups or individuals in a classroom. You must meet with your academic advisor to complete a field methods eligibility form early in the semester before you plan to be in field methods.

### Professional Development Field Experience

During this student teaching semester, skills developed in the methods courses are expanded. You'll be assigned to a school for the semester. During that time you'll gradually assume increasing teaching responsibility, ultimately taking control of the class for at least four weeks. Student teaching must be completed in a partner school in the Tucson, Arizona, area.

## **ELEMENTARY EDUCATION**

The Elementary Education Teacher Preparation Program is for those who wish to teach grades K-8 in a regular or a bilingual classroom. Elementary education students must complete 44 semester hours in the College of Education, as well as additional courses in mathematics, science, fine arts, and physical education.

The professional courses for the Elementary Education Program are divided into three sequential segments. **You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to continue to take courses in the College of Education.**

### **Undergraduate Program**

**Academic Concentration:** Undergraduate elementary education majors must develop an academic concentration of 18 semester units. Academic concentration requirements vary according to the catalog under which you entered the university. Please consult with an academic adviser in Student Services.

**Foundation Courses:** Children's Literature (LRC 480), Child Development (EDP 301), Schooling in America (TTE 350), Classroom Processes and Instruction (TTE 300), Methods of Educational Assessment of Students (EDP 357), Mainstreaming (SERP 301A), and Structured English Immersion (LRC 416).

**Methods Courses:** Reading and Decoding (TTE 323), Language Arts and Communication (TTE 322), Science and Health (TTE 324), Mathematics in a Technological Society (TTE 326) and Social Studies in a Multicultural Society (TTE 327). These courses are taken in a concurrent semester.

### **Professional Development Work**

As students progress through this sequence, they complete the field experience for each segment:

#### **Foundation Courses Field Experience**

While enrolled in TTE 300, you'll become acquainted with schools and teaching during 45 hours at a local school.

#### **Field Methods Semester Experience**

Here you'll move from general understanding of classroom processes to specific curriculum methodology, developing and implementing lessons with small groups or individuals in a classroom. This will be a school-based opportunity. You must meet with your academic advisor to complete a field methods eligibility form early in the semester before you plan to be in field methods.

#### **Professional Development Field Experience**

During this student teaching semester, skills developed in the methods courses are expanded. You'll be assigned to a school for the semester. During that time you'll gradually assume increasing teaching responsibility, ultimately taking control of the class for at least four weeks. Student teaching must be completed in a partner school in the Tucson, Arizona, area.

## **BILINGUAL ELEMENTARY EDUCATION**

*For information on State of Arizona Bilingual Endorsement requirements, go to <http://www.ade.state.az.us/certification/requirements/Endorsements/>*

Spanish proficiency is a prerequisite for the UA College of Education bilingual education program, and some courses are taught partly or entirely in Spanish. Most bilingual education students seek endorsement for Spanish/English programs, and the information that follows is primarily aimed at this.

Bilingual Spanish teachers must be able to teach reading, writing, and content areas (science, social studies, fine arts and math) in Spanish. Given the great demand for bilingual teachers, students uncertain about their proficiency in Spanish may wish to consider improving their skills. Such students should speak to a bilingual education faculty member in the Department of Teaching and Teacher Education.

The bilingual education program generally includes the same coursework and field experiences as the regular elementary program, but several differences help students acquire the experience and basic knowledge needed to work in bilingual classrooms.

- Among the foundation courses, bilingual education students take Span 441-Children's Literature in Spanish (prerequisite is Span 350\*) from the Spanish department. Spanish 441 will **not** substitute for the Children's Literature course (LRC 480) in the regular elementary program.
- The bilingual education program also includes the following additional courses, which should all be completed before the field methods semester:
  - LRC 410 Foundations of Bilingual Education (3)
  - LRC 428 Bilingual Curriculum Development (3)
  - LRC 406 Foundations of Reading Instruction in Spanish (3)
  - SPAN 473 Spanish for the Bilingual Classroom Teacher\*\*(3)
  - ENGL 408 English as a Second Language in Bilingual Education (3)

Methods courses in the bilingual program are taught in both English and Spanish, and focus on the cultural and educational implications of working in Spanish/English programs in Arizona. Students learn to use Spanish as an academic language and acquire specialized Spanish vocabulary for elementary school subjects.

Student teaching also takes place in a bilingual Spanish/English classroom. Students refine techniques learned in the methods courses while teaching in both languages. Student teaching provides key cultural experiences as students become familiar with the diverse children who study in bilingual classrooms as students.

Students studying bilingual Spanish/English education must successfully complete the Spanish Language Proficiency Exam to receive an institutional recommendation (IR) from the College of Education and for state certification.

### **Elementary Education Field Methods Semester**

For both bilingual and general elementary education students, methods courses are grouped together during the semester preceding student teaching. The courses are taken concurrently and students take them as a group or cohort. This arrangement has several advantages, including the opportunity to get to know a group of your colleagues on both personal and professional levels.

The rapport fostered by this experience is the beginning of the professional network which all teachers—especially new ones—need as they enter their classrooms. Students are encouraged to share ideas, knowledge, and experiences. Students also plan jointly for interdisciplinary teaching.

The field methods semester is scheduled at a school site Mondays through Thursdays. **The methods semester for the elementary bilingual program is offered fall semester only.**

## **CROSS-CATEGORICAL SPECIAL EDUCATION K-12**

The Cross-Categorical Special Education teacher preparation program prepares students for teaching individuals with mild to moderate retardation, emotional disability, specific learning disability, orthopedic impairment and other health impairments in a K-12 classroom setting.

Cross-categorical students complete 26 semester credits in special education coursework and 34 semester credits of education coursework as well as 12 units of student teaching.

Professional educational support courses are MATH 302A and 302B and TTE 350.

The professional courses for the cross-categorical special education program are divided into four sequential segments. **You must maintain a 2.5 GPA and receive a grade of “C” or better in all professional courses to continue to take courses in the College of Education.**

The sequence of professional education courses must be completed in the following manner:

### *First and Second Semester Courses*

EDP 301: Child Development (3)  
LRC 480: Children’s Literature (3)  
TTE 300: Classroom Processes and Instruction (3)  
SERP 402: Behavioral Principles and Disability (3)  
SERP 403: Special Services in the Schools (3)  
SERP 407A: Assessment in Special Education (3)  
SERP 407B: Assessment in Special Education (3)  
SERP 409: Introduction to Learning and Behavior Disorders (3)  
SERP 415: Physical and Multiple Disabilities  
SERP 475: Observation in Special Education (1)

### **Field Methods Semester Experience**

Here you’ll move from general understanding of classroom processes to specific curriculum methodology, developing and implementing lessons with small groups or individuals in a classroom. This will be a school-based opportunity.

### **Professional Development Field Experience**

During this student teaching semester, skills developed in the methods courses are expanded. You’ll be assigned to a school for the semester and placed with a special education cooperating teacher. This may mean a cooperating teacher who is in an inclusion classroom, self-contained classroom, pull-out classroom, or a combination. We recognize that some students may want a more inclusive setting than others. **Students who are seeking a dual degree in elementary education and special education must complete two 15-week field experiences, one in an elementary classroom and one in a special education classroom.**

## SECONDARY EDUCATION

The Secondary Education Teacher Preparation Program is for students seeking Arizona secondary teaching certification (appropriate for grades 7-12). Students in the Secondary Education program typically meet with at least two academic advisors, one in the academic field of their teaching major (and minor, if appropriate) and one in Student Services. Courses for the Secondary Education Program are sequential and spread over three to four semesters. **You must maintain a 2.5 GPA and a grade of C or better in professional courses to continue to take courses in the College of Education.**

### Foundation Courses

Classroom Processes and Instruction (TTE 300), Schooling in America (TTE 350), Learning in Schools (EDP 310), Methods of Educational Assessment (EDP 357), Mainstreaming (SERP 301B), Literacy in Multicultural Schools (LRC 435), and Structured English Immersion (LRC 416).

### Methods Courses

A special methods course (or courses, depending on major) based on teaching major, a practicum connected to that course (TTE 394B).

### Professional Development

Student Teaching (TTE 493B).

As students progress through this sequence, they complete field experience for each segment:

#### Foundation Courses Field Experience

While enrolled in TTE 300, you'll become acquainted with schools and teaching during 45 hours at a local school.

#### Field Methods Semester Experience

While taking your special methods courses, you'll move from a generic understanding of how schools and classrooms work to a specific curriculum methodology.

#### Professional Development Work

During this student teaching semester you'll expand the skills developed during the methods semester as you assume more responsibility. You'll be in a school full-time, assigned to one or two teachers, and will take complete control of instruction for at least four weeks. **Student teaching must be completed in a partner school in the Tucson, Arizona, area.**

### Secondary Education Methods Courses\*

A one-unit School Practicum (TTE 394b) is required concurrently with the appropriate methods course below:

<i>Subject</i>	<i>Course</i>	<i>Semester</i>
English	ENGL 410	Fall only
English	ENGL 411	Spring only

French	TTE/FREN 414	Spring only
German	See major advisor	
Latin	Latin 486	See Advisor
Social Studies	TTE 338U	Fall only
(includes Geography, History, Political Science & Social Studies)		
Spanish	TTE/SPAN 414	Spring only

\* If a specific methods course is not offered in your major, consult an Education advisor for appropriate coursework to meet the 30-unit minimum professional education requirement.

## STUDENT TEACHING

Student teaching is the culmination of the Teacher Preparation Program. It gives students a chance to test theories, receive guidance, and develop competency under the supervision of school professionals. A successful student teaching program is built through the close cooperation of university supervisors, school principals, individual mentor teachers, and student teachers. We encourage you to contact the Field Experiences Office (621-5905) whenever you have questions about student teaching.

### *Student Teaching Application Meetings*

Student teaching application meetings will be held the semester before student teaching. Materials will include applications, eligibility forms, and other important information.

**Elementary:** Elementary application meetings will be held at the Field Methods school sites.

**Secondary:** Secondary application meetings will be held in the College of Education; the date and time will be announced on the listserv.

### *Eligibility Requirements*

**Fingerprinting:** You must have an Arizona fingerprint clearance card to be eligible to student teach. Go here for more information about the [fingerprinting](#) process.

**Elementary education students:** You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to be eligible for student teaching.

**Secondary education students:** You must maintain a 2.5 GPA in professional and teaching major courses and receive a grade of C or better in all professional courses to be eligible for student teaching.

### *Placement Guidelines*

- After student teaching applications have been completed and school districts have submitted lists of “available and qualified” cooperating teachers, the Director of Field Experiences will contact you with the potential placement information.
- You will make arrangements to meet your potential cooperating teacher and observe in the classroom. Interviews with principals may also be required.
- If it is a satisfactory potential placement, the principal of the school will contact the Director of Field Experiences to confirm your placement.
- The “Student Teaching Agreement Form” must be signed and returned to the Field Experiences Office before placements are confirmed.
- You may **not** teach in schools where your child attends.

## OTHER PROGRAM REQUIREMENTS

### *Arizona Educator Proficiency Assessment*

The assessment of teachers and administrators is implemented through the [Arizona Educator Proficiency Assessment](#) (AEPA). To be certified to teach in Arizona, all those who complete the UA teacher preparation program must pass the Professional Knowledge and Subject Knowledge portions of the AEPA.

### *Mid-Career Writing Assessment (MCWA)*

Students who have completed English 102, 104, 108 or 109H with a grade of **B or better** are not required to take the MCWA. Students whose grade in English 102, 104, 108 or 109H is a **C or lower** are required to pass the MCWA. The University of Arizona requires successful completion of the MCWA before you graduate. Please see your advisor in the College of Education if you have questions about this requirement.

### *U. S. and Arizona Constitutions*

Successful completion of coursework or testing on the U.S. and Arizona Constitutions is a graduation requirement for undergraduate students and an Arizona certification requirement for undergraduates and post baccalaureates. This requirement can be met in one of the following ways:

- Successful completion of Political Science 210—U.S. and Arizona Constitution (3) **or** Political Science 201—U.S. Government (3) **and** Political Science 230— State and Local Government (3) through the University of Arizona.
- Successful completion of Political Science 201 (3) and Political Science 214 (1) through Extended University correspondence.
- Successful completion of Political Science 220—U.S. and Arizona Constitutions (3) through Pima Community College.
- By passing Examinations on the U.S. and Arizona Constitutions (see the Office of Student Services for information on these exams).

If you meet the U. S. and Arizona Constitutions requirements by examination, **do not** send your results to the State Department of Education. Provide a copy of the results to your advisor in Student Services. Keep the original memo for your files. If you have completed these requirements at another institution, you must make sure that the course work is transferred to UA.

### *Structured English Immersion (SEI)*

Teachers seeking certification after August 30, 2006, must now meet the SEI requirement of a 3-credit course in structured English immersion theory and practice. The UA course is LRC 416.

### *Spanish Language Proficiency Examination*

The state-mandated Spanish Language Proficiency Examination is required of all bilingual education students for teacher certification and in order to receive an Institutional Recommendation from the college. Contact Student Services for details or call 621-7256 to register for the exam.

## PROFESSIONALISM CRITERIA

The College of Education has a responsibility to the educational community to ensure that those it recommends to the State of Arizona for certification are worthy of joining the teaching profession. In order to make students aware of the expectations for completing the Teacher Preparation Program, the faculty has developed **Professionalism** Criteria. All instructors and staff receive copies of desirable Academic Achievements and Human Characteristics and Dispositions at the beginning of the academic year; they are asked to assess students by these criteria throughout each semester. In December and May instructors are reminded to use the “Referral Form for Identification of Outstanding Teaching Preparation Students” and/or the “Referral Form for Teaching Preparation Student Concerns.”

The **Professionalism criteria** procedure allows the faculty to identify students who deserve recognition as well as those having difficulties that raise concerns about successfully finishing the program. Completed forms are sent to the assistant dean, who reviews them in consultation with a faculty advisory group.

### Professionalism Criteria

All students must demonstrate that they are prepared to teach children and young adults. This readiness comes from a combination of successful university coursework and possession of important human characteristics. All Teacher Preparation students are screened throughout the program by the criteria below. If these criteria are not met, students may be denied the opportunity to student teach. Without successful student teaching, the university does not recommend students for Arizona teacher certification.

### Academic Achievement

Student teachers must complete the professional sequence of coursework with a 2.50 grade point average in the teaching major and professional education coursework.

### Human Characteristics and Dispositions

#### *Personal and Professional Demeanor*

- Teachers must demonstrate positive personal hygiene.
- Teachers must dress appropriately for professional contexts.
- Teachers must demonstrate the personal interactive attributes required for successful teaching. These include openness to innovative ways of teaching, the ability to accept and act upon reasonable criticism, enthusiasm for working with colleagues, the ability to understand others’ perspectives about teaching, the ability to separate personal and professional issues, a positive attitude toward colleagues and students, a disposition to act for the benefit of students, and a perspective on teaching and learning that embraces ethnic, cultural, and developmental diversity.

### *Cultural and Social Attitudes and Behavior*

- Teachers must respect peers, colleagues, and students.
- Teachers must look beyond themselves in their interactions with others and respect differences of race, ethnicity, social class, national allegiance, and cultural heritage.
- Teachers must work productively with their peers and colleagues.
- Teachers must be able to speak in a manner appropriate to the classroom
- Teachers must demonstrate positive social skills in professional and social interactions with peers, colleagues, and students.

### *Cognitive Dispositions*

- Teachers must think analytically about educational issues.
- Teachers must be thoughtful and reflective about their own practices.
- Teachers must be flexible, open to new ideas, and willing to modify their beliefs and practices.
- Teachers must question and test their assumptions about teaching and schooling.

### **Disability Accommodations**

Students with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities. It is the student's responsibility to inform the instructor at the beginning of enrollment in a course of any disability requiring accommodation. For more information, go to the [Disability Resource Center](#) website.

### **Appropriate Attire**

Students participating in any field experience are expected to wear appropriate professional attire. What is culturally acceptable in the university environment may not be acceptable in the work setting. Students should not wear shorts, thong footwear, hats, and other casual clothing to their field site. Variations on this policy may be acceptable depending upon the planned educational activity.

## PREPARATION FOR BILINGUAL ENDORSEMENT

An endorsement is a teaching expertise that can be added to a regular elementary or secondary teaching credential. Preparation for Bilingual Endorsement is available in the College of Education Teacher Preparation Program. This endorsement is in demand and can increase the chances of employment.

Arizona and the Southwest have a rich cultural heritage. Cultural and linguistic resources abound in our communities and in our schools. Bilingual education, designed to teach children in their home language in addition to English, is an important part of many public schools.

The College of Education offers two undergraduate programs in bilingual education. The first program is **combined with the general elementary education program**. This “Bilingual Option” includes an *additional* 18 semester units of coursework in bilingual education. Depending on Spanish language proficiency, prerequisite Spanish language coursework also may be required. Fluency in Spanish is determined by the Spanish Language Proficiency Examination (see Testing, page 16). The following courses are required for Elementary Education majors pursuing a Bilingual Option:

- LRC 410 Foundations of Bilingual Education (3)
- LRC 428 Bilingual Curriculum Development (3)
- LRC 406 Foundations of Reading Instruction in Spanish (3)
- ENGL 408 English as a Second Language in Bilingual Education: Bilingual Methods (3)
- SPAN 441 Children’s Literature in Spanish (prerequisite: SPAN 350\*) (Substitutes for LRC 480 Children’s Literature in the Classroom)
- SPAN 473 Spanish for the Classroom Teacher of Spanish \*\*(3)
- The Bilingual Field Methods Semester: TTE 322, 323, 324, 326, 327, 394A (16)
- (Offered Fall Semester only)**
- Student Teaching in a Bilingual Setting (12)

Please note that if you decide to change from the bilingual elementary program to the elementary program, Spanish 441 will not substitute for LRC 480.

The second bilingual education option is a **minor for secondary education majors**. The “Bilingual Minor” consists of 21 semester units of bilingual education coursework and student teaching in a bilingual setting. As in the elementary program, fluency in a language other than English is determined by testing. The following courses are required for Secondary Education majors pursuing a Bilingual Minor:

- LRC 410 Foundations of Bilingual Education (3)
- LRC 412 Educating the Culturally Diverse (3)
- LRC 428 Bilingual Curriculum Development (3)
- ENGL 408 English As A Second Language: Bilingual Methods (3)
- Linguistics (3 units chosen in consultation with an advisor)
- SPAN 473 Spanish for the Classroom Teacher of Spanish\*\* (3)
- Student Teaching in a Bilingual Setting (12)

At this time, the bilingual program is designed for Spanish/English students. The Department of Language, Reading, and Culture offers other language options at the graduate level.

For prerequisites and the proper sequence of bilingual coursework, check with the College of Education faculty or Office of Student Services advisors. To receive state endorsement for Spanish/English bilingual education at either the elementary or secondary level, you must pass the Spanish Language Proficiency Examination (see Testing, page 11). The College of Education officially recommends students for the bilingual endorsement **only** if documentation of passing the Spanish Language Proficiency Examination is provided.

\*Prerequisite courses are Spanish 251/253, 323/325 and 330/333 or demonstrated proficiency at the appropriate level.

\*\*Prerequisite courses are Spanish 251/253 or Spanish 323/325 or Spanish 330/333 or demonstrated proficiency at the appropriate level.

## PROGRAM COMPLETION

### ***Field Methods & Student Teaching Eligibility***

Elementary and cross-categorical special education students must meet with their advisors in Student Services in the semester before they expect to complete field methods to complete the field methods eligibility check.

Secondary students should meet with their advisors in Student Services late in the junior year for “pre-senior” checks and again in the first semester of their senior year for student teaching eligibility checks.

### ***University Application for Bachelor’s Degree Candidacy (The Senior Degree Check)***

The University of Arizona awards degrees three times a year: in May, August, and December. Candidates for bachelor’s degrees must file an application for Bachelor’s Degree Candidacy with their College of Education Student Services advisor, according to the following schedule:

*If you will receive your degree in **May**, your application must be filed no later than:*  
**Fall Semester before graduation**

*If you will receive your degree in **August**, your application must be filed no later than:*  
**Spring Semester before graduation**

*If you will receive your degree in **December**, your application must be filed no later than:*  
**Spring Semester before graduation**

A nonrefundable \$35 fee is charged to your Bursar’s account at the time of filing.

After you file your application, you must inform the graduation services advisor of the following:

- Any change in expected graduation date.
- Any change in curriculum (degree, major, minor, catalog, etc.).
- Any change in name, address, or telephone number.
- Any additional nonresident coursework (e.g., courses taken at another institution, correspondence courses, credit by examination); arrange for transcripts and records to be sent directly to your degree checker and verify that these documents are received by the Graduation Services Office.

### ***Degree Check Procedures***

#### **Elementary, Special Education, and Physical Education Majors**

Contact Student Services and make an appointment with your advisor; together you’ll complete the adjustments on the pink degree check sheet. When the paperwork is approved, Student Services will deliver the original forms to the Graduation Services Office. One copy will be mailed to you and another placed in your student file.

## Secondary Education Majors

Begin the degree check process with your College of Education advisor. After the process is initiated, you must make an appointment with your major and minor advisor(s) to review the major/minor degree requirements. If you are in the 1998 catalog or later, you need to see the minor advisor only if the minor needs adjustments. After seeing your major/minor advisor(s), you must meet again with your College of Education advisor. Your CoE advisor will review your general education and your professional requirements.

## Graduation

During your final semester you'll receive an e-mail at your *university e-mail account* from the Office of Curriculum and Registration detailing graduation events. Caps and gowns are available in the UA Bookstore. The tassel for Education is light blue. The College of Education also hosts a Pre-Commencement ceremony; your invitation to this event comes from the Dean's Office.

You are not allowed to walk in the College of Education pre-Commencement ceremony until you have successfully completed student teaching. ***There are no exceptions.***

## Post-Baccalaureate Program Completion

Post-baccalaureate teacher certification students do not file for a degree check. However, the semester before student teaching, we recommend that you make an appointment with your Education advisor (and subject matter advisor, if appropriate) to review the final requirements for program completion. The college will issue an Institutional Recommendation only if you have completed all program requirements.

## Teacher Certification

For students in the teacher preparation program at the University of Arizona College of Education, the requirements for certification are:

- a bachelor's degree
- completion of the teacher preparation program
- a passing score on the appropriate professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA)
- a passing score on the appropriate subject knowledge portion of the Arizona Educator Proficiency Assessment (AEPA)
- fingerprint clearance
- appropriate fees.

The following steps will facilitate your certification process in Arizona:

1. **File for your senior degree check with your College of Education advisor in Student Services the semester before you intend to graduate** (undergraduates). The degree check process allows your academic advisor to verify that you have completed or registered for all courses necessary for you to meet graduation requirements. **Reminder:** The U.S. and Arizona Constitution requirement for certification is also a degree requirement for undergraduate students. This means undergraduates must complete the U.S. and Arizona Constitution requirement in order to graduate. Post-baccalaureate

students should make an appointment with an advisor in the Office of Student Services for a pre-certification check.

2. **Complete the fingerprint process.** Fingerprint packets with instructions are available in the Office of Student Services, Room 247, College of Education. **The fingerprint process must be completed before you begin student teaching.** Because the process may take up to four months to complete, please apply during your junior year. You must have fingerprint clearance to be certified to teach in Arizona. If you have been fingerprinted for any offense, we advise you to complete the fingerprint process early in the program in order to ascertain your fingerprint clearance level.

You will receive a fingerprint card (much like a driver's license) when your fingerprints have cleared. The card is valid for five years.

3. **Pass the appropriate professional knowledge and subject knowledge portions of the Arizona Educator Proficiency Assessment (AEPA).** The purpose of the AEPA is to ensure that each certified teacher has the necessary knowledge to teach in Arizona public schools.

Students who complete a teacher preparation program at UA must pass the Professional Knowledge and Subject Knowledge portions of the AEPA to be initially certified to teach in Arizona.

We advise you to take the Professional Knowledge and Subject Knowledge tests after you have completed most or all coursework in your program other than student teaching. Registration Bulletins are available in the Office of Student Services, Room 247, College of Education.

4. **Complete the Institutional Recommendation/Application for Certification form** and return the form to Susan O'Hagan in the Dean's Office, Room 201, College of Education, by October 1 for December graduation or post-baccalaureate completion, or by March 1 for May/August graduation or post-baccalaureate completion. The Institutional Recommendation/Application for Certification will facilitate the certification process. The forms will be distributed at the mandatory meeting for student teachers early in the semester you student teach and are available in the Office of Student Services. The signed Institutional Recommendation/Application for Certification will be mailed to you or may be picked up at the Dean's Office, Room 201, College of Education.
5. **Mail or deliver the signed Institutional Recommendation/Application for Certification form,** AEPA test results for the professional knowledge and subject knowledge portions of the test, fingerprint card, and the correct fees to the Arizona State Department of Education—Certification Unit:

Tucson Office: 400 W. Congress St. #118, Tucson, AZ 85701

Telephone: 520-628-6326

Phoenix Office: P. O. Box 6490, Phoenix, AZ 85005-6490

Telephone: 602-542-4367

### ***Violation of Laws***

Your eligibility for teacher certification may be affected by some infractions of the law. Early processing of fingerprints is advised if you have questions about your eligibility to teach in Arizona. If you have questions about the legal aspects of certification, contact Ann Parker, Director of Admissions, Academic Advising and Student Services, Room 247, College of Education, telephone 520-621-7865.

### ***Requirements for Certification in Other States***

The Office of Student Services has information on certification for other states including Web site addresses for state education departments. It is usually easier to receive certification in one state if the applicant is already certified in another state.

### ***Substitute and Emergency Certification***

Please refer to the [Arizona Department of Education](http://www.ade.state.az.us) website at <http://www.ade.state.az.us/certification/> for information on requirements for substitute certification and emergency certification.

## **LOOKING FOR JOBS**

The University of Arizona Career Services Office, located in the Student Union Memorial Building Suite 411, offers a variety of services designed to assist future educators with the implementation of their career plans and location of employment opportunities after graduation. For more information about our services, stop by, call 621-2588, or check out our website at [www.career.arizona.edu](http://www.career.arizona.edu).

### **Teacher Job Searching 101**

In a typical job market, you will find that except for specific high-demand teaching fields, most teaching candidates will not be employed when they graduate. Because of the need to review budgets, possible contract negotiations, and other hiring decisions, most administrators wait until June, July or even August before making offers. What does this mean to you? It means you should develop a network, keep current on your skills and prepare early for the job search.

### **What to do as a teacher candidate**

Plan to enhance your skills and experiences beyond what are required in your program of study, (e.g., continue to volunteer at schools, develop networking contacts, create out-of-the-classroom learning opportunities, strengthen your leadership skills by participating in student and professional organizations). Use this time to learn as much you can about school environments, school cultures and yourself. As you progress through your course of study, start developing your résumé, organize a teacher credential file, and collect letters of reference. We also encourage you to develop an interviewing portfolio. Most importantly, develop and maintain an active network of your peers, faculty and others you work with. Active contact with your network will help you gain confidence, develop references and establish an information system for when your job search begins.

As your graduation approaches, we recommend that you develop an active self-directed job search. As a teacher job seeker, your self-directed job search should include self-initiated direct contact with the school districts of your choice, participation in employer-sponsored events and active participation in our job search services. To keep informed, watch the CoE listserv for information and updates and check out our website for information and updates.

### **What to do as a jobseeker**

Start with Career Services for job search resources and other options, stop by Student Union 411 or call 621-2588 to meet with a career counselor.

- Career counseling and e-mail based service assistance
- Resume and cover letter development and critiques
- Credential/placement file Information
- Interview portfolio development

### ***Pick up a Teacher Job Search Packet***

Career Services has a Teacher Job Search packet ready for UA teacher candidates and alumni who are ready to begin their job search. The packet is filled with many job search tools including the American Association of Employment in Education (AAEE) “Teachers Job Search Guide.”

### ***Sign up for the Resume Referral Service***

This service assists employers and teacher job candidates in making contact with one another. For more information please come to the [Career Services Office](#), Student Union 411.

### ***Search for jobs on Wildcat JobLink***

We also encourage you to actively search our web-based job listing Wildcat JobLink. This service allows you to search and apply for employer job openings across the country.

### ***Explore Career Search***

Career Search is an online database of over one million employers. Make contact with the school district of your choice. Just search education by geographical location. Your search will return contact information along with a short profile on the school district. To access Career Search go to Career Services website [www.career.arizona.edu](http://www.career.arizona.edu).

### ***Stop by the Career Information Center***

Located in the UA Career Services Office is a job search section for educators which includes up-to-date employer directories, information on teaching abroad, complete information on teacher certification and alternative teacher certification for all 50 states.

### ***Attend the Teacher Career Fair***

The primary interviewing season for teachers is Spring Semester when school districts are actively recruiting. To meet this important timeframe, Career Services offers the Education Career Day, an educator's job fair in the spring. Graduating students interested in careers in education will have opportunities to interview with potential employers.

### ***Attend the Round-Up Education Job Fair***

A joint service of UA, ASU and NAU, this is a summer event and provides teaching candidates a final time to interview with employers before school begins.

## **COLLEGE OF EDUCATION GRADUATE PROGRAMS**

### **Department of Language, Reading and Culture**

Department contact: Maria Fierro

Room 512, (520) 621-1312

Research emphases include language development, applied linguistics, the writing process, the relationship of reading and writing, developmental reading, reading comprehension, reading instruction, reading comprehension, reading assessment, bilingualism, bilingual/multicultural education, technology and literacy, children's literature, American Indian education, and language planning.

### **Department of Special Education, Rehabilitation and School Psychology**

Department contact: Cecilia Carlon

Room 414, (520) 626-1248

Research focuses on empowering those with disabilities and special abilities by increasing knowledge and understanding of abilities, disabilities, adaptations, interventions, and support systems. Research emphases include nondiscriminatory assessment, policy analysis, inclusion and main-streaming, service delivery models and system change, transitions, and interventions in social, language, cognitive, academic, emotional/affective, and vocational domains. School psychology research includes neuropsychological foundations of learning, child therapy practices, and service issues in school psychology.

### **Department of Teaching and Teacher Education**

Department contact: Linda Webb

Room 702, (520) 621-7821

The M.A. is a research degree while the M.Ed. is designed for teacher leaders. The Ph.D. focuses on preparation for careers in higher education and research organization, the Ed.D. on leadership in school settings. Programs are research-based and include teaching, teacher education, curriculum theory and practice, school subject matter specializations, teacher and student cognition, and staff development.

### **Department of Educational Psychology**

Department contact: Toni Sollars

Room 602, (520) 621-7828

Research emphases include systematic study of teaching effectiveness, motivated learning in classroom settings, measurement and evaluation of learning outcomes, applied psychometrics, preadolescent and adolescent development, mathematical problem solving, early childhood cognition and language learning, and nondiscriminatory assessment. The department offers a doctoral program in two concentration areas: measurement and research methodology and teaching, learning, and development; Master of Arts degree in general educational psychology or with an emphasis in physical education; and a Master of Education degree in school counseling and guidance.

### **Educational Leadership Program**

Department contact: Kathy Bayham

Room 218, (520) 621-6658

Degrees offered: M.Ed., Ed.D.

The major in Educational leadership leads to either an M.Ed. or Ed.D. Through coursework, internships and independent research projects, students in both our master's and doctoral programs enhance their abilities to use theory and research to inform and guide practice; cultivate interpersonal relationships and strengthen political diplomacy skills; follow ethical principles; adapt to a changing world; predict the consequence of proposed action; and sustain continuous educational improvements over time.

### **Center for the Study of Higher Education**

Department contact: Sara Kersels

Room 321, (520) 621-7313

Degrees offered: M.A., Ph.D.

This program focuses on teaching, practice and research areas such as academic administration, finance, college student personnel management, community college administration, international education, administrative leadership and planning and finance in higher education.