

**The Catholic University of America**

*Washington, DC 20064*

*Department of Education*

**Fall 2016**

**Graduate (G) Teacher Education (TE) Candidates**

**Special Education (SPED) and Early Childhood Special Education (ECSE)**

**Master’s (MA) and Graduate Teacher Certification Program (GTCP)**

Dear Special Education and Early Childhood Special Education Candidates,

This document includes information regarding your graduate program in Special Education (SPED) and in Early Childhood Special Education (ECSE).  Please read this document very carefully. If you have any additional questions, please contact

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There are two graduate programs offered in Special Education (SPED) and Early Childhood Special Education (ECSE):

* The **Master’s** degree program (MA) prepares candidates for a graduate degree and licensure as a non-categorical Special Education teacher or an Early Childhood and Early Childhood Special Education teacher in the District of Columbia, and
* The **Graduate Teacher Certificate Program** (GTCP) prepares candidates for licensure only as a non-categorical SPED or Early childhood and Early Childhood Special Education teacher in the District of Columbia but *not for a graduate degree*.

* The **MA** program requires passing a minimum of 30 – 36 semester hours of coursework, two research papers (one in EDUC 699 and one in EDUC 702) and a comprehensive examination (Action Research Project). To receive a license, MA candidates must also apply for licensure with the Office of the State Superintendent of Education and submit passing scores on required PRAXIS CORE and PRAXIS II content and pedagogy tests ([www.ets.org](http://www.ets.org)). (See below and in section on licensure information for further details.)
* The **GTCP** program requires passing a minimum of 24 – 30 semester hours of coursework, an Action Research Project, and the PRAXIS I CORE and PRAXIS II content and pedagogy tests. In order to be licensed in DC, GTCP candidates must file an application for licensure with the Office of the State Superintendent of Education.

|  |  |  |
| --- | --- | --- |
| **Name of Test** | **Number of Test** | **Qualifying Score** |
| *PRAXISTM Core Academic Skills for Educators*  |  |  |
| Reading | #5712 | 156 |
| Writing | #5722 | 162 |
| Mathematics | #5732 | 150 |

The SPED GTCP and Master’s programs expect candidates to have completed coursework in human growth and development as well as classroom management.  The ECSE GTCP and Master’s Programs expect candidates to have completed coursework in Classroom/Behavior Management. If these pre-requisites have not been completed, candidates may take them as additions to their graduate program of study.

Every candidate must develop and follow an approved program of study in consultation with his/her advisor.

**In this document you will find information on**

1. *Admission to Teacher Education: SPED and ECSE*
2. *Admission Test*
3. *Test required for Credentials*
4. *LiveText*
5. *SPED and ECSE Field Experiences*
6. *Credentialing information*
7. *Policies in Teacher Education*

Note: Regularly check your CUA E-mail account for important information sent from CUA and the Department of Education.

1. **ADMISSION TO TEACHER EDUCATION**

There is a rolling admissions policy for submitting all required information necessary for admission in Special Education. Early Childhood Special Education candidates are advised to begin in the spring semester (January). However, if there are scholarship/tuition assistance programs offered, special deadlines may apply. Please contact program coordinators to check for special deadlines.

* Applicants must be admitted as degree seeking candidates before being allowed to proceed. However, the following exceptions apply:
* Those applicants who have not submitted all the required admission materials to be admitted as a degree seeking candidate by the School of Arts and Sciences, may apply to begin taking courses as a non-degree applicant.  A non-degree applicant may take one semester’s worth of coursework (9 semester hours) while their application is being processed.  Once admitted, all coursework taken during this non-degree period may be applied toward the candidate’s degree if the candidate’s advisor has approved this coursework. Acceptance as a non-degree applicant does not guarantee admission as a degree-seeking candidate, however.
* MA applicants must complete an application form for admission as a degree-seeking candidate, pay the necessary application fee, solicit three letters of recommendation, including one from a former instructor, write a statement of purpose, and submit either verbal and quantitative scores on the Graduate Record Examination (GRE) or a score on the Miller Analogies Test (MAT).
* GTCP applicants who wish only to be licensed without obtaining a Master’s degree must also apply but are required to submit scores on the PRAXIS CORE reading, writing, and math tests rather than scores on either the GRE or MAT.
* All applicants will be asked to present themselves for a personal interview before being recommended for admission to either program (MA or GTCP).
* As part of the application process, all applicants are required to complete various forms: 1) Candidate Profile Form, 2) Disposition Survey, and 3) Technology Survey. The Disposition Survey and Technology Survey ask you to evaluate your own skills and attitudes (self-assessment). These forms are not graded; we simply would like to know a little more about you, your knowledge, skills, and dispositions.
1. These forms should be completed during the first semester of coursework.

Ms. Melisa Darby will send you the URL for these forms.

1. GPA:
	1. Admission Requirements for GPA: All GTCP and MA applicants must have a cumulative GPA of 2.75 in their undergraduate studies. All applicants for graduate studies must have a 3.0 in their previous graduate work if applicable.
	2. Continuation Requirements for GPA: Once admitted, all graduate students are required to maintain a 2.75 GPA in their education and content (if applicable) courses.
* Candidates who are completing a Bachelor’s degree at CUA and are applying to obtain a Master’s degree or a Graduate Teacher Certificate Program (GTCP) license from CUA as part of the BA to MA sequence should make sure that they have taken EDUC 313/555: *Classroom Management*, EDUC 381/581: *Educating Diverse Learners*, EDUC 261: H*uman Growth and Development* (for Special Education and Early Childhood Special Education), and EDUC 522, *Race, Class, Gender, and Disability* (for Special Education)as part of their undergraduate program.  Taking these courses as an undergraduate will speed up candidates’ completion of a Master’s degree program in Special Education and may speed up candidates’ completion of a Master’s degree program in Early Childhood Special Education.  Taking these courses as an undergraduate generally eliminates one semester of graduate work to candidates’ programs of study.
1. **ADMISSION TEST: PRAXIS CORE**

All candidates must meet minimum score requirements in PRAXIS CORE reading, writing, and math tests as well as PRAXIS II content and pedagogy in order to get a DC teaching license. Candidates who already hold a DC teaching license need to contact:

* Mr. Tony Graham DCPS Educational Licensure Administrator at anthony.graham2@dc.gov in order to discuss PRAXIS CORE reading, writing, and math tests requirements.
	1. Prior successful PRAXIS I tests cannot be used in lieu of PRAXIS CORE, anymore.

Licenses can be obtained in additional subject areas as long as the required PRAXIS II content and pedagogy tests in the other discipline are passed. All official test scores must be submitted to CUA by marking CUA as a score recipient at the time of registration for the test. If possible, please mark DCPS/OSSE as a score recipient also.

The ETS website at [www.ets.org](https://mail.cua.edu/exchweb/bin/redir.asp?URL=http://www.ets.org/) includes all necessary information on taking the PRAXIS CORE and PRAXIS II content and pedagogy tests including numbers of questions, material and concepts covered, and types of questions. You will take the three PRAXIS CORE tests in a batch.  If you are not successful on a test, you can retake only that particular test where you were not able to obtain a passing score.

If you need special accommodations for the tests, you need to request those accommodations four (4) weeks prior to registering for the tests.

When your scores are delivered to you (either hard or electronic copies), please save them on your computer immediately. The digital copy needs to be saved from your ETS account to your hard drive as it is available on the internet only for a limited time. You will need an electronic copy of your scores to complete your teaching license application.

*Timeline for PRAXIS tests:*

* GTCP candidates need to submit passing scores on PRAXIS CORE reading, writing, and math tests as part of the admission process.
* MA candidates must take the PRAXIS CORE reading, writing, and math tests during their first semester at CUA.
* Computer-Based Testing (CBT) allows you to see your PRAXIS CORE reading and math test scores right away. It takes 8-12 weeks to obtain the score from the writing test that is hand-scored.
* To register for the test, contact ETS at [http://www.ets.org](https://mail.cua.edu/exchweb/bin/redir.asp?URL=http://www.ets.org/) (or call 1-800-772-9476) and tell them the zip code of the area in which you would like to take the test. You can select among various test locations.
1. **TESTS REQUIRED FOR CREDENTIALS:**

 **PRAXIS II Content and Pedagogy Tests**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Test** | **Number of Test** | **Qualifying Score** | **Note** |
| **Special Education** |  |  |  |
| **CONTENT:** Special Education: Core Knowledge and Applications | 0354/5354 | 151 |  |
| **PEDAGOGY:** Principles of Learning*Choose from the following:*  |  |  |  |
| [Early Childhood](http://www.ets.org/praxis/prepare/materials/0621) | 5621 | 157 |  |
| [Grades K–6](http://www.ets.org/praxis/prepare/materials/0622) | 5622 | 160 |  |
| [Grades 5–9](http://www.ets.org/praxis/prepare/materials/0623) | 5623 | 160 |  |
| [Grades 7–12](http://www.ets.org/praxis/prepare/materials/0624) | 5624 | 157 |  |
|  |  |  |  |
| **Early Childhood Special Education** |  |  |  |
| **CONTENT 1:** Special Education: Preschool/Early Childhood | 5691/0691 | 159 |  |
| **CONTENT 2:** Early Childhood Content Knowledge  | 5025/0025 | 156 | We learned that 5022 will probably be phased out in 2019. For your information, Maryland requires 5025. |
| **PEDAGOGY:** Principles of Learning and Teaching [Early Childhood](http://www.ets.org/praxis/prepare/materials/0621) | 5621 | 157 |  |

**SPED:** Relative to your courses at CUA, you’re ready to take PRAXIS II in Special Education after you complete EDUC 581.

**ECSE**: You are advised to take the PLT pedagogy (5621) test after taking EDUC 525 (Psychology of Learning) or at the completion of EDUC 635 (Psychological Measurement). Please complete the PRAXIS II (5025) Early Childhood Content after completing 6 courses (halfway through the program) in the semester. You are advised to take the required content PRAXIS II ‘Special Education: Preschool/Early Childhood (0691)’ after taking 9 to 10 courses.

* Please see information posted on OSSE’s website http://osse.dc.gov/service/educator-licensure-and-accreditation under Teacher Licensure Exams for further information about the tests.
* See all DC licensure test requirements at [http://www.ets.org/praxis/dc/requirements/](https://mail.cua.edu/exchweb/bin/redir.asp?URL=http://www.ets.org/praxis/dc/requirements/)
1. **LIVETEXT**

Purchase a LiveText membership at <https://www.livetext.com/purchase_membership/>

Indicate CUA as your Institution and include your Student ID number, so that you can be properly matched up as an enrollee in a course.

* LiveText training: How to submit assignments in LiveText – Upon Request at Orientation
1. **FIELD EXPERIENCES**

|  |  |
| --- | --- |
| **SPED** | **ECSE** |
| EDUC 532EDUC 533EDUC 534 | EDUC 532EDUC 533EDUC 575 |

* EDUC 532 is generally taken during the first summer after passing the first 9 credit hours of the special education program.  This field experience is taken at a site different from the candidate’s work site. Placement is made by Program Coordinators and field placement staff for EDUC 532, in conjunction with consultation with candidates.
* EDUC 533 is generally taken the semester after completing EDUC 635, while EDUC 534/575 is generally taken the semester after taking EDUC 536.  EDUC 533 and 534/575 may be taken during one full-time semester, or during two part-time semesters, which may include summer sessions.
* EDUC 575 is the capstone experience of earlier theory and practice coursework in early childhood/ special education, and professional coursework. This practicum can be carried out in a candidate’s own school or related program. This practicum is an opportunity to demonstrate knowledge and skills reflecting the whole of the Early Childhood Special Education Program. The assignments for this course and other prior courses build a platform for completing an Action Research paper. The Action Research project, like the course, is built upon the Department of Education’s conceptual framework and in particular a developmental ecological model that fits young children.
* Candidates who are employed as teachers in local schools should make arrangements to fulfill the requirements of EDUC 533 and 534/575 at their places of employment if their work site has been found to be acceptable to the candidate’s advisor and/or to their program director.
* Candidates who are pursuing their course of study full-time and are not employed at a local school must make application for placement at a local school the beginning of the semester before they plan to enroll in EDUC 533 or 534/575.  These placements must be coordinated with the candidate’s advisor/program director. To obtain application forms, contact Ms. Melisa Darby (Darby@cua.edu) to add your name to the database. Once you are added, the URL is sent to you so that you can fill out the form.
* There may be situations in which the candidate’s workplace will not sustain a field placement, and an alternative site will have to be secured. Candidates should contact their program coordinator in ECSE: Dr. Carole Brown or contact for SPEC: Dr. Shavaun Walls.

**Disability Support Services – Policy for Candidates Registering for Field Experiences**

If you are a special education candidate and have a disability, we encourage you to contact the office of Disability Support Services to ensure that you obtain support for completing the program. We further encourage you to inform Dr. Walls and/or Dr. Brown of your disability so that they may help you in terms of accommodations that you may need for your field experience. If you choose not to reveal this information, please understand that there are consequences for that decision. Accommodations are not retroactive. Please visit the DSS website at <http://disabilitysupport.cua.edu> for additional information.

1. **TEACHING CREDENTIAL INFORMATION**

**License Application**

**OSSE website for Educator Credentialing and Certification:**

<http://osse.dc.gov/ed-credentials>

**District of Columbia Test Requirements:**

<https://www.ets.org/praxis/dc/requirements>

**This section includes information for the following licenses:**

1. Standard Credential (Option A): valid for 4 years, renewable
2. Initial Credential (Option A): valid for 3 years, non-renewable
3. Added Teaching Endorsements: Standard Credential: valid for 4 years, renewable
4. **Standard Credential (Regular II)**

**A. Requirements**

1. Complete **program** (courses and all field experiences with at least a C-): Bachelor’s degree or GTCP program completion
	1. Please note that Master’s candidates can apply for a teaching license after completing the GTCP portion (including student teaching/capstone experience) of their Master’s degree.
2. \*Pass PRAXIS **CORE** reading, writing, and math tests
3. \*Pass **PRAXIS II** **content** and **pedagogy** tests

\*Always mark **CUA** as a score recipient. If **DC** or **OSSE** or **DCPS** is an option, mark it as a score recipient too so that the office receives your scores from ETS directly.

**B. Procedure for Submitting the Teaching Credential Application Packet**

Beginning in January 2016, teachers seeking to obtain or renew a District of Columbia educator credential (license) should apply using the online Educator Credential Information System (ECIS).

Go to <http://osse.dc.gov/service/educator-credentialing-and-certification> and download a copy of the ECIS User Guidebook (also available at <http://osse.dc.gov/ecisuserguidebook> ). Follow the instructions to create your account and submit your application.

The following documents will need to be uploaded in ECIS and you will therefore need an electronic copy of them: (http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Upload%20Documents%20Checklist.pdf)

* FBI criminal history report that has been issued within the previous 12 months
* Official Education Transcripts (you will need to make a pdf – follow the instruction provided on the ECIS website).
* A completed approved program verification form signed by the Director of Teacher Education at CUA (it will be e-mailed as a pdf to you once your official degree has been conferred)
* Score reports for all Praxis Exams required by the license/s you are applying for.

You will be able to pay the fees ($ 50.00) on the ECIS website.

You will be able to apply for multiple licenses.

Further information about documents to be uploaded and their format can be found at (http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Upload%20Documents%20Checklist.pdf)

**C. Background Check**

Everyone applying for a DC license must obtain a national background check. Information for how to do so can be found at <http://osse.dc.gov/node/1191695>

Current **DCPS Employees** that have been recentlyfingerprinted by the DC Public Schools (DCPS) as their current employing agency will not need to submit a PCHR report, because the DCPS agency provides OSSE with automated access to their employee’s clearance results. Current employees will need to confirm with the DCPS Office of Human Resources that their record has been made available to OSSE.

For **Non-DCPS Employees**, see the following information released by OSSE (http://osse.dc.gov/node/1191695):

“Below is a list of FBI approved channeler agencies that receive fingerprint submission and other relevant data and forwards that information to the FBI’s CJIS Division to receive your report results for dissemination back to you as the requester. To use a channeler, you must be a U.S. citizen or legal permanent U.S. resident. In most cases, when using a channeler agency you may expect to receive your results in just a few days.

When contacting these agencies, be prepared to:

1. Complete an initial registration process.
2. Find a local fingerprinting location to visit using that channeler agency’s website.
3. Inform the channeler agency that you are requesting a report for ‘Personal Review’.
4. Schedule a date to have your fingerprints collected.
5. Receive your results back in the time as specified by the channeler agency.
6. Once you receive your results, you must upload ALL pages of that report when submitting your online application.

|  |  |  |
| --- | --- | --- |
| 3M Cogent Systems[www.cogentid.com](http://www.cogentid.com/)(614) 718-9691 | Accurate Biometrics[www.accuratebiometrics.com](http://www.accuratebiometrics.com/)(773) 685-5699[Schedule fingerprinting](https://accuratebiometrics.com/fbi-personal-background) | Biometrics4All, Inc.[www.applicantservices.com](http://www.applicantservices.com/)(714) 568-9888[Schedule fingerprinting](https://www.applicantservices.com/Biometrics4ALL/LiveScan_Locations) |
| Daon Trusted Identity Services, Inc.[www.daontis.com/fl/index.html](http://www.daontis.com/fl/index.html)(703) 797-2562 | Fieldprint, Inc.[www.fieldprint.com/FBI](http://www.fieldprint.com/FBI)(877) 614-4364[Schedule fingerprinting](http://www.fieldprintfbi.com/FBISubPage_2col.aspx?ChannelID=266) | Inquiries, Inc.[www.inquiriesinc.com](http://www.inquiriesinc.com/)(866) 987-3767Schedule fingerprinting |
| MorphoTrust[www.IdentoGO.com/FBICheck](http://www.identogo.com/FBICheck)(877) 783-4187[Schedule fingerprinting](https://www.identogo.com/locations) | National Background Check, Inc.[www.nationalbackgroundcheck.com](http://www.nationalbackgroundcheck.com/)(877) 932-2435[Schedule fingerprinting](http://www.nationalbackgroundcheck.com/) | National Credit Reporting[www.myFBIreport.com](http://www.myfbireport.com/)(800) 441-1661[Schedule fingerprinting](http://www.myfbireport.com/) |
| SureID, Inc.[www.sureid.com](http://www.sureid.com/)(855) 531.5827 | Telos Identity Management Solutions, LLC[https://enroll.idvetting.com](https://enroll.idvetting.com/)(800) 714-3557 | TRP Associates, LLC dba ID Solutions[www.trpassociates.net](http://www.trpassociates.net/)(877) 885-1511 |
| VetConnex[www.vetconnex.com](http://www.vetconnex.com/)(952) 224-8656[Schedule fingerprinting](http://mobileelectronicfingerprinting.com/professional-fbi-records-channeling-services/) |   |   |

### ****Requesting your report directly from the FBI****

If you wish to submit a PCHR request directly to the FBI as an individual, or if you are not a U.S. citizen or legal permanent U.S. resident, or you are outside of the U.S., you must follow the steps below.  Making a request using this method will take approximately 12 to 14 weeks to process.

1. Complete the FBI’s [Applicant Information Form](https://forms.fbi.gov/identity-history-summary-checks-review/q384893984839334.pdf).
2. Obtain a set of your personal fingerprints. Your fingerprints should be placed on a [standard fingerprint form (FD-258)](https://www.fbi.gov/file-repository/standard-fingerprint-form-fd-258-1.pdf/view) commonly used for applicant or law enforcement purposes. The FBI will accept FD-258 fingerprint cards on standard white paper stock.
3. Submit payment by credit card or by money order or cashier’s check in the amount of $18.00.
4. Make sure to provide/submit all required information to ensure that your request is properly processed.
5. Mail your request and other required documents to:

**FBI CJIS Division – Summary Request
1000 Custer Hollow Road
Clarksburg, WV 26306**

1. Once you receive your results, you must upload ALL pages of that report when submitting your online application.

For more information, please visit the FBI’s website at: <https://www.fbi.gov/services/cjis/identity-history-summary-checks>.”

 **D. Interstate Agreement (Reciprocity)**

If you plan to obtain a license in another state, contact the state where you are planning to teach to learn what other requirements you need to fulfill to receive a standard license from that state (once you have your standard license from OSSE). These requirements may include 1-2 professional tests (PRAXIS or other) and possibly a course (or more). With your DC license you are entitled to a Regular I (provisional) license in the states that have a reciprocity agreement with DC. You can either wait to graduate and receive your DC license before you fulfill your other state requirements, or you can be proactive and meet these requirements while you are completing your CUA program. In the latter case you may be eligible for a standard license from your new state soon after your graduation.

You may begin your exploration of states’ requirements at <http://www.teaching-certification.com/teaching-certification-requirements.html>

You may also want to check directly, by visiting the Department of Education’s website of the state of your choice.

1. **Initial Credential (Regular I or Provisional License)**

This license is an option for those candidates who are just starting a teacher education program and are hired as a teacher of record in a DC elementary, middle and/or high school.  Thus they need an Initial Credential until they complete their teacher education program and qualify for a Standard Credential.

Beginning in January 2016, teachers seeking to obtain an Initial Credential from the District of Columbia should apply using the online Educator Credential Information System (ECIS).

Go to <http://osse.dc.gov/service/educator-credentialing-and-certification> and download a copy of the ECIS User Guidebook (also available at <http://osse.dc.gov/ecisuserguidebook> ). Follow the instructions to create your account and submit your application.

The following documents will need to be uploaded in ECIS and you will therefore need an electronic copy of them:

* FBI criminal history report that has been issued within the previous 12 months
* Verification of current enrollment in a state approved teacher preparation program (released by the Office of Teacher Education at CUA)
* Passing scores or equivalents for all portions of the PRAXIS CORE
* Passing score for the Praxis II content knowledge exam in the subject area of the approved program
* Verification of current employment as a teacher in a DC local education agency
	1. If the candidate is employed by **a public charter** or **private school** **in D.C.,** the candidate will complete the appropriate section of the F-4 form and submit it to the Office of Teacher Education, who will complete the relevant section. The candidate will then ask the employing school to complete the teaching assignment section.
	2. If the candidate has a teaching assignment with **DCPS,** OSSE has an established process to acquire the teaching assignment information from the DCPS HR unit.

<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Application%20for%20Regular%20I%20License.pdf>

You will be able to pay the fees ($ 50.00) on the ECIS website.

**III. Endorsement Standard Credential**

According to DC regulations, candidates who hold a valid Standard Teaching Credential (Regular II license) can apply for an Endorsement Standard Credential **in another subject area** if they pass the required PRAXIS II content and pedagogy tests in the new area. For instance, early childhood education majors can apply for an elementary license also as long as they pass the elementary PRAXIS II content and pedagogy tests.

Apply for endorsement licenses online, using ECIS (see instructions for Regular I and Regular II licenses).

1. **POLICIES IN TEACHER EDUCATION**
* Admission & Retention policy
* Maintain the required cumulative GPA and GPA in your specialty area.
* Graduate candidates must earn a minimum of B- in every course. Graduate candidates who receive a grade of C in a graduate course will be counseled by their advisor. Those who obtain a second C may be subject to dismissal.
* Students who receive a D or an F will be dismissed from the program, except for extenuating circumstances.
* Talk with your advisor before retaking any course.
* Only **one** *provisional* and **one** *probationary* semester can be given to candidates.
* Appeal process is available for (1) decisions in the Unit Assessment System (if e.g., someone is dismissed from the program) and (2) dispositional concerns.
* Background check for field experiences - Candidates must fulfill the health and safety policies of their field experience site.
* You are expected to abide by the university policy on academic honesty and integrity. It is your responsibility to be familiar with CUA’s policies. You can find the Academic Dishonesty policy at http://policies.cua.edu/academicundergrad/integrityfull.cfm
* All academic policies for graduate students are located at <http://policies.cua.edu/academicgrad/index.cfm>
* CUA's policy regarding Absenteeism: <http://deanofstudents.cua.edu/resources-and-policies/graduate-leave.cfm>
* See **Graduate Student Handbook** for other policies

**Miscellaneous Information**

* Information and video clips regarding the Conceptual Framework may be found at <http://education.cua.edu/About/conframe.cfm>
* Information about the Unit Assessment System may be found at <http://education.cua.edu/res/docs/Fall14/CUA-Assessment-Handbook-2014.pdf>
* Communication with your instructor and advisor
* CUA resources for academic and emotional support
* Information about completing the Action Research Project
* Information about submitting all performance assessments done over your program of studies in LiveText. **Final grades are given only when key assessments are submitted to the professors in LiveText.**
* Impact of personal photos/videos on internet.

I verify that I have attended the orientation meeting. I understand that if I have any questions, I can contact the following people in the Teacher Education Office located in O’Boyle:

* Ms. Tsedale Mammo, Ms. Melisa Darby, Drs. Brown, Wall, and Maggioni.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 Signature Date