CENTER FOR TEACHER EDUCATION

UNDERGRADUATE ADVISING HANDBOOK

COLORADO MESA UNIVERSITY

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CENTER FOR TEACHER EDUCATION

UNDERGRADUATE ADVISING HANDBOOK

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This handbook provides important information and advice for undergraduate candidates in the Teacher Education Program at Colorado Mesa University. Please retain this handbook for your records until you complete the Teacher Education Program. It will be your guide for successful completion of the program and subsequent licensure. You are responsible for knowing its contents.

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Undergraduate Advising Overview

Students may enroll in EDUC 115 after successfully completing ENGL 111. EDUC 215 may be taken after successfully completing EDUC 115. Students must complete all requirements listed on the Application for Admission Checklist to be eligible for formal admission to the Teacher Education Program. Formal admission to the program is required before beginning the Education 300 level classes. A final application process is required prior to student teaching. Specific grade and GPA requirements exist at each phase of the program. Be certain to familiarize yourself with these requirements as you study the Advising Handbook.

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Colorado Mesa University will not engage in unlawful discrimination in employment opportunities or educational services against any person because of race, religion, gender, age, national origin, color, disability, veteran or marital status, or sexual orientation.

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Program Goals

The Center for Teacher Education (CTE) at Colorado Mesa University (CMU) is dedicated to the mission of providing teachers who are competent in subject matter, are experts in professional teaching, and have a passion for innovation within their classrooms. The goals for the CMU Teacher Education Program focus on the preparation of novice teachers in three overlapping areas:

- Knowledge of subject matter
- Knowledge of professional skills
- Passion for innovation within your program area

These goals are linked to the Colorado Teacher Quality Standards/InTASC and the Colorado Endorsement Standards for Teachers for teacher preparation programs. To achieve these goals you will engage in a planned sequence of courses and accompanying field experiences in community and school sites. Brief descriptions of assessments for each area are listed below.

Goal	**Assessment**
Knowledge of subject matter	• Passing score on the PRAXIS CORE Writing exam • Passing score on PRAXIS content exam • 2.8 GPA in major/content area • 2.8 GPA overall
Knowledge of professional skills	• B or better in Education classes
Passion for innovation	• Artifacts included in the professional/edTPA portfolio submitted at the conclusion of the internship semester

Undergraduate Licensure Programs Available

Baccalaureate Licensure Program

Colorado Mesa University offers undergraduate degree programs that lead to teacher licensure in early childhood special education, elementary, secondary, and K-12 education. If students are seeking a bachelor's degree and a teaching license, the following options are available:

Licensure Level	Major	Teaching Endorsement
Early Childhood Education Birth-8	• Early Childhood, B.A.	• Early Childhood • Early Childhood Special Education
Elementary K-6	• Liberal Arts, B.A.	• Elementary Education
Secondary 7-12	• English, B.A. • Mathematics, B.S. • Biology, B.S. • Geosciences, B.S. • History, B.A. • Spanish, B.A.	• English • Mathematics • General Science • General Science • Social Studies • Spanish
K-12	• Art, B.F.A. • Music, B.M.E. • Kinesiology, B.A.	• Art • Music • Physical Education

Initial Teacher Licensure (ITL) Program and Post-Baccalaureate Options

Students who have obtained a bachelor's degree from an accredited college or university and are interested in pursuing a teaching license are advised to meet with the ITL coordinator to determine which program would best suit their needs.

- ITL Coordinator: Dr. Cynthia Chovich, DH 101E, 970.248.1462, cchovich@coloradomesa.edu or ITL@coloradomesa.edu

Admission Requirements

Admission to the Teacher Education Program is required for all students who are working toward licensure. Upon successful completion of all requirements, students will be recommended by the Colorado Mesa University Center for Teacher Education for a Colorado Teaching License.

Application to the Program

Admission to the professional teaching program requires submission of a formal application to the CTE. Application materials must be submitted to the CTE office, Dominguez Hall, Room 109L, by October 15th for spring admission or March 15th for fall admission.* Students may not enroll in any upper level education courses until they have been formally admitted into the program. Admission is not automatic and all requirements must be met for consideration.
*Note: The Early Childhood Special Education program only offers fall admission, and has a yearly application deadline of March 15th.

Requirements for Admission

Students may begin the Teacher Education Program after they have met the following requirements and have been fully accepted by the review committee into the program:

1. Admission to Colorado Mesa University (with application fee) through Admissions.
2. Formal evaluation of all transfer credits by the Registrar's Office.
3. Evidence of declared major in state-approved licensure discipline.
4. For elementary, secondary, and K-12 students, successful completion of the following courses or approved equivalent courses with a grade of B or better:

   ENGL 111 English Composition
   ENGL 112 English Composition
   PSYC 233 Human Growth & Development
   EDUC 115 What it Means to be an Educator
   EDUC 215 Teaching as a Profession

5. For elementary, secondary, and K-12 students, successful completion of the following course in Mathematics or approved equivalent:
   - Elementary - MATH 105 and MATH 205 with grade B or better
   - K-12 - MATH 110 or higher with grade C or better
   - Secondary – a grade C or better in required math course
     —see math requirement in DegreeWorks—

6. For early childhood students, successful completion of EDEC Foundation courses (27 cr. hrs.) and MATH 105 with a minimum 2.8 cumulative GPA, and the following courses or approved equivalent courses with a grade of B or better:

   ENGL 111 English Composition
   ENGL 112 English Composition
   PSYC 150 General Psychology
   MATH 205 Elements of Mathematics II

7. Completion of an application packet consisting of:
   - Application Form with personal information
   - Statement of philosophy and your beliefs about education
   - Transcripts of coursework from all higher education institutions attended
   - Degree Works Report for your declared major (**Not Pre-** , use "What If" button if needed)
   - Course Planning Sheet or Degree Works Student Planner signed by content advisor and education advisor

- CDE eLicensing Background Check results
- Official score report for PRAXIS CORE Writing Exam (5723 or 5722) with passing score of 162. A score of 152-161 on the PRAXIS CORE Writing test may allow for provisional admittance. Notify the program coordinator/advisor and submit a letter requesting provisional acceptance based on your 152-161 score. Within the letter, outline possible steps for improving your writing.
- Completed Basic Skills Form
- Teacher Candidate Expectations form with signature
- Three letters of recommendation (see Details of Submission Materials in application)

Forms and handbooks are available on the CTE website:
https://www.coloradomesa.edu/teacher-education/apply/undergraduate.html

A minimum **cumulative** GPA of 2.8 (including transfer and CMU coursework) is required for admission to the Teacher Education Program. Transfer GPA will be calculated by the Registrar's Office for those courses transferring to the degree program. A grade of C is the minimally accepted grade for major coursework (unless otherwise specified, e.g. ENGL 111, ENGL 112, MATH 105, MATH 205, PSYC 150, PSYC 233, EDUC 115, and EDUC 215).

CDE eLicensing Background Check Process
To complete the CDE background check process, students are required to create a lifetime "COOL" account in the CDE eLicensing system, submit fingerprints to CDE through an approved fingerprinting vendor, and complete the Programs section of their COOL account. (See the step-by-step process on CTE website: https://www.coloradomesa.edu/teacher-education/documents/cde-fingerprint-instructions.pdf.) Students should also provide CTE with a screen capture of the background check results from the Profile section of their COOL account, showing a cleared background. (See: https://cool.randasolutions.com). Applicants who have been convicted of a felony or misdemeanor (other than minor traffic violations) must offer a written explanation and substantiate it with documents showing the final disposition of the conviction. These applicants should schedule a meeting with the CTE Department Head to discuss the situation and review options. Misrepresentation or falsification of statements on the Application Form will result in immediate and final expulsion from the Teacher Education Program.

Application Review and Decisions
Complete applications will be reviewed for admission. Admission is determined upon review of application materials and is not automatic. Notification of admission decisions will be by mail. Once admitted, students may enroll in upper-level education courses.

Students who do not meet all admission criteria are denied admission to the program. Students may work on deficiencies and complete their application for the following semester. Appeals for consideration when an admission has been denied must be provided *in writing* to the CTE Teacher Candidate Review Committee. The Teacher Candidate Review Committee and the CTE Department Head will review the written appeal and provide a timely response.

Requirements for Field Hours

All licensure programs offered by the Center for Teacher Education have state-mandated field hours associated with them. While many candidates complete these requirements in Mesa County Valley School District 51, students may fulfill field hour requirements in another school

district within our regional education provider area (14 counties on the Western Slope). For distance placements, candidates must meet with the program coordinator and be approved for an alternative site.

Teaching Internship Requirements

Requirements for Teaching Internship

To be eligible for student teaching, students must have an overall GPA of 2.8 or higher in their content courses, education courses, and cumulative GPA. Students must also earn a B or better in all education classes and submit the following documents by the stated deadlines.

Student Teaching Application Deadlines

- **March 1st**
  - Fall pre-internship
  - Fall internship for K12 PE or Music
  - ECSE pre-internship—*Fall is the only option for this program*
- **October 1st**
  - Spring pre-internship
  - Spring internship for K12 PE or Music

Required Student Teaching Application Documents

1. Completed Student Teaching Application form—the form can be found at https://www.coloradomesa.edu/teacher-education/undergraduate/placement.html
2. Teaching Experience Resume
   - Resume should be a one-page document detailing your qualifications and experience
   - Personal Data: name; address; email; phone no.; education degree and completion date
   - Field Experiences/Background: provide information (who, where, when, what) about all of your field experiences and/or teaching-relevant jobs
3. One-page Letter of Interest, explaining the following in 3 to 5 paragraphs:
   - Why you want to become a teacher and your experiences working with youth
   - Your vision of an ideal school, mentor teacher, and classroom
   - How your personal strengths and skills will benefit the students and school, and list some of your professional learning goals
4. Graduation Planning Sheet or Degree Works Report
5. Date of Praxis Licensure Testing
6. CPR and First Aid Certification Date

Requirements for Internship

- All other coursework must be completed before beginning internship.
- Students must earn a B or better in all education classes and maintain a GPA of 2.8 or higher in their content courses, education courses, and cumulative GPA.
- Students must receive passing scores on Praxis licensure exams prior to beginning internship.
  - The State of Colorado requires licensure students to pass their content knowledge exams in order to receive a teaching license. PRAXIS is a nationally recognized test accepted by the State of Colorado. (See page 15 for more information.)
- Students must provide proof of current CPR/FA certification prior to pre-internship.

Program Advising

An important component in fostering professional development for teacher candidates is the mentoring and support provided by academic and education faculty. The CTE has developed a comprehensive program for monitoring each candidate's progress at each phase of the program.

Where to Start

The Center for Teacher Education webpage is a good resource for updated information, forms, and program requirements. Additional information can be obtained in Dominguez Hall, Room 109L, through available brochures, program sheets, and faculty and staff. Students should schedule an initial advising meeting with an education advisor according to their licensure level.

- **Early Childhood Education Advisor:** Dr. Ann Gillies, DH 109D, 970.248.1924, agillies@coloradomesa.edu
- **Elementary Advisor:** Dr. Abe Wallin, DH 101J, 970.248.1106, awallin@coloradomesa.edu
- **Secondary Advisor:** Dr. Blake Bickham, DH 109J, 970.248.1729, bbickham@coloradomesa.edu
- **K-12 Advisor:** Dr. Joanelle Morales, DH 101H; 970.248.1705, jmorales@coloradomesa.edu
- **ITL Graduate Program Advisor:** Dr. Cynthia Chovich, DH 101E, 970.248.1462, cchovich@coloradomesa.edu or ITL@coloradomesa.edu
- **Department Head for the Center for Teacher Education:** Dr. Nick Bardo, DH 109K; 970.248.1953, nbardo@coloradomesa.edu

Advising During the Program

Teacher Education students have the benefit of working with both an academic/content faculty advisor and an education faculty advisor. Students are assigned to a content faculty advisor when they declare their major. Students will be assigned an education advisor upon request or once they are admitted to the Teacher Education Program.

- **Major/Content Advisor:** Advise students on major course requirements, degree requirements, and approve final graduation plan.
- **Education Advisor:** Provides specialized advice about course options, course planning, and education program information; approves course replacements or waivers; and works closely with each candidate to monitor and facilitate progress through the program.

Students will be asked to submit proof of meeting with advisors prior to being admitted to the Teacher Education program. Candidates should continue to meet with their advisors each semester to ensure that all requirements are being met.

Note: Faculty advisors will assist in the process of degree and licensing completion, but the teacher candidate is ultimately and solely responsible for knowing and fulfilling degree and licensing requirements.

Course Requirements

All undergraduate teacher candidates must complete the following:

1. Essential Learning courses
2. Academic major courses
3. Education courses

CMU graduates must complete a minimum of 120 semester hours for a degree (see specific program requirements for each degree). Students who have transferred from another college or who have changed majors may not be able to complete a licensure program within four years.

No upper-level education courses may be taken until all admissions requirements have been fulfilled, including obtaining a passing score on the PRAXIS CORE in Writing. See *Admission Requirements* for more details.

Program requirements for each degree are available in each of the academic licensure areas, through the Teacher Education Program, or online at the Colorado Mesa University website. If you do not follow the suggested semester sequencing of courses for your program, you may not be able to complete the degree in four years. Program outlines are detailed on the following pages.

Students will receive a list of required Essential Learning classes and a list of other courses appropriate to the chosen teaching field that should be taken as content preparation for teacher licensure. These courses meet Colorado licensure standards in the specific teaching field. Students should consult with advisors *at least* once a semester to ensure that they are on track for meeting graduation requirements and timeline.

Early Childhood Licensure
Early Childhood candidates major in Early Childhood Education with a concentration in Early Childhood Special Education.

Elementary Licensure
Elementary candidates major in Liberal Arts with a concentration in Elementary Education and choose a content area emphasis of Mathematics, Social Science, or English.

Secondary Licensure
Secondary candidates may select an academic major with a concentration in teaching from the following areas: English, History, Mathematics, Spanish, and Science (Biology or Geosciences).

K-12 Licensure
K-12 candidates may select an academic major with a concentration in teaching from the following areas: Art, Music, and Kinesiology.

Early Childhood Education Licensure (Birth – 8)

Early Childhood Education students must complete ENGL 111, ENGL 112, PSYC 150, and MATH 205 with grades of "B" or better, and MATH 105 and 27 credit hours of Early Childhood Foundation courses with a 2.80 cumulative GPA prior to beginning the upper-level education sequence of classes. Essential Learning and Liberal Arts Core courses may be taken concurrently with education courses until the final internship semester. **All coursework must be completed prior to internship.** Before students may register for any upper-level education courses, they must be formally accepted into the Teacher Education Program. For details, please see the CTE Admissions packet or the website: http://www.coloradomesa.edu/teachered/apply.html.

PREREQUISITE EDUCATION COURSES		
EDEC Foundation Courses	27 credits	27 field hours

FOUNDATIONS IN TEACHING		
EDEC 256: Working with Parents, Families, and Community Systems	3 credits	-
EDUC 374: Except. & Engl. Lang. Learners in the Inclusive Class	3 credits	-
ECSE 320: Learner Development & Individual Differences	3 credits	~~tcle~~ exp. in class
EDUC 340: Pedagogical & Assess. Knowledge for Teach. (Birth-8)	3 credits	20 field hours
EDUC 343: Teaching to Diversity	3 credits	20 field hours

METHODS OF TEACHING, PART I		
EDUC 311: Creative & Physical Expression for Children	3 credits	-
EDUC 301: Emergent Literacy for Early Childhood	3 credits	20 field hours
ECSE 435: Assessment & Evaluation of Young Child: Birth-8	3 credits	20 field hours
ECSE 430: Instructional Strategies for Inclusion & Intervention	3 credits	20 field hours
EDUC 440: Methods of Teaching Language and Literacy: E/C	3 credits	field exp. required

CONTENT EXAM REQUIREMENT: Interns seeking a Colorado Department of Education teaching license must pass the PRAXIS exams for Early Childhood Education (Birth-8). Candidates are required to begin taking exams prior to the start of pre-internship. Candidates are required to achieve passing scores prior to the start of internship. All other coursework toward the degree must be successfully completed prior to internship.

METHODS OF TEACHING, PART II (Required Pre-Internship Block)		
EDUC 441: Methods of Teaching Language and Literacy: Elem	3 credits	140 contact hours required in this block
EDUC 451: Methods of Teaching Math: Early Child/Elem	3 credits	
EDUC 461: Methods of Teaching Science & Social Studies: Early Childhood/Elementary	3 credits	
ECSE 450: Individ. Behavior Support & Guidance with Young Learners	3 credits	
EDUC 378: Technology for K-12 Educators	1 credit	

STUDENT TEACHING INTERNSHIP		
EDUC 499A: Teaching Internship and Colloquia for K-2	6 credits	300 contact hours
ECSE 499: Teaching Internship and Colloquia for ages 3-5 (B or better grades required; interns will be in the classroom with mentor teachers for a full semester, following the calendar of their school district)	6 credits	300 contact hours (min. required)

It is the graduate's responsibility to apply for a Colorado teaching license. More information can be found in the *Applying for a Teaching License* section on page 16.

Elementary Licensure (Kindergarten through Sixth Grade)

Elementary education students must complete ENGL 111, ENGL 112, PSYC 233, EDUC 115, EDUC 215, MATH 105, and MATH 205 with grades of "B" or better prior to beginning the upper-level education sequence of classes. Essential Learning and Liberal Arts Core courses may be taken concurrently with education courses until the final internship semester. **All coursework must be completed prior to internship.** Before students may register for any upper-level education courses, they must be formally accepted into the Teacher Education Program. For details, please see the CTE Admissions packet or the website: http://www.coloradomesa.edu/teachered/apply.html.

PREREQUISITE EDUCATION COURSES		
EDUC 115: What it Means to be an Educator (may be taken after completion of ENGL 111)	1 credit	8 field hours
EDUC 215: Teaching as a Profession (may be taken after completion of EDUC 115)	1 credit	12 field hours

FOUNDATIONS IN TEACHING		
EDUC 341: Pedagogy and Assessment: K-6/Elementary	3 credits	20 field hours
EDUC 343: Teaching to Diversity	3 credits	20 field hours

METHODS OF TEACHING, PART I		
EDUC 374: Exceptional & English Language Learners in the Inclusive Classroom	3 credits	-
EDUC 378: Technology for K-12 Educators	1 credit	-
ENGL 343: Language Systems/Linguistic Diversity	3 credits	-
KINE 321: Physical Activity and Health in the Classroom	3 credits	-
EDUC 440: Methods of Teaching Language and Literacy: E/C	3 credits	40 field hours

CONTENT EXAM REQUIREMENT: Candidates are required to take their PRAXIS Licensure exams prior to the start of pre-internship. Candidates are required to achieve a passing score prior to the start of internship. All other coursework toward the degree must be successfully completed prior to internship.

METHODS OF TEACHING, PART II (Required Pre-Internship Block)		
EDUC 441: Methods of Teaching Language and Literacy	3 credits	Minimum of 140 contact hours required in this block.
EDUC 451: Methods of Teaching Mathematics	3 credits	
EDUC 461: Methods of Teaching Science and Social Science	3 credits	
EDUC 471: Educational Assessment for the K-12 Educator	1 credit	
ARTD 410: Elementary Art Teaching Methods	3 credits	
EDUC 475: Classroom Management for K-12 Educators	1 credit	

STUDENT TEACHING INTERNSHIP		
EDUC 499C: Teaching Internship and Colloquia (B or better grade required; interns will be in the classroom with mentor teachers for an entire semester, following the calendar of their school district)	12 credits	600 contact hours (min. required)

It is the graduate's responsibility to apply for a Colorado teaching license. More information can be found in the *Applying for a Teaching License* section on page 16.

Secondary Teaching Licensure

Secondary education students must complete ENGL 111, ENGL 112, PSYC 233, EDUC 115, and EDUC 215 with a grade of "B" or better **and** a grade of "C" or better in required math course prior to beginning the upper-level education sequence of classes. Essential Learning and content courses may be taken concurrently with education courses until the final internship semester. **All coursework must be completed prior to internship.** Before students may register for any upper-level education courses, they must be formally accepted into the Teacher Education Program. For details, please see the CTE Admissions packet or the website: http://www.coloradomesa.edu/teachered/apply.html.

PREREQUISITE EDUCATION COURSES		
EDUC 115: What it Means to be an Educator (may be taken after completion of ENGL 111)	1 credit	8 field hours
EDUC 215: Teaching as a Profession (may be taken after completion of EDUC 115)	1 credit	12 field hours

FOUNDATIONS IN TEACHING		
EDUC 342: Pedagogy and Assessment: Secondary and K-12	3 credits	20 field hours
EDUC 343: Teaching to Diversity	3 credits	20 field hours

CONTENT EXAM REQUIREMENT: Candidates are required to take the PRAXIS Licensure exam prior to the start of pre-internship. Candidates are required to achieve a passing score prior to the start of internship. All other coursework toward the degree must be successfully completed prior to internship.

PREINTERNSHIP (Required Methodology Block)		
EDUC 442: Integrating Literacy Across the Curriculum	3 credits	60 contact hours
EDUC 475: Classroom Management for K-12 Educators	1 credit	-
EDUC 497: Secondary Methods Core Course	3 credits	80 contact hours
EDUC 497 A-E: Methods of Teaching (A/English; B/Social Sciences; C/Mathematics; D/Science; or E/Spanish)	2 credits	-

STUDENT TEACHING INTERNSHIP		
EDUC 499G: Teaching Internship and Colloquia (B or better grade required; interns will be in the classroom with mentor teachers for an entire semester, following the calendar of their school district)	12 credits	600 contact hours (min. required)

It is the graduate's responsibility to apply for a Colorado teaching license. More information can be found in the *Applying for a Teaching License* section on page 16.

K–12 Teaching Licensure

K-12 education students must complete ENGL 111, ENGL112, PSYC 233, EDUC 115, and EDUC 215 with a grade of "B" or better **and** MATH 110 or higher with a grade of "C" or better prior to beginning the upper-level education sequence of classes. Essential Learning and degree courses may be taken concurrently with education courses until the final internship semester. **All coursework must be completed prior to internship.** Before students may register for any upper-level education courses, they must have been formally accepted into the Center for Teacher Education through a thorough application process.

PREREQUISITE EDUCATION COURSES		
EDUC 115: What it Means to be an Educator (may be taken after completion of ENGL 111)	1 credit	8 field hours
EDUC 215: Teaching as a Profession (may be taken after completion of EDUC 115)	1 credit	12 field hours

FOUNDATIONS IN TEACHING		
EDUC 342*: Pedagogy and Assessment: Secondary and K-12	3 credits	20 field hours
EDUC 343: Teaching to Diversity	3 credits	20 field hours
*This course is not required for Music majors.		

CONTENT EXAM REQUIREMENT: Candidates are required to achieve a passing score on the PRAXIS Licensure exam prior to the start of internship. All other coursework toward the degree must be successfully completed prior to internship.

PREINTERNSHIP (Required Methodology Block)			
Art	**EDUC 442:** Integrating Literacy Across the Curriculum	3 credits	60 contact hours
	EDUC 475: Classroom Management for K-12 Educators	1 credit	-
	ARTD 412: Secondary Art Ed Methods	4 credits	40-80 contact hours*
	*Art pre-interns complete 140 hours during pre-internship		
	ARTD 410 & 410L: Elementary Art Ed Methods	4 credits	40 field hours
Kinesiology	Field hours for the kinesiology pre-internship are embedded within the PE Methods and KINE 497 Pre-Internship coursework.		
Music	Field hours for the Music pre-internship are embedded within the Music Method courses and EDUC 343.		
All K-12 education majors complete a minimum of 200 field hours prior to the start of internship.			

STUDENT TEACHING INTERNSHIP		
EDUC 499D: Teaching Internship and Colloquia: Elementary for K -12	6 credits	300 contact hours
EDUC 499H: Teaching Internship and Colloquia: Secondary for K - 12 (B or better grade required for successful completion; interns will be in the classroom with mentor teachers for an entire semester, following the calendar of their school district)	6 credits	300 contact hours (min. required)

It is the graduate's responsibility to apply for a Colorado teaching license. More information can be found in the *Applying for a Teaching License* section on page 16.

Academic Progress and Satisfactory Performance

Once admitted, all students must demonstrate satisfactory progress and performance within the Teacher Education Program. Progress and performance are monitored by education advisors. Candidates are encouraged to meet with education advisors each semester to discuss the following:

1. **Course Progress:** Students must enroll in at least one education course each semester or complete at least one course in another department that counts toward Teacher Education Program requirements each semester.
2. **Grade Point Average:** Students must maintain a minimum 2.8 cumulative grade point average (GPA) each semester in all coursework, including: transfer credits, CMU coursework, education coursework, and all coursework within teacher education.
3. **Minimum Grade Performance:**
   - A grade of "C" is the minimally accepted grade for major coursework, unless otherwise specified in degree requirements or by the education program; see page 3 for more details.
   - Students must have a "B" or better in all Education courses.
4. **Incomplete Grades and Transcripts:** If a grade of "I" is granted in any course, students have one semester from the date of the "I" to complete any outstanding requirements for the course. It is the student's responsibility to follow up with the instructor for that class at the end of the semester. *Remember, the transcript is a record of academic commitment used in future educational programs and in employment.*
5. **Field Experience:** Students must perform satisfactorily in all field experiences and student teaching placements that accompany education coursework. See pages 17 and 18 for more information on teacher candidate expectations.
6. **Satisfactory Performance for Continued Enrollment in Education Classes**
   - Students must make satisfactory progress, as outlined above, in order to enroll in Education courses (courses with an EDUC or ECSE prefix).
   - Students who do not make satisfactory progress, must meet with their Program Coordinator before continuing enrollment in Education courses. Overall academic performance and dispositional factors will be evaluated by the department, and a student may be asked to take corrective steps before being given permission to re-enroll in Education courses.

Changes to the Program after Formal Admittance

Candidates are responsible for the academic requirements in effect the semester in which they are admitted to the Teacher Education Program. Occasionally, changes mandated by licensure regulations must be implemented before students can complete the program for which they were admitted. Every effort will be made to help students meet any new regulations as expediently as possible.

Coursework at Other Institutions

Courses taken at accredited institutions other than CMU are evaluated toward requirements for teacher education by the staff in the Office of the Registrar when students apply to the program. If necessary, the student will be referred to department chairpersons for individual course approval. The Teacher Education advisor will also review the transcript for evaluation of any education coursework that may have been taken previously.

Restrictions That Apply to Coursework from Other Institutions

If students have taken coursework that they think will count in place of teacher education requirements, they may request a faculty review. Students will need to supply documentation to support the request, such as syllabi and course descriptions.

Coursework from any other institution must be approved in advance by the Teacher Education advisor. In order for any outside course to appear on a transcript for a given semester, it must be completed prior to the end of that semester. Students need to plan accordingly to meet that deadline.

Time Limitations for Prior Coursework

Education coursework more than five years old may not be accepted for current requirements in Teacher Education programs. Students should meet with an education advisor to discuss prior coursework if they have education or content major coursework that is older than five years.

Continuous Enrollment, Time-out, and Re-entry

Once admitted to an education program, students are expected to continue to enroll in classes every fall and spring term until program completion. If a student needs to interrupt the course sequence but wishes to continue in the program, the student should complete and submit a Time-out Form to their education advisor. Students are eligible to return to the course sequence within two semesters, excluding summers. The student should make an appointment with their education advisor to submit a proposal that outlines a plan for continuance. The Teacher Candidate Review Committee must approve the request for continuance in the program.

If students do not continue to enroll in courses while in the Teacher Education Program and do not complete a Time Out Form, enrollment in the Teacher Education program will be terminated. To re-activate enrollment, students must re-apply for admission to the Center for Teacher Education and will be required to follow the program in effect at the time of re-admission. Students should meet with their education advisor to review current requirements and discuss plans for continuance in the program.

Program Probation and Suspension

Probation

Students must maintain the standards in effect at the time of their most recent admission to the Teacher Education Program. If the student does not meet these standards, the student will be placed on probation with Teacher Education. Students may not enroll in or complete student teaching while on probation.

Suspension

Students in the Teacher Education Program can be suspended because of unethical or unprofessional behavior (e.g. inappropriate behavior during field experiences at schools), for academic reasons (e.g. not meeting minimum GPA or test score requirements), or failure to continue to enroll in the Teacher Education Program. The Teacher Candidate Review Committee reviews questions of suspensions or possible suspensions on a case-by-case basis.

Reinstatement/Readmission

A suspended student may apply for reinstatement into the Teacher Education Program. Suspended students will be expected to submit new professional recommendations and a new philosophy statement according to guidelines that are given at the time of suspension. The Teacher Education Candidate Review Committee will review the request and the prior candidate's records; the student will be notified of the decision in writing. Persons readmitted to the Teacher Education Program must satisfy the program requirements in effect at the time of the reinstatement or readmission.

Student Conduct

As a Colorado teacher licensing institution, Colorado Mesa University has an obligation to the teaching profession to maintain high standards for our teacher education students. In addition to meeting required academic standards, prospective teachers must also demonstrate attitudes and behaviors consistent with professional conduct and effective work with children. Faculty of the Center for Teacher Education monitor teacher candidate performance and attitudes as they relate to appropriate behavior in local schools at each of the phases during the Teacher Education Program.

Student Disposition

Each semester, instructors have an opportunity to request discussions with other faculty about students in their courses who may have demonstrated behaviors, performance, or attitudes that could be potentially damaging to children or professional relationships in school settings. The faculty may take any of the following actions: counsel the student for change; monitor a subsequent field placement; or remove the student from the Teacher Education Program.

Field Placement Disposition

It is important to remember that all CTE candidates are guests in school district classrooms. All teacher candidates spend time in school field site placements prior to student teaching. Before candidates are placed as student teachers, mentor teachers in the field site schools must submit satisfactory evaluations of a candidate's performance with children and professional behavior in school settings. In rare cases where evaluations are not satisfactory, a student may be asked to spend additional hours in schools before being placed as a student teacher, or in more serious situations, be refused student teaching placement and counseled out of the program.

Intern Disposition

After completing coursework requirements, teacher candidates spend a full semester student teaching. Student teaching placement will generally be done one semester prior to the student teaching semester so that the teacher candidate and mentor teacher will have a semester to work together before the student teaching semester. Placements are selected by CTE faculty advisors in collaboration with partner school districts. **Candidates may not solicit their own placements.** Completion of the Teacher Education Program requires satisfactory performance as a student teacher. Progress will be carefully monitored by both the college supervisor and mentor teacher. If a student teacher's performance is unsatisfactory, the student may be required to spend more time in schools; may be required to take more coursework; may be required to withdraw from student teaching; or may fail student teaching and be withdrawn from the Teacher Education Program. Students will be notified in writing of any impending actions and will be allowed to present their case, both in writing and orally, to the Teacher Candidate Review Committee before final action is taken.

Teacher Candidate Expectations

Teacher candidate expectations are detailed on pages 17 and 18 and candidates are expected to read the expectations and follow them as they proceed through the various phases of the program. All candidates sign a statement agreeing to abide by these expectations as part of the application packet. Failure to abide by any of these expectations may be cause for denial of admittance into the Teacher Education Program or possible removal from the program.

PRAXIS Licensure Exam Requirements

To be eligible for student teaching, all student teacher candidates who are seeking a Colorado Department of Education teaching license must take and pass a state-approved content area licensure exam **before** the semester in which they wish to student teach. A copy of the exam results must be submitted to CTE. If a student does not pass their PRAXIS licensures exam/s the first time, the student must meet with the appropriate program coordinator to design an assessment remediation plan. Please see the test website for registration and test fees. If you need testing accommodations, please see the EAS Office in Houston Hall (970-248-1856).

PRAXIS Licensure Exams

CDE and CDHE accepts PRAXIS Subject Assessment exams to meet the content knowledge testing requirement. Students must register online for the exams. Colorado's agency code is 7040 and the test center is 04542, Grand Junction, Colorado Mesa University. The recipient code for Colorado Mesa University is RA 4484. Please check the PRAXIS website for the most up-to-date information regarding test dates, times, and fees.

Name of Test		**Test Code**	**Cut Score**
Art (K-12)		5135	158
Early Childhood Education (Birth-8)		5024	160
*Special Education: Preschool/Early Childhood		5692	159
Teaching Reading: Elementary		5205	159
Elementary Education (K-6) Multiple Subjects		5901 *– 3 subject registration code*	
Required sub-test scores:	Math	5903	157
	Social Studies	5904	155
	Science	5905	159
English Language Arts (7-12)		5038	167
Mathematics (7-12)		5165	159
Music (K-12)		5113	161
Physical Education (K-12)		5091	148
Science (7-12)		5435	152
Social Studies (7-12)		5081	150
Spanish (K-12)		5195	163

*PRAXIS 5691 (159) also accepted if taken before 08.31.2023; accepted thru 08.31.2028

PRAXIS Website: http://www.ets.org/praxis

Applying for a Teaching License

License

After successful completion of the CMU Teacher Education Program, candidates are eligible to be recommended by the CTE for an *Initial Teacher License* within the state of Colorado. This is the category of license issued to all first-year Colorado teachers. This license is valid for three years and may be renewed once. It is a graduate's responsibility to apply for a Colorado teaching license. The bottom portion of the Program Verification form must be completed and signed by the CTE; however, it is the applicant's responsibility to submit this form to the main CTE office for completion. Allow several weeks for the receipt of your license after submission of complete application and documents to the Colorado Department of Education. Interns can begin interviewing for positions during their internship. Candidates are advised to visit the CDE Educator Licensing website to learn more about policies for both the *Initial Teacher License* and the *Professional Teacher License*: http://www.cde.state.co.us/cdeprof.

Fingerprinting

The Colorado Department of Education (CDE) requires all applicants for a teaching license to sign an oath and submit fingerprints through a CDE authorized vendor. Learn more on the CDE Licensing site and at http://www.cde.state.co.us/cdeprof/fingerprints.

Teacher Licensure in Other States and Reciprocity

There are a variety of state-level policies across the country for transferring a license to another state. Students should refer to the Department of Education website of a specific state for that state's requirements. It is best to apply for a Colorado license after graduation to be eligible for reciprocity agreements in other states.

Web Resources and Networking

CTE on the Web

We encourage current and former students to stay connected with us! The following resources provide opportunities to find and share news regarding jobs, families, graduate schools, etc.

- **Center for Teacher Education Website:** find program, faculty, and scholarship information at https://www.coloradomesa.edu/teacher-education/index.html
- **CTE on Twitter:** Great education resources and more are on our twitter feed at @cmuctesec.
- **Facebook:** Keep up with the CTE or view career opportunities on our Facebook page at https://www.facebook.com/CMU.CTE/

Alumni Organization:

Graduating students are encouraged to become members of the Colorado Mesa Alumni organization. This membership allows graduates to keep in contact with their fellow classmates and faculty at CMU while receiving a variety of benefits. Learn more at the alumni site: http://www.supportingcmu.com.

Teacher Candidate Expectations

The Colorado Mesa University Teacher Education Program supports the belief that teacher candidates must exemplify a professional disposition towards teaching as demonstrated through attitudes, behaviors, and relationships with others.

Academic Expectations of Teacher Candidates

1. Attend classes regularly and be prompt and prepared for all classes.
2. Complete readings and assignments accurately, thoroughly, and on time.
3. Actively participate in classroom discussions.
4. Share your own ideas and listen to the ideas of others with an open mind while respectfully questioning for understanding and clarification.
5. Attend and participate in extracurricular academic activities such as symposia and conferences.
6. Begin a personal library of professional materials. Read beyond the required texts of each course.
7. Demonstrate academic integrity and honesty.
8. Take responsibility for your own educational program by regularly meeting with your academic and educational advisors, following instructions and program procedures, and meeting program deadlines.
9. Be willing to participate in and work with groups of diverse individuals.
10. Maintain a professional and positive attitude toward the faculty, support personnel, administration, and Colorado Mesa University.
11. Learn and understand the academic and pedagogical standards that guide the Colorado Mesa University Teacher Education Program. Reflect on how these standards are addressed and applied in each of your courses.
12. Begin and maintain a professional portfolio documenting your academic and pedagogical knowledge and achievements.

School and Community Expectations of Teacher Candidates

1. Dress professionally and appropriately.
2. Arrive at your assigned site on time (10 minutes prior to your assigned time) and check in at the front office every time you visit.
3. Wear your official Colorado Mesa University nametag.
4. Conduct yourself in a courteous, professional manner.
5. Accept the field placement sites you have been assigned.
6. Reflect on the connections between theories discussed in your coursework and the application of theory in the classroom.
7. Actively participate in the classroom environment.
8. Demonstrate a positive and enthusiastic disposition towards each field experience.
9. Become a part of the school community by introducing yourself to school administration, faculty, support staff, and students.
10. Become familiar with school policies and practices and work in a manner consistent with them.
11. Become thoroughly acquainted with classroom facilities and learn the procedures used by the cooperating or mentor teacher.
12. Become acquainted with instructional materials available in the school and school district.
13. Become familiar with the community and its relationship to the educational program.
14. Plan and prepare for each field visit and communicate with cooperating or mentor teachers about all field activities and assignments.
15. Inform the school and CTE program in advance of anticipated absences, or as early as possible on the days that an emergency arises. Realize the importance of each visit. Your rapport with students and faculty are dependent on your consistency and reliability.
16. Make time available for conferences with the cooperating teacher and college supervisor to evaluate your personal progress.
17. Notify your college professor of potential issues that may hinder a successful field experience.
18. Attend and volunteer at school functions such as school assemblies, club activities, sporting events, faculty meetings, etc.
19. Maintain a professional and positive attitude towards students, faculty, support personnel, administration, parents, and the community.
20. Maintain district safety standards and follow district safety procedure, particularly regarding social media (TCs do not have permission to post pictures of students).
21. Practice and apply the academic and pedagogical standards learned through the Colorado Mesa University Teacher Education Program to each of your field experiences. Reflect on how these standards are addressed and applied by you and the cooperating or mentor teachers.