



**DEPARTMENT
OF
TEACHER EDUCATION**

Graduate Teacher Education Program Guidelines

These guidelines provide information about graduate programs leading to a Masters of Arts in Education, Master of Arts in Special Education, and preparation for Colorado State educator endorsements in several areas, as well as Principal licensure.

The Department of Teacher Education maintains admission, retention, and graduation requirements in addition to those of the Graduate School at Adams State College. These requirements are presented in these guidelines. Students are required to read and understand the information in this document as well as the Adams State College Graduate Student handbook which can be found using the following link.
www.adams.edu/gradschool/graduate_handbook0708.pdf.

Information in this handbook is subject to change. Updated information is available on the website (www.adams.edu/academics/ted/grad_handbook.pdf) for the Department of Teacher Education.

In 1926, Adams State College was founded for the preparation of teachers for schools throughout rural Colorado. Today we continue this tradition of preparing teachers to meet the needs of all students, especially those students who are linguistically and culturally diverse.

Adams State College does not discriminate on the basis of race, age, color, religion, national origin, gender, sexual orientation, veteran status, or disability, in educational programs and activities.

Introduction

The Department of Teacher Education at Adams State College provides graduate programs that prepare students for the degree of Masters of Arts in Education

ADAMS STATE COLLEGE Department of Teacher Education

Mission Statement Preparing Teachers as Reflective Decision-Makers

Mission and Vision

Graduate programs in the Department of Teacher Education prepare candidates to exhibit leadership, demonstrate professional competence, and facilitate learning for all students.

- I. Based upon the model of the professional educator as a reflective decision-maker, the Department of Teacher Education prepares
 - A. educational leaders who actively participate in school improvement, applying the skills necessary to facilitate school reform while fostering collaboration and cooperation amongst multiple stakeholders,
 - B. competent professionals who seek out and manage resources to support instruction, engage in constructive discourse on a wide-range of educational issues, understand and implement state standards, and model best practices, and
 - C. culturally responsive teachers who facilitate learning for all students.

- II. Content and pedagogical preparation includes
 - A. application of evidence based theories and strategies of learning and instruction to classroom practice, including
 1. literacy development,
 2. Colorado Content Standards based curriculum,
 3. classroom and instructional management,
 4. ongoing formal and informal assessment practices that inform instruction, and
 5. instructional practices that respond to a wide range of learning styles, including effective strategies for linguistically and culturally diverse students.

Accreditation

The Department of Teacher Education at Adams State College is accredited nationally by the Teacher Education Accreditation Council (TEAC) and has program authorization from the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE).

Program Emphases

Several program emphases provide options for students within a single degree, the Master of Arts (M.A.) in Education or the Master of Arts in Special Education Generalist. All students complete a common academic core (three courses) and a series of cognate courses specific to the program of study. Programs approved for Colorado teaching endorsements are identified in below.

The current endorsements offered include:

- Linguistically Diverse Education
- Reading Teacher
- Special Education (Special Education Generalist-Ages 5-21)
- Educational Leadership (Initial Type D Principal License)

The Master of Arts Degree with an emphasis in Curriculum & Instruction

These programs of study reflect the identified needs of school districts and teachers; programs are designed to assist schools in meeting the needs of all students.

Program Delivery

Programs are offered on a cohort model. Specific information is available from the Office of Graduate Teacher Education. Students follow a prescribed degree plan and delivery format varies with program to include online and face to face classes. The specifics of each program of study will be given to students during orientation.

Program Overview

Admission

Students applying to the graduate programs in the Department of Teacher Education must first be admitted to the Adams State College Graduate School.. After admission is complete, materials are then sent to Graduate Teacher Education Office for acceptance into the requested program of study.

Admission to the Graduate School

The first step is to complete an application to the Graduate School at Adams State College. Application information and materials are available online from the Graduate School at Adams State

College at <http://www.adams.edu/gradschool/>.

The Graduate School responds to applicants in writing regarding their application status.

The Graduate School
Adams State College
RH Box 31
208 Edgemont Blvd
Alamosa, CO 81102
719.587.8152
866.407.0013
Fax: 719.587.7522
ascgrad@adams.edu
<http://gradschool.adams.edu>

Admission to Graduate Teacher Education

In addition to general requirements for graduate admission, Graduate Teacher Education requires

1. A formal letter of intent from the student explaining why he/she wishes to be in the program, including goals, accomplishments, and experience in relation to the three areas in the mission and vision statement for the Department of Teacher Education: leadership, professional competence, and facilitation of learning for all students. (see pg. 2)
2. For unconditional admission, a 3.0/4.0 GPA in undergraduate coursework or in the last forty hours of college level coursework.
3. For conditional admission a GPA of 2.75-2.99 with a minimum GRE of 1250 or a minimum MAT of 37.
4. Two current formal letters of recommendation addressing the applicant's potential for success in the program of study. Letters should address the three areas in the mission and vision statement for the Department of Teacher Education (pg.2): leadership, competent professional, and facilitation of learning for all students. One letter must be from a person in a supervisory or evaluative capacity in an educational setting. The second letter must be from another professional, preferably a colleague, who is familiar with the applicant's qualifications. All letters must be originals less than a year old and signed by the person giving the recommendation.
5. Copy of a current Teaching License.

Graduate Teacher Education will notify applicants in writing regarding acceptance into their program of study.

Program Components

Advising and Degree Plans

Upon acceptance into the program, candidates are assigned an advisor. The advisor works under the supervision of the Director of Graduate Teacher Education.

Once admitted the advisor is the first point of contact for information about:

- The program of study (e.g. course content; graduation requirements)
- Degree plans
- Course scheduling

It is the responsibility of the candidate to maintain regular contact with the advisor.

Prior to the completion of the first six hours of graduate study, the candidate will complete a degree plan in consultation with the advisor. The candidate and Graduate Teacher Education both retain copies of the degree plan. Once signed, the degree plan constitutes a formal agreement between the student and ASC. No changes or substitutions can be made in the degree plan without the written approval of the Director of Graduate Teacher Education. This includes course transfers or changing the sequence of coursework. The degree plan is subject to change.

Degree plans for all emphases listed on p. 4 are available from the Graduate Teacher Education office.

Department of Teacher Education
Adams State College
208 Edgemont Blvd, Box F
Alamosa, CO 81102
ES 206
719.587-7936
800.662-3382
Fax.719.587-7873
[Http://www.adams.edu/academics/ted/grad/grad.php](http://www.adams.edu/academics/ted/grad/grad.php)

Course Transfers: A maximum of six hours of coursework may be transferred and applied to a degree plan, subject to approval by the Director of Graduate Teacher Education. Candidates must submit a formal written request and include a copy of the original course syllabus and transcript. All requests must be made before completion of the first semester of study and prior to the beginning of coursework. Graduate Teacher Education is not obligated to accept any specific course for credit.

Missed Courses: A candidate, who misses a course in the program of study, must arrange with the advisor to take the course at a later date. Independent study courses are not accepted in the graduate program. With the written approval of the advisor and approved revision of the degree plan, the candidate may:

1. Take the course the next time it is offered
2. Take an equivalent course at another accredited institution, with prior review and written approval by the Director of Graduate Teacher Education.

Assessment Continuum

Evaluation measures are required of all candidates at each of three stages of graduate study and for each of the three components of a reflective decision-maker: Leadership, Professional Competence, and Facilitator of Learning for All Students. Each program emphasis (e.g., Special Education) will have slightly different expectations for candidates. These differences reflect the knowledge and skills required of graduates as outlined in the state and national standards for the area of emphasis.

“Reflective Decision-maker”			
Phases	LEADERSHIP	COMPETENT PROFESSIONAL	FACILITATOR OF LEARNING FOR ALL STUDENTS
Admission	<ul style="list-style-type: none"> • Letters of Recommendation • Prior Experience 	<ul style="list-style-type: none"> • Letters of Recommendation • License & Endorsements • MA/GRE scores • Prior degree 	<ul style="list-style-type: none"> • Letters of Recommendation
Continuation	<ul style="list-style-type: none"> • Coursework • Portfolio 	<ul style="list-style-type: none"> • Coursework • Portfolio 	<ul style="list-style-type: none"> • Coursework • Portfolio
Completion	<ul style="list-style-type: none"> • Portfolio • Internship • Culminating Academic Review* • Final GPA 	<ul style="list-style-type: none"> • Portfolio • Internship • Culminating Academic Review* • Final GPA 	<ul style="list-style-type: none"> • Portfolio • Internship • Culminating Academic Review* • Final GPA

* For Masters candidates only

Coursework

All programs include a common academic core of three classes and a series of cognate courses specific to the program. Cognate courses are listed in the student degree plan. Candidates are required to maintain a cumulative GPA of 3.0/4.0 throughout the program. Candidates who have a GPA less than 3.0 will have their standing reviewed.

All candidates are expected to conform to the academic requirements of their program of study, remain a student in good standing, and maintain academic integrity as defined by Adams State College graduate handbook. Candidates may be placed under review or be dismissed or asked to withdraw from the program.

Academic Portfolio

The academic portfolio provides a body of evidence of both practical and theoretical competence in the student’s area of emphasis. This document is cumulative. Each course in the degree plan requires specific performance requirements; evidence of completion and competence is included in the portfolio. A portfolio is required for all graduate programs: Masters of Arts in Education, Master of Arts in Special Education, and endorsement only. The final document contains the following components, as applicable:

1. Identifying information about the candidate (e.g., vitae; outline of teaching context)

2. Performance assessments from coursework as evidence of implementation of theory into practice
3. Practitioner research project (as appropriate to degree plan)
4. Documentation of internship performance (as appropriate to degree plan)
5. Details about portfolio will be provided separately.

Internship

Graduate programs of study that prepare the candidate for endorsement require an internship experience. This internship is completed in a school context appropriate to the program of study. The candidate will apply for internship no later than the fourth week of the Fall or Spring semester prior to the internship.

The number of hours required to complete the internship and the internship itself is a state requirement and cannot be waived. Total number of hours will vary from 180-360. Candidates pursuing the endorsement only must complete the internship. The advisor informs the student about the number of hours required for his/her internship and assists the candidate in determining the best way to fulfill the requirement.

Culminating Academic Review

The culminating academic review (CAR) presents the candidate with a performance assessment in which competence in leadership, professional knowledge and skills, and ability to facilitate learning for all students is demonstrated. This assessment focuses on the candidate's mastery of theory and practice. This review includes:

- I. A candidate presentation of 15-20 minutes that *integrates* the program of study with the candidate's *educational practice*, providing evidence that the candidate
 - A. understands key concepts and theories in the field,
 - B. implements those concepts and theories in an educational context, and
 - C. critically reflects upon and revises personal educational practice.
- II. 10-15 minutes for the panel to respond to the presentation and ask questions of the candidate

A review panel evaluates the candidate's performance during the CAR presentation using a rubric for evaluation of the three areas: leadership, professional knowledge and skills, and ability to facilitate learning for all students. The review panel of three persons includes faculty and practitioners, with an emphasis on representatives from the candidate's field of study.

Following the CAR, the candidate receives a letter from the Director of Graduate Teacher Education informing the candidate of the review panel's decision.

If the candidate's performance on any section of the culminating academic review is considered "below proficient" the review panel prepares and submits a remediation plan to the Director of Graduate Teacher Education. The Director contacts the candidate regarding remediation and appoints a faculty member to supervise the candidate in completion of the requirements set forth in the plan.

PLACE

In order to apply for a Colorado State educational endorsement or license, candidates must complete and graduate from an approved program of study and pass the PLACE exam approved by CDE. Endorsement and license areas are Linguistically Diverse Education, Reading Teacher, Special Education Generalist, and School Principal. Ideally, this exam should be taken following completion of course work.

Graduate Study and Licensure/Endorsement

Graduate Teacher Education may involve preparation for both professional licensure and an academic degree. Adams State College provides a graduate program of study leading to the conferral of the degree of Master of Arts in Education or Special Education. The academic program prepares a student for licensure (, School Principal) or endorsement (Linguistically Diverse Education, Reading Teacher, Special Education Generalist). Qualifications for licensure and endorsement are defined by the State of Colorado (1991 Educator Licensure Act). The CDE grants licensure or endorsement. At the request of the student and submission of the page of the CDE application form entitled, "Institutional Recommendation for Teachers, Principals and Administrators," the Department of Teacher Education will provide appropriate assurances, and return the application to the student. . Application for licensure or endorsement is the responsibility of the student.

It is recommended that the student apply for licensure or endorsement as soon as possible following program completion, as program and state requirements may change. Licensure application forms are available on the website for CDE. The student is responsible for filing the completed application with CDE.

Colorado Department of Education

<http://www.cde.state.co.us/>

Application for Graduation

Candidates are required to submit an intent to graduate in the semester prior to graduation. This application initiates a review of program requirements and completion degree check. Applications forms and deadlines are posted on the website for the Graduate School <http://www.adams.edu/gradschool/> . It is the candidate's responsibility to complete and return the required forms and information by the deadline.

Program Completion and Post-Graduate Data

Following program completion, candidates will receive a survey about their program of study. The Department of Teacher Education collects data on graduate placement and candidate experience in leadership, professional development, and facilitation of learning for all students. The data is used for review, evaluation and revision of programs.

Student Responsibility

Upon entering Graduate Teacher Education, the candidate is responsible for understanding and following the requirements, procedures, and policies in the most current Adams State College Graduate School Handbook, the Graduate Guidelines for the Department of Teacher Education, and additional program materials related to the specific program of study, including the signed degree plan. Failure to read and understand requirements for your program does not excuse the candidate from responsibility for compliance.

Adams State College Graduate Student Handbook

In addition to this document, the candidate is responsible for accessing and understanding the content of the *Adams State College Graduate Student Handbook*, which addresses the following:

- General campus policies/student rights and responsibilities
- Academic policies
- Terms of enrollment or required withdrawal
- Code of conduct
- Disciplinary actions
- Anti-discrimination policy
- Sexual harassment policy
- Campus sexual assault victim bill of rights
- Drug and alcohol policy
- Disability services policy
- General student services

This handbook is available on the website for the Adams State College Graduate School.

(<http://www.adams.edu/gradschool/graduate%20handbook0708.pdf>)

Approval for Student Research Projects (as appropriate to degree plan)

During LLC 525: Practitioner Research, candidates design and complete an action research project as part of their program of study. This project provides candidates with the opportunity to explore a topic related to their program emphasis in the candidate's classroom or school in an action research framework. Prior to beginning data collection for the project, the candidate and the instructor must submit a written request for approval for research with human subjects, including appropriate consent forms, and receive approval from the Institutional Research Board at Adams State College.

Dismissal From the Program

Academic requirements for program continuation are described in the Adams State College Graduate School Handbook.

In addition, candidates may be removed from the program for behavior which, in the judgment of the faculty, would constitute mandatory or discretionary grounds for licensure suspension, revocation or denial, under the Colorado Educator Licensing Act of 1991, as amended and the Rules for the Administration of the Colorado Educator Licensing Act of 1991, Sections 15.00, 15.01, 15.02, available at

(http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf). Examples of prohibited behavior include but are not limited to:

- Conviction or acceptance of a guilty plea of felony child abuse, a crime of violence, a felony, the underlying factual basis of which includes an act of domestic violence, or a felony offense involving unlawful sexual behavior
- A finding of guilt or acceptance of guilty plea or a plea of *nolo contendere* to any felony other than those outlined above, which in the judgment of the faculty, renders the student unfit to perform the services for which the student is being prepared
- Conviction or acceptance of guilty plea of indecent exposure or a substantially similar offense

- Conviction, plea of *nolo contendere* to or a deferred sentence for a violation involving contributing to the delinquency of a minor; a misdemeanor, the underlying factual basis of which has been found by the court on the record to involve domestic violence, and the conviction is a second or subsequent conviction for the same offense; misdemeanor sexual assault; misdemeanor unlawful sexual conduct, misdemeanor child abuse; or misdemeanor sexual exploitation of children
- A finding of guilt or acceptance of a guilty plea or plea of *nolo contendere* to a misdemeanor violation involving the illegal sale of controlled substances
- Substantial and continued inability to engage in professional assignments
- Failure to make reasonable effort to protect the student from conditions harmful to health and safety
- Providing professional services in a discriminatory manner regarding age, gender, sexual orientation, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status, or status with regard to marriage
- Failing to keep in confidence information obtained in the course of professional services unless disclosure serves to protect the child, other children or school personnel, or is required by law
- Deliberately distorting or suppressing curricular materials or educational information in order to promote the personal view, interest or goal of the license holder or applicant
- Engaging in immoral conduct that affects the health, safety or welfare of children, conduct that offends the morals of the community or conduct that sets an inappropriate example for children of youth whose ideals the student is expected to foster and elevate
- Engaging in unlawful distribution or sale of dangerous or unauthorized prescription drugs, or other dangerous nonprescription substances, alcohol or tobacco.

Student Concerns and Appeal Process

Student concerns are addressed according to the principle of subsidiary: that is, attempting to resolve an issue at the point where it arises before taking the issue to a higher authority. For example, concerns about a course grade are first discussed with the instructor. The next step of appeal is with the advisor. The following stage of appeal requires a written request to the chair of the Department of Teacher Education, summarizing the issue and presenting the student's concern with a request for resolution. The chair reviews the case and makes a determination. The chair may convene a Student Review Committee to review the matter and provide a recommendation. If the issue is not resolved at this level, the student may make an appeal to the Graduate School. See the Adams State College Graduate Student Handbook for specific procedures.

Concerns regarding program standing, eligibility, and progress (e.g. grades) should first be brought to the course instructor, if the concern remains, the candidate will speak with the advisor. The candidate may appeal in writing to the Director of Graduate Teacher Education. If the concern is still not resolved, the Department Chair may empanel a Student Review Committee to advise the Chair in deciding the matter. See the Adams State College Graduate School Handbook for additional information.