



**DEPARTMENT
OF
TEACHER EDUCATION**

Graduate Programs

This Handbook for Graduate Programs in Teacher Education provides information about graduate programs leading to a Masters of Arts in Education and preparation for Colorado State educator licensure endorsement in several areas, as well as initial secondary licensure for Masters Plus candidates.

As a professional school, the Department of Teacher Education maintains admission, retention, and graduation standards/requirements in addition to those of the Graduate School at Adams State College. These requirements are presented in this handbook.

Information in this handbook is subject to change. Updated information is available on the website (<http://www2.adams.edu/academics/ted/>) 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.

*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 Masters of Arts (M.A.) in Education. All students complete a set of academic core courses (three courses) and a series of cognate courses in the chosen field of emphasis. Programs approved for Colorado teaching endorsements are identified in parentheses. The emphases currently offered include

- Language, Literacy & Culture:
 - Teacher of Linguistically Different (Linguistically Diverse)
 - Literacy (Reading Teacher)
- Special Education (Special Education Generalist-Ages 5-21)
- Educational Leadership (School Principal)
- Curriculum

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

In addition, a Masters+ program leading to a Masters in Education and preparation for initial secondary licensure is available for students who have received a bachelor's degree or minimum of twenty four credit hours from an accredited college or university in a content area approved for licensure by the CDE. Adams State College is authorized by the State of Colorado to provide programs of preparation for secondary licensure in Business Education, English/Language Arts, Foreign Language-Spanish, Mathematics, Science, and Social Studies.

All students should be aware that the CDE licensing process requires a fingerprint background check and that certain matters in a student's background will preclude licensure. See http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf. It is the student's sole responsibility, not the responsibility of Adams State College, to evaluate whether items in a student's background may affect the student's eligibility for licensure. Adams State College provides CDE/CDHE- authorized Teacher Education programs; it makes no representations as to whether a student who successfully completes a program will satisfy other licensure requirements of CDE or any other licensing authority.

Program Delivery

Programs are offered on the ASC campus and at off campus sites in Colorado. Off-campus programs are designed for delivery to intact cohort groups and follow a specified cycle of delivery. Selected classes and programs are offered on-line. The delivery format varies with the program; selected programs are offered on-line. Specific information is available from the Department of Teacher Education.

Admission

Students applying to the graduate programs in the Department of Teacher Education must be admitted to both the Graduate School at Adams State College and to graduate program in the Department of Teacher Education. Applications are reviewed first for approval by the Graduate School and then by the Department of Teacher Education.

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 from the Graduate School at Adams State College (Appendix A).

Admission to the Department of Teacher Education

In addition to general requirements for graduate admission, the Department of Teacher Education requires

- 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.
- A 3.0 GPA in undergraduate coursework or in the last sixty hours of undergraduate coursework.
 - Conditional admission requires an undergraduate GPA of 2.75-2.99 with a minimum GRE of 1250 or a minimum MAT of 37.
- Two formal letters of recommendation addressing the applicant's potential for success in the degree, licensure, and/or endorsement program. Letters must address the three areas in the mission and vision statement for the Department of Teacher Education: 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.
- Copy of current Colorado Teaching License (except Masters Plus).

The Graduate School responds to applicants in writing regarding their application status as well as final acceptance.

Grant Funded Programs

Availability of grant funded programs is posted on the website for Graduate Programs in Teacher Education.

Applicants for graduate study who are participating in grant-funded programs are responsible for obtaining, understanding, and meeting any additional requirements that may be imposed by the grant. Questions about these requirements can be addressed to the grant director of the program in which the student is participating.

Advising and Degree Plans

Upon acceptance into the program, candidates are assigned an advisor by the Program Coordinator in the Department of Teacher Education. The advisor works under the supervision of the Chair and in consultation with the Program Coordinator for Graduate Programs in the Department of Teacher Education.

Once admitted to the program, the assigned advisor is the first contact for information about:

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

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

- Prior to the completion of the first six hours of graduate study, the candidate completes a degree plan in consultation with the advisor. *Students without a signed degree plan may not register for further graduate study.* The candidate, the Department of Teacher Education, and the ASC Graduate School retain copies of the degree plan.
- Once signed, the degree plan constitutes a formal contract between the student and ASC. No changes or substitutions can be made in the degree plan without the written approval of the Chair of the Teacher Education Department at ASC. This includes specific courses and sequence of coursework.
- The degree plan is subject to change based upon new mandates from the CDE or the CDHE.

Degree plans for all emphases listed above (p. 4) are available from the Graduate Programs Office of Department of Teacher Education (Appendix A).

Transfer Courses: A maximum of six hours of coursework may be transferred and applied to a degree plan, subject to approval by the department chairperson. Candidates must present a formal written request, including a copy of the original course syllabus and a transcript for course, to the chair of Teacher Education. All requests must be made prior to the beginning of coursework in the program. ASC is not obligated to accept any specific course for credit.

Missed Courses in a Sequence: A candidate, who misses a course in the delivery sequence, must arrange with their advisor to take the course at a later date. Independent study courses are not accepted in the graduate program. With the written approval of their Program Coordinator for Graduate Programs in the Department of Teacher Education and approved revision of the degree plan, the student may enroll in:

- the next offering and take the course (on campus, in another cohort or on line) or
- an equivalent course at another accredited institution, with prior review and written approval by the department chair (within limit of six transfer credits).

Assessment Continuum

Evaluation measures are required of all students at each of the 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

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 throughout the program.

Candidates who receive a “C” may be required to repeat the class. Candidates receiving a “D” or “F” in a course will have their program standing reviewed by TED faculty.

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

Concerns regarding program standing, eligibility, and progress (e.g. grades) should first be brought to the course instructor or advisor. If a satisfactory agreement is not reached, the candidate may appeal in writing to the chair of the Department of Teacher Education. The Department Chair may empanel a Student Review Committee to advise the Department Chair in deciding the matter. If the decision of the Department Chair is unsatisfactory, the candidate may appeal to the Program Coordinator. See the Adams State College Graduate School Handbook for specific procedures.

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, Masters Plus 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. Summary of Culminating Academic Review (CAR)

Internship

Graduate programs of study that prepare the candidate for endorsement require an internship experience. This internship is completed in the candidate's classroom and school, unless the classroom context is not appropriate (e.g., the candidate for Language, Literacy & Culture has no linguistically different students in her class). The student notifies the advisor of the situation as early as possible, but no later than the fourth week of the Fall or Spring semester prior to the internship. Where possible, an alternative internship assignment is made with the written approval of the Program Coordinator of Graduate Programs in the Department of Teacher Education.

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

Field Experience and Internship

The Masters Plus program prepares the candidate for initial licensure and requires both field experience and internship. Procedures and requirements are discussed in an additional document, the *Initial Licensure Handbook*.

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 in their program of study. 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 has
 - A. understanding of key concepts and theories in the field,
 - B. experience in implementing those concepts and theories in an educational context, and
 - C. critically reflected upon and revised 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 and the candidate's advisor receive a letter from the Chair of the Department of Teacher Education informing the candidate of the review panel's decision with a brief summary of the board's comments.

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. The Panel Chair 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 and Praxis II Exam

In order to apply for a Colorado State educational endorsement or initial licensure, candidates must complete and graduate from an approved ASC program and pass the PLACE or Praxis II content area exam approved by the CDE. Endorsement/license areas include Linguistically Diverse, Reading Teacher, Special Education Generalist, or School Principal. Initial secondary teaching licensure areas include Business Education, English/Language Arts, Foreign Language-Spanish, Mathematics, Music, Science and Social Studies). Generally, this exam is taken following completion of courses in exam area.

Graduate Study and Licensure/Endorsement

Graduate study in the Department of 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. The academic program prepares a student for licensure (Masters Plus, School Principal) or endorsement (Linguistically Diverse, Reading Teachers, Special Education Generalist). Qualifications for licensure and endorsement are defined by the State of Colorado (1991 Educator Licensure Act). The CDE grants licensure/endorsement. At the request of the student and submission of the section of the CDE application form entitled, "Institutional Recommendation for Teachers, Principals and Administrators," the Department of Teacher Education will complete the section as appropriate, and return to the student, upon completion of the program of study, posting of graduation on the student transcript, and documentation of a passing score on the corresponding PLACE or Praxis II exam.

Application for licensure or endorsement is the responsibility of the student.

It is recommended that the student apply for licensure/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 the CDE.

Application for Graduation

Candidates are required to submit an application for graduation in the semester prior to graduation. This application initiates a review of program requirements and completion. Current deadlines can be found on Portal. Applications forms and deadlines are posted on the website for the Graduate School. 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 receive a survey in their first and third year following program completion. 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 programs in the Department of 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 Handbook 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 handbook, 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://www2.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 a research framework. Prior to beginning data collection for the action research 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 subsidiarity, 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 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.

Appendix A: Contact Information

The Graduate School
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Colorado Department of Education
<http://www.cde.state.co.us/>