

ARIZONA'S FIRST

College *of* Education

THE UNIVERSITY OF ARIZONA®



Online Resource Guide for Pre-Education Students

2007-2008

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Top Tips for Pre-Education Students

By students, for students

Buy a planner and use it!
Get involved with clubs early and stick with them.
Attend class!
Do the readings.
Your advisor is your best resource.



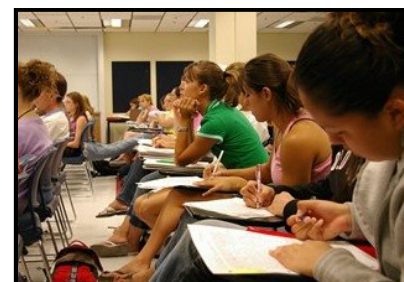
Get your homework done early.
Stay on track with required classes.
Get experience with school-age children.
Study, study, study!
Time management is a great idea.

Summer school can be your friend.
If you want to graduate in four years, take more than
12 credits per semester!
Talk to your professors even if you think they are mean.
Join a club and get involved– it helps to make friends.



Communicate with all of your instructors.
Go to professors office hours.
Always stay on task!
Meet with your advisor as often as possible.

Follow your advising plan (the blue sheet).
Take some unique courses for fun!
It's OK to explore majors!



College of Education Departments

Teaching and Teacher Education

The Department of Teaching and Teacher Education helps prepare undergraduate students for careers as elementary and secondary teachers and offers master's and doctoral programs leading to positions in school leadership, research and development and teacher education. The department also includes a program in physical education, which prepares physical education teachers, athletic coaches, sports administrators and exercise specialists for an educational setting and for parks and recreation and other exercise related professions.

Educational Leadership

The Educational Leadership Program prepares individuals for leadership roles at all levels of public education. Graduates from the Educational Leadership Program hold positions in urban, rural and suburban districts. They work as principals, superintendents and other district office professionals. Many graduates serve in leadership roles in professional organizations at the state and national levels.

Educational Psychology

The Department of Educational Psychology prepares students for assuming productive roles in research, teaching, school counseling, and many other areas in which educational psychology is applied.

Higher Education

The Center for the Study of Higher Education offers degree programs with concentrations in comparative higher education, finance, organization and administration, science and technology policy, and student affairs. Most higher education students advance into positions in various support professions and administration in colleges and universities, but some also pursue faculty positions.

Language, Reading, and Culture

The mission of the Department of Language, Reading and Culture is to establish and support a scholarly community for the study of the teaching and learning of literacy and biliteracy in the educational context of cultural and linguistic diversity. The department realizes its mission through a unified commitment to exercise leadership in developing a knowledge base of theory, research and practice about language and literacy in the context of culture.

Special Education, Rehabilitation, and School Psychology

The Department of Special Education, Rehabilitation, and School Psychology is committed to research about and teaching of students with disabilities and special abilities. The department's research, teaching, and service address current issues in special education, rehabilitation, and deaf studies. SERSP is dedicated to advancing human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities and special abilities across the age span.

Teacher Preparation Programs

Early Childhood Education (Preschool and primary grades)

Starting in Fall 2007, the Early Childhood Education program will prepare students to teach children aged birth through kindergarten. The Early Childhood certificate can also cover grades 1-3.

Courses in this program will differ from the elementary plan of study. The second year of the program will have a school-based methods component with emphasis on applications in early school settings. Student teaching will require two placements: one half-semester in a preschool classroom and the other half in a K-3 setting.

Elementary Education (Grades 1-8)

Elementary education students study the history of schooling, how children learn, how to teach the subject areas and how to manage a classroom effectively. Students spend the first semester of the senior year at a school site where teaching methods are combined with field experiences. The program culminates with a semester of student teaching.

Students who wish to obtain bilingual endorsement are required to take an additional 18 units of coursework in appropriate areas. Please see pages 13-14 for more information.

Elementary education majors who would like to earn a middle school endorsement to teach grades 6-8 must complete 24 credits of additional coursework in one subject area. Hiring requirements for graduates with a middle school endorsement vary by school district. See your advisor for more information on this endorsement.

Secondary Education (Grades 7-12)

Through the College of Education, secondary education students receive professional training in the history of schooling, how children learn, how to teach and how to manage a classroom effectively. They take part in a variety of field experiences in Southern Arizona schools, and finally, complete a semester of student teaching.

Secondary education majors must declare a major in one subject area (e.g., English, History, Spanish, Physical Education, etc.). Most undergraduate teaching majors also require a teaching minor. Consult your advisor to get more information on the majors and minors available for secondary education, or see the UA's General Catalog at <http://catalog.arizona.edu/allcats.html>.

Students who wish to pursue bilingual endorsement are required to take an additional 18-21 units of coursework in appropriate areas. Please see pages 13-14 for more information.

The following programs to teach grades 7-12 are offered in other colleges (see the Office of Student Services for contact information):

Agricultural Education	Art Education	Family and Consumer Science
Health Education	Math Education	Music Education
Theatre Arts Education	Science Education	

Teacher Preparation Programs (continued)

Cross Categorical Special Education (Grades K-12)

The Cross Categorical Teacher Preparation Program leads to a Bachelor of Science degree in Special Education. The program is designed to prepare special education teachers to work with students with mild to moderate challenges in the areas of learning disabilities, mental retardation, and emotional and behavioral disorders. Upon successful completion of coursework, student teaching, and the Arizona Educator's Proficiency Exam (AEPA), participants exit the program qualified to teach students with mild to moderate disabilities in K-12 settings.

Students enter the program in the first semester of their Junior year and follow a four-semester sequence of coursework. The first three semesters (Fall I, Spring I, Fall II) consist of coursework in special education and regular education. The program culminates in a 15-week semester of internship (Spring II) in an approved special education setting. The Program is competency-based and is organized around national (INTASC/CEC) and State of Arizona teacher certification standards.

Students who wish to complete degrees in both Elementary Education and Special Education Cross Categorical Education must meet University requirements for a dual degree (30 units beyond the 120 units required for the first degree). Requirements for each degree must be met, including student teaching (one semester for elementary education and one semester for special education cross categorical education).

For specific special education program questions, please contact the Program Coordinator, Dr. Betty Carlson, at 626-0441, or bettyc@email.arizona.edu.

Deaf Studies and Rehabilitation (non-teaching)

The Deaf Studies program offers specialization in the following areas: 1) Deaf Studies/American Sign Language; or 2) Educational Interpreting– Deaf/Hard of Hearing.

Students in Educational Interpreting receive education and experience to become interpreters for deaf and hard of hearing children in educational settings. Students are required to become fluent in American Sign Language, gain a cultural appreciation and respect for deaf culture, utilize current theories/models of interpreting and gain practical experience through school-based internships.

Students will receive a bachelor's degree in Special Education and Rehabilitation (SERP) upon successful completion of the program.

Undergraduate studies in rehabilitation provide individuals preparing to become human service workers with a comprehensive knowledge of the rehabilitation process and the service delivery skills needed to assist consumers with disabilities in achieving their individual goals.

The bachelor of science degree sequence prepares students for entry level positions as a job placement specialist, case manager, independent living center staff person, mental health worker, group home worker, supported employment specialist, and job coach to name a few.

Questions? Contact Special Education, Rehabilitation, and School Psychology at (520) 621-7822.

Early Childhood Education: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
MATH 105 or higher
Language- 3RD semester
TRAD 101
NATS 101

(16 units)

Freshman Year, Spring

ENGL 102
Language- 4th semester
NATS 104
INDV 101
TRAD 102, 103, OR 104

(16 units)

Sophomore Year, Fall

Tier 2 Science
INDV 102 or 103
Fine Arts Content
Human Development
POL 210

(15 units)

Sophomore Year, Spring

Academic Concentration Science
Tier 2 Humanities
MATH 302A
Academic Concentration US History
Academic Concentration Social Studies

(15 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

ED P 301C
LRC 312C
TTE 350C
Fine Arts Methods
PE 351

(14 units)

Junior Year, Spring

LRC 480C
TTE 300C
ED P 357C
Academic Concentration Science
Mainstreaming
LRC 416

(17 units)

Senior Year, Fall

Field Methods

(15 units)

Senior Year, Spring

Student Teaching

(12 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Elementary Education: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
MATH 105 or higher
Language- 3RD semester
TRAD 101
NATS 101

(16 units)

Freshman Year, Spring

ENGL 102
Language- 4th semester
NATS 104
INDV 101
TRAD 102, 103, OR 104

(16 units)

Sophomore Year, Fall

Tier 2 Science
INDV 102 or 103
Fine Arts Content
Academic Concentration ED/TECH
POL 210

(15-16 units)

Sophomore Year, Spring

Academic Concentration Science
Tier 2 Humanities
MATH 302A
PE 351
Academic Concentration Social Studies

(14 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

Academic Concentration Science
TTE 300
TTE 350
Fine Arts Methods
MATH 302B

(16 units)

Junior Year, Spring

LRC 480
ED P 301
ED P 357
Academic Concentration US History
SERP 301A
LRC 416

(16 units)

Senior Year, Fall

Field Methods

(15 units)

Senior Year, Spring

Student Teaching

(12 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Secondary Education: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
Foundation Math
Language- 3RD semester
TRAD 101
NATS 101

(16 units)

Freshman Year, Spring

ENGL 102
Language- 4th semester
NATS 104
INDV 101
TRAD 102, 103, OR 104

(16 units)

Sophomore Year, Fall

Major course
INDV 102 or 103
Tier 2 Art
Minor courses (2)
LRC 416

(18 units)

Sophomore Year, Spring

Major courses (2)
Tier 2 Humanities
Minor courses (2)
POL 210

(18 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

Major courses (2)
TTE 300
TTE 350
Minor course
SERP 301B

(18 units)

Junior Year, Spring

Major courses (2)
ED P 310
LRC 435
Minor course
SPECIAL METHODS (or fall of senior year)
TTE 394B

(19 units)

Senior Year, Fall

Major courses (4)
Tier 2 Science
EDP 357
(17 units)

Senior Year, Spring

Student Teaching

(12 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Physical Education: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
MATH 110
Language– 2ND semester
TRAD 101

(14 units)

Freshman Year, Spring

ENGL 102
Tier 2 Art
NATS 101
INDV 101
TRAD 102, 103, OR 104

(16 units)

Sophomore Year, Fall

Tier 2 Humanities
INDV 102 or 103
NATS 102 OR 104
POL 210
Elective

(15 units)

Sophomore Year, Spring

PE 285
PE 294A
PE 279
PE 280
2 Electives

(14 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

PE 452
PE 350
PE 360
TTE 300
Elective

(15 units)

Junior Year, Spring

PE 352
PE 353
PE 381
PE 371A
TTE 350
LRC 416

(17 units)

Senior Year, Fall

PE 355/394B
PE 373/374
PE 385
LRC 435
ED P 310
(15 units)

Senior Year, Spring

Student Teaching
PE 497A

(13 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Cross-Categorical Special Education: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
Foundation Math
INDV 101
TRAD 101
Elective (or language)

(15 units)

Freshman Year, Spring

ENGL 102
Elective (or language)
NATS 101
INDV 102 OR 103
TRAD 102, 103, OR 104

(15 units)

Sophomore Year, Fall

POL 210
NATS 102 or 104
Elective
MATH 302A
Tier 2 Art

(15 units)

Sophomore Year, Spring

SERP 400
MATH 302B
Tier 2 Humanities
Tier 2 Science
LRC 416

(15 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

ED P 301
LRC 480
TTE 350
SERP 407A
SERP 409
SERP 475

(16 units)

Junior Year, Spring

SERP 402
SERP 403
SERP 407B
SERP 475
TTE 300
Diversity Course

(17 units)

Senior Year, Fall

Field Methods

(15 units)

Senior Year, Spring

Student Teaching

(12 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Deaf Studies or Rehabilitation: Sample 4-year Plan

Freshman Year, Fall

ENGL 101
Foundation Math
INDV 101
TRAD 101
Elective (or language)

(15 units)

Freshman Year, Spring

ENGL 102
Elective (or language)
NATS 101
INDV 102 OR 103
TRAD 102, 103, OR 104

(15 units)

Sophomore Year, Fall

Major coursework
NATS 102 or 104
Elective or major coursework
Elective (or language)
Tier 2 Art

(15 units)

Sophomore Year, Spring

SERP 200
Major coursework
Tier 2 Humanities
Tier 2 Science
Elective (or language)

(16 units)

Apply to College of Education during sophomore year.

Junior Year, Fall

Major coursework
Major coursework
SERP 400
Elective
Elective or major coursework

(15 units)

Junior Year, Spring

Major coursework
Major coursework
Major coursework
SERP 433
ED P 301

(15 units)

Senior Year, Fall

Major coursework
Major coursework
Major coursework
Major coursework
Elective or major coursework

(15 units)

Senior Year, Spring

Major coursework
Major coursework
Major coursework
Elective or major coursework
Elective or major coursework

(15 units)

This is a sample. Individual plans of study may differ based upon placement scores, transfer work, or other academic factors.

Bilingual Education Endorsement

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

Spanish proficiency is a prerequisite for the bilingual education programs, and some courses are taught partly or entirely in Spanish. Most bilingual education students seek endorsement for Spanish/English programs; the following information is primarily for those students.

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

Elementary Education Program: The Bilingual Option

The elementary education bilingual option requires an additional 18 credits in bilingual education. Fluency in Spanish is determined by the Spanish Language Proficiency Examination. The following courses are required and should be completed in the following order*:

LRC 410: Foundations of Bilingual Education (3)
LRC 428: Bilingual Curriculum Development (3)
ENGL 408: English as a Second Language in
Bilingual Education: Bilingual Methods(3)
LRC 414: Foundations of Reading Instruction in
Spanish (3)
SPAN 441: Children's Literature in Spanish (3)
(Prerequisite: SPAN 350**) (Substitutes for LRC 480: Children's
Literature in the Classroom)
SPAN 473: Spanish for the Classroom Teacher
(3)
The Bilingual Block: TTE 322, 323, 324, 326,
327 (15) (Fall only)
Student Teaching in a Bilingual Setting (12)

**Please check with the offering department to see when these courses are offered.*

*** The usual sequencing of Spanish courses is: 202; 251 or 253; 325 or 323; 330; and 350. Please see the Spanish Dept. in Modern Languages 545 for an assessment of your Spanish level.*

- The bilingual education program generally includes the same coursework and field experiences as the regular elementary program, but several differences help students acquire the experience and basic knowledge needed to work in bilingual classrooms.
- Elementary bilingual teachers must be able to teach reading, writing, and content areas (science, social studies, fine arts, and math) in Spanish.
- Given the great demand for bilingual teachers, students uncertain about their proficiency in Spanish should consider improving their skills.
- Methods courses in the bilingual program are taught in both English and Spanish, and focus on the cultural and educational implications of working in English/Spanish programs in Arizona.
- Students learn to use Spanish as an academic language and acquire specialized Spanish vocabulary for elementary school subjects.

Students who complete a bilingual endorsement do not need LRC 416 (Structured English Immersion).

Bilingual Education Endorsement (cont'd)

Steps for both Elementary and Secondary students:

1. Assess and/or obtain requisite Spanish proficiency.
2. Complete Bilingual Endorsement courses at appropriate time (see your CoE advisor).
3. When applying to CoE, schedule a Spanish essay exam with the Office of Student Services.
4. During student teaching, take the Spanish Language Proficiency Exam*.

*Students studying bilingual Spanish/English education must successfully complete the Spanish Language Proficiency Exam to receive an institutional recommendation (IR) for state certification. For information regarding this exam, contact the Department of Language, Reading, and Culture in EDUC 512. To register, call (520) 621-7256 and leave your name and address. A letter will be mailed to you with information about the exam. Only 25 people can be accommodated at one time, so seating is on a first-come, first-served basis. Your reservation is only guaranteed when your payment of \$35.00 is received.

Secondary Education Program: The Bilingual Minor

The secondary education bilingual minor requires 18 units in bilingual education. Fluency in Spanish is determined by the Spanish Language Proficiency Examination. The following courses are required for secondary education students pursuing a bilingual minor:

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

**LING 210, 303, 320, 425, 441; ANTH 476; ENGL
225, 405, 421; SPAN 340, 343; SP H 350*

- The bilingual education program generally includes the same coursework and field experiences as the regular elementary program, but several differences help students acquire the experience and basic knowledge needed to work in bilingual classrooms.
- Given the great demand for bilingual teachers, students uncertain about their proficiency in Spanish should consider improving their skills.
- Students learn to use Spanish as an academic language and acquire specialized Spanish vocabulary for elementary school subjects.

For more information:
Office of Student Services
College of Education, Room 247
The University of Arizona
PO Box 210069
Tucson, AZ 85721-0069
(520) 621-7865
edadvise@email.arizona.edu
[Http://www.coe.arizona.edu](http://www.coe.arizona.edu)

The Office of Admissions, Advising and Student Services

The Office of Admissions, Advising, and Student Services (Room 247) is open Monday through Friday, 8:00 a.m. to 5:00 p.m., except for major holidays and the University's winter closure.

Academic Advising

You will be assigned an advisor according to the first letter of your last name (see the bottom of the page for advisor information). You are required to visit your advisor once per semester for priority registration, but we recommend that you schedule additional appointments as necessary. Please see our advising calendars at (http://coe.arizona.edu/pages/dep_aass/advising.php).

You should receive an advising plan (blue sheet) from your advisor. Please use your advising plan as a guide to course selection and bring it to your advising appointments.



Correspondence

The Pre-Education listserv allows staff to communicate with pre-education students by email. The Pre-Education Weekly Message, sent via the listserv every Wednesday afternoon, announces job and volunteer openings, special college events, academic changes, and any other information relevant to students.

Study Lounge

The office provides comfortable seating in the lobby for study and interaction. (No food or beverages other than water, please.)

Other Amenities

The office also provides a courtesy phone, copier, vending machines, and lobby computer. If you require the use of a computer for more than 15 minutes, we recommend that you visit the Instructional Technology Facility in Room 455 (west side of the 4th floor).

Advising Staff

Ann Parker, Director

Barbara Collins, Academic Advisor (A-D)

Kerith Morriss, Academic Advisor (E-K)

Kathleen Humphrey, Academic Advisor (L-P)

Letty Gutierrez, Academic Advisor (Q-Z)

aparker@email.arizona.edu

barbmc@email.arizona.edu

kerith@email.arizona.edu

ksh@email.arizona.edu

olgutier@email.arizona.edu

Phone: (520) 621-7865

Office email: edadvise@email.arizona.edu

Freshman Colloquium Courses

TTE 195A: Introduction to the Profession of Teaching

This introductory course will explore major issues in American education and examine the complex and multi-faceted roles of the classroom teacher. This course will also assist pre-education and undecided students who are exploring their interest in becoming a classroom teacher. Course activities include guest speakers, case study discussions, debate presentations, reflective writing, a field trip classroom observation, a written four-year plan, and readings as required.

To register: WebReg or see your advisor

TTE 197A: Freshman Success

This class will help pre-education students develop a sense of connection to the College of Education, The University of Arizona, and to the teaching profession. Students will learn about the College of Education's programs and services; learn about resources and services at the UA; develop a deeper understanding of the teaching profession; gain experience in classroom observation; develop a graduation plan; and learn about the application process to the College of Education.

To register: Contact your advisor

Clubs and Programs

Future Teachers Club

The objectives of the Future Teachers Club are to promote interest in and knowledge about the teaching profession, to provide fellowship among students, faculty, and community professionals, and to provide opportunities for future educators to develop professional skills through experiential learning (and to have fun!). The Future Teachers Club is open to all students who are interested in teaching.

What the FTC offers:

- Networking among students, faculty, and alumni in the College of Education
- Preparation for applications, portfolios, and job interviews
- Post-graduation employment opportunities
- Volunteer opportunities
- Socials and fundraising events
- First-hand experience from student teachers and first year teachers

The Future Teachers Club meets every other Wednesday during the school year. For more information, please contact the Office of Student Services, (520) 621-7865.

Student Ambassadors Program

College of Education Student Ambassadors are undergraduates who volunteer their time to enlighten middle and high school students to the benefits of college, and participate in recruiting future teachers to UA. Ambassadors represent a variety of majors within the college, and share thoughts and experiences from a university student's perspective.

In return for their time and effort, Ambassadors gain opportunities for volunteer work in local elementary and middle school classrooms, public speaking and communication skills, a sense of connection to the College of Education and the teaching community at large, interaction with other education students, and much more.

Contact: Office of Recruitment, Education 227D, (520) 626-9940.

Peer Mentor Program

Starting in 2007-2008, CoE peer mentors will guide new pre-education freshmen through the UA experience.

For more information on this wonderful new program, please contact Academic Advisor Barb Collins at (520) 621-7865 or barbmc@email.arizona.edu.

Gaining Experience with Children

Before applying to a teacher preparation program, you should have at least 120 hours of experience with children in an educational setting. 50 of those hours must involve cross-cultural experience, i.e., working with a group of children who are from varied cultural backgrounds. (Experience with school-age children is not required for admission to the Deaf Studies or Rehabilitation programs.)

What kind of experience should I have?

We recommend that you obtain experience with children who are in the age group you want to teach. However, feel free to enter situations with children of different ages if you want to explore. Furthermore, keep in mind that the opportunities we present to you are not the only ways to obtain experience with children. You may be involved in camp counseling, youth groups, sports coaching, or another related setting.

You must obtain at least 50 hours of cross-cultural experience with school-age children from target or non-target racial, ethnic or cultural groups. The target groups are those represented in the southwestern United States (Latino, African-American, Native American, Asian/Pacific Islander).

Physical Education students are strongly encouraged to gain experience in a Physical Education setting, such as coaching or volunteering in a PE class. Weight room training is not considered acceptable PE experience for PE applicants.

How do I document my hours?

To document your hours, you may request a letter of recommendation from the teacher(s) or supervisor(s) who oversaw your activities. You can also use the Recommendation Form on pages 19-20 of this guidebook. It is extremely important to document all your hours of experience, especially those completed within three to four years prior to the date of application.

Do I need fingerprint clearance?

Be aware that many, if not all, school districts in the Tucson area require you to have fingerprint clearance before volunteering in a classroom. Fingerprint services are available in the College of Education on select dates throughout the school year (call (520) 621-7865 for details). You can also have fingerprints taken at a nearby police department; see the front desk in the Office of Student Services for a fingerprint clearance packet. The Arizona Department of Public Safety fee is \$52 plus any fees incurred from the departments who provide the fingerprinting service. If you are currently outside of Tucson, you may contact any appropriate agency in your area. You will need fingerprint clearance for admission to a teacher preparation program, so it will be to your advantage to complete the process for volunteer work as well.

Contact:

The Office of Recruitment
Education 227D
(520) 626-9940

Opportunities for Pre-Professional Experience

Future Teachers Club

FTC is an ASUA recognized club that promotes interest and involvement in education careers. Meetings are held in the College of Education every other Wednesday. All are welcome. For a current schedule of FTC activities, contact The Office of Admissions, Advising, and Student Services at (520) 621-7865.

Word Cats/Math Cats

Word Cats/Math Cats is a tutoring program that provides university tutors for students in local elementary schools. Tutors are assigned to a classroom teacher and work one-on-one or in small groups with students. For more information, please contact Kevin Carroll, Program Coordinator, Room 532B, at kcarroll@email.arizona.edu.

Local Schools

Many school districts have paid and volunteer positions available.

Academy of Math and Science	http://www.amstucson.org/z/
Amphitheater Public Schools	http://www.amphi.com/
Catalina Foothills School District	http://www.cfsd.k12.az.us/
Flowing Wells School District	http://www.floatingwells.k12.az.us/
Marana Unified School District	http://www.maranausd.org/
Sunnyside Unified School District	http://www.sunnysideud.k12.az.us/
Tanque Verde School District	https://www.edline.net/pages/TVUSD
Tucson Unified School District	http://www.tusd.k12.az.us/
Vail Elementary School District	http://www.vail.k12.az.us/

Other Opportunities

The following local service agencies may have positions available:

Child and Family Resources	Robin Aufpin	(520) 321-3778
KIDCO Program, Tucson Parks & Rec.	Ronni Kotwitscha (SW)	(520) 791-5915 (ext. 126)
	Terry Nierzwicki (East)	(520) 791-5934 (ext. 121)
	Mary Rotter (NW)	(520) 791-3247
	Shannon Voorhees	(520) 623-9211
Lohse YMCA	Lacey Gould	(520) 877-6150
Pima County Parks and Recreation	Sr. Judy	(520) 573-1500
	Sr. Mary Anne	(520) 884-1602
	Administration Office	(520) 573-3533
Project YES	Main Office	(520) 624-2447
Boys and Girls Club	Kristen Culliney	(520) 319-3170
Big Brothers Big Sisters	Linda Walker	(520) 881-3300 (ext. 109)
Girl Scouts		
Project ACHIEVE		

Additional Resources

Pre-Education Weekly Message	Sent to the Pre-Education listserv every Wednesday; contains job/volunteer information
The Office of Student Services	See binder at front desk and bulletin boards

**UNIVERSITY OF ARIZONA- COLLEGE OF EDUCATION
RECOMMENDATION FORM**

Instructions:

Please complete the following form to recommend a student for College of Education teacher preparation program.

- Please attach your business card (if available).
- You may attach a copy of performance evaluation(s) completed by you (if available).
- If you wish to add additional comments about the candidate, please use the reverse side of this form.

Place in a sealed envelope.

Student Name: _____ Date: _____

Reference Name: _____

School or Company: _____ Phone: _____

Reference position: _____

**Description of Candidate's Experience with Children
(TO BE FILLED OUT BY RECOMMENDER)**

Age of students or grade of class in which candidate volunteered or worked.

Number of volunteer or work hours and period of time with inclusive dates (see reverse).

From (mo./year) _____ To (mo./year) _____

approximate hours/ week: _____ **OR** total hours from reverse: _____

Ethnic, racial, or cultural diversity of children or youth that candidate worked with. Please check all that apply.

- African-American Native American Asian/Pacific Islander
 Hispanic White, non-Hispanic Other (specify: _____)

Describe the nature of activities.

Your perception of candidate's ability to meet the standards of the teaching profession.

Signature _____

Applying to a Teacher Preparation Program

Deadlines

Fall applicants: Second Friday in February, 5:00 p.m.

Spring applicants: Second Friday in September, 5:00 p.m.

How to Apply

The application is online at <http://coe.web.arizona.edu/pages/apply/index.php> (or go to our homepage at www.coe.arizona.edu and click on "Want to Apply?").

Minimum Requirements

Applicants must earn 56 semester units towards a bachelor's degree by the semester for which they are accepted. A minimum cumulative GPA of at least a 2.5 is required.

All students must complete English 101 and 102 or equivalent courses, the foundation mathematics course and demonstrate second semester proficiency in a second language, including American Sign Language, to be eligible to apply.

If there are extenuating circumstances that would explain inconsistencies on your transcript, you may include a letter of explanation with your application packet.

Bilingual Option

All applicants to the bilingual teacher education program are required to complete an essay in Spanish. You will be asked to respond in writing to one question regarding an aspect of teaching and schooling in the United States. The essay must be written in Spanish. Essays are evaluated for content and mechanical adequacy of your writing (organization, grammar, spelling, punctuation, sentence structure, etc.).

Non-Native-English Speaking Applicants

Non-Native-English Speaking applicants will be required to interview with a College Committee to determine English language speaking skills.

Additional Requirements

Experience with School-Age Children

Demonstrated by documented contact with school-age children in an educational setting (see the "Gaining Experience with Children" page). A minimum of 60 hours over the previous three years is required. 120 hours or more is preferred. Experience with school-age children is not required for admission to the Deaf Studies or Rehabilitation programs.

Cross-cultural Experience

Demonstrated by documented experiences with school-age children from target or non-target racial, ethnic or cultural groups or self-reported sustained association with target groups. The target groups are those racial, ethnic or cultural groups represented in the southwestern United States

Applying to a Teacher Preparation Program (continued)

(Latino, African American, Native American, Asian/Pacific Islander). A minimum of 50 hours over the previous three years is required.

The Deaf culture is included as a target group for Deaf Studies applicants.

Fingerprint Clearance

One of the requirements for teacher certification in Arizona is fingerprint clearance; therefore, applicants to the College of Education's teacher preparation programs must receive their fingerprint clearance no later than the day of the new student celebration (the day after the last day of classes). If you are unable to provide the College of Education with evidence of fingerprint clearance by the date of the new student celebration, your admission will be revoked. To receive your fingerprint clearance, complete an application available in the Office of Student Services. If you have questions or concerns about your fingerprint clearance, contact the Office of Admissions, Advising and Student Services at (520) 621-7865.

Deaf Studies and Rehabilitation: Fingerprint clearance is not a requirement for admission. However, please note that if you are planning to work in schools, you will need fingerprint clearance before you are able to begin volunteering or working in schools.

Writing Proficiency: Mid Career Writing Assessment

Students who have completed English 102, 104, 108 or 109H with a grade of B or better are not required to take the MCWA. Students whose grade in English 102, 104, 108 or 109H is a C or lower are required to pass the MCWA. The University of Arizona requires successful completion of the MCWA before you graduate.

For students admitted to the College of Education, this requirement can be met in one of three ways: retaking English 102 or equivalent course and earning a grade of "B" or better; taking a Writing Emphasis course in your secondary education major and earning a grade of "B" or better; or completing 10 workshops offered by the Writing Skills Improvement Program. See your advisor for more information about how to meet the MCWA requirement.

Scholarships

College of Education scholarships are available only to juniors and seniors who have been admitted to a teacher preparation program. However, it's never too early to start obtaining scholarship information. Here are some tips for preparing yourself for scholarship eligibility in the future:

Maintain a high GPA.

Many scholarships are based on merit. You will need at least a 2.5 GPA to apply for any scholarship, but a higher GPA will make you more competitive for merit awards.

Have a FAFSA on file.

The FAFSA (Free Application for Federal Student Aid) is crucial in determining a student's financial need. To qualify for need-based awards, you must have a current FAFSA on file with The University of Arizona.

Obtain information about the FAFSA at <http://www.fafsa.ed.gov>.

Get involved in volunteer work and community service.

Some scholarship awards require recipients to have completed a certain amount of volunteer work or community service. Volunteer organizations such as Big Brothers Big Sisters and Boys and Girls Club provide students with the chance to obtain work hours for scholarship applications and admission to teacher preparation programs.

Visit our scholarship website for information and an application.

Our scholarship page contains current information on all awards offered from the college. Go to <http://coe.web.arizona.edu/pages/scholarships/index.php> to learn more. You may apply for scholarships upon admission to a teacher preparation program.

The single application makes you eligible for all scholarships, so you do not need to apply for individual awards. The Scholarship Coordinator will determine your eligibility and match you up with an appropriate potential scholarship. The scholarship selection process is highly competitive, and thus, there is not guarantee of receiving an award.

Furthermore, make sure your application is complete. Incomplete applications may void your eligibility for awards. Applications are due by May 1 each year.

Contact:

Scholarship Office
Education 225
(520) 621-2345

Other Scholarships/Financial Aid

The UA's Office of Student Financial Aid and Scholarships is an excellent resource for obtaining money for college. Visit them in Room 208 of the Administration Building, or see their webpage at <http://finaid.arizona.edu/> for more information.

Academic Policies and Guidelines

Continuation in the Pre-Education major

Pre-education students must maintain a 2.5 GPA to remain in the major. If a student's GPA falls below the requirement, the student will be notified. If the GPA remains below 2.5 for a total of three consecutive semesters, we will suggest a different academic path, for example, as an exploratory student in the UA's University College. If you are referred to University College, advisors will provide you with appropriate guidance in choosing the best possible major for you.

Please refer to the "Guidelines for Pre-Education Students" sheet given to and signed by you at your freshman orientation session.

Fitness to Teach

The College of Education must insure that individuals who are recommended to the state of Arizona for teaching certification have all the necessary skills and knowledge to join the teaching profession. Using Fitness to Teach criteria will allow the Office of Field Experiences to identify students who display outstanding qualities, as well as students who may have difficulties that raise concern about the student's potential for success in the program.

Fitness to Teach examines a student's academic achievements and personal characteristics. Academic requirements comprise a minimum 2.5 GPA in the teaching major and professional studies prior to student teaching, and completion of professional coursework. Personal characteristics include personal and professional demeanor, cultural and social attitudes and behavior, and cognitive dispositions (i.e. the ability to think analytically and reflect thoughtfully).

Upon admission to a teacher preparation program, students will receive a copy of Fitness to Teach criteria and related referral forms.

Code of Academic Integrity

The guiding principle of academic integrity is that a student's submitted work must be the student's own. The Code prohibits all forms of academic dishonesty, including but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism.

Plagiarism is defined as "using others' ideas and words without clearly acknowledging the source of that information". The Student Code of Conduct provides the following guidelines to avoid plagiarism:

Give credit whenever you use...

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawings, or any pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words.

For a complete description of the Code of Academic Integrity, please refer to your freshman orientation packet. For more information on academic policies, please see the Dean of Students' webpage at <http://dos.web.arizona.edu/uapolicies/>.

Resources on Campus

- **Bursar's Office:** student accounts, questions about disbursements, tuition payments, etc. *University Services Building #104; 621-3232; <http://www.bursar.arizona.edu/main.asp>.*
- **Campus Health Services:** check-ups, pharmacy, psychological services, etc. *Located at Highland Commons near 6th St and Highland; 621-9202; <http://www.health.arizona.edu/>.*
- **Counseling and Psychological Services:** offers psychological counseling to help students cope with personal and family problems and successfully achieve their educational goals. Licensed professionals provide treatment for anxiety, depression, relationship difficulties, family problems, food and body image concerns, drug and alcohol problems, and unanticipated life crises. *Campus Health 2nd floor; 621-3334; <http://www.health.arizona.edu/webfiles/caps.htm>.*
- **CATS Program for Student Athletes:** Commitment to Athletes' Total Success (CATS). Programs are designed for student-athletes making a transition from high school to the collegiate level. *For more information, contact Becky Bell at bell@u.arizona.edu.*
- **Curriculum and Registration Office:** Class registration, grades, transcripts, residency, withdrawal, and diplomas. *Administration Building #210; 621-3113; <http://www.registrar.arizona.edu/>.*
- **Dean of Students:** provides assistance to students, faculty members, administrators, and parents who are navigating their way through various campus procedures. Develops and supports UA guidelines and policies, and educates students to be accountable for their actions in order to promote a safe campus environment. *Old Main #203; 621-7057; <http://dos.web.arizona.edu/>.*
- **Disability Resource Center:** facilitates full access for disabled students, faculty, staff, and visitors through the provision of reasonable accommodations, adaptive athletic and fitness programs, assistive technology, innovative programming, education, and consultation. *1540 E. 2nd St.; 621-3268; <http://drc.arizona.edu/>.*
- **Financial Aid and Scholarships:** student loans, work study, scholarships. *Administration Building #208; 621-1858; <http://financialaid.arizona.edu/>.*
- **Honors College:** fosters an enduring spirit of inquiry and discovery by providing academic opportunities, such as Honors courses, research experiences, and intellectual dialogues for academically and artistically talented students. *Slonaker House; 621-6901; <http://www.honors.arizona.edu/>.*
- **International Student Programs and Services:** represents and advocates for international students, provides liaison with academic and other departments, as well as local, state, federal, and foreign agencies; provides immigration and tax advising and opportunities to interact with the Tucson community. *935 N. Tyndall Ave.; 621-4627; <http://internationalstudents.arizona.edu/>.*

Resources on Campus (continued)

- **Multicultural Programs and Services:** provides services to underrepresented students including tutoring, peer advising, study groups, computer labs, and cultural centers. *Old Main, 1st Floor; 621-1094; <http://dmps.arizona.edu/>.*
- **National Student Exchange:** the National Student Exchange is the only domestic college exchange program in the United States. NSE sites are found at more than 170 campuses across the country. NSE allows students to take classes that complement or supplement their majors at UA, or simply experience a different part of the country and different campus for a semester or year. *Integrated Learning Center #103; 621-7763; <http://www.universitycollege.arizona.edu/nse/>.*
- **OASIS:** provide a variety of direct services to students, staff, and faculty who are affected sexual assault and relationship violence. *Campus Health #D301; 626-2051; http://www.health.arizona.edu/webfiles/hpps_oasis_program.htm.*
- **Residence Life:** provides a variety of on-campus housing options and living-learning communities. *El Portal (501 N. Highland); 621-6501; <http://www.life.arizona.edu/>.*
- **Residency Classification:** instructions for obtaining Arizona residency for tuition purposes. *Modern Languages #347; 621-3636; <http://www.registrar.arizona.edu/residency/residenc.htm>.*
- **Strategic Alternative Learning Techniques (SALT):** provides enhanced, for-fee services for students with documented learning disabilities. One of the largest of its kind in the country, the SALT program offers education planning, mentoring, workshops, writing skills training, peer tutors, and a computer lab. *1010 N. Highland Ave.; 621-1242; <http://www.salt.arizona.edu/>.*
- **Tutoring Services:** offers fee-based tutoring services. Some free services can be found via the website. *Old Main, 1st floor; 621-2475; <http://www.tutoring.arizona.edu/services.htm>.*
- **University of Arizona Police Department:** UAPD provides a safe, secure atmosphere conducive to the education, research, employment, and daily lives of the UA community.
- **University Learning Center:** academic counseling, graduate school preparation, learning strategies, and self-assessments. *Old Main #201; 621-4548; <http://www.ulc.arizona.edu/>.*