



University of Northern Colorado Elementary Post Baccalaureate Teacher Licensure Program 2009-2010

Program Handbook &
Orientation Packet



Program Coordinator & Advisor
Dr. Jenni Harding-DeKam
Jenni.Hardingdekam@unco.edu
970-351-1029

Off-Campus Program Manager
Mr. Jonathan Shaw
Jonathan.Shaw@unco.edu
970-351-2897

Table of Contents	
Program overview	3
Program Competencies	5
Program Course Listing	6
Field Experiences	7
Responsibilities for Teacher Candidate	8
Information regarding the PLACE and PRAXIS tests	9
Licensure	10
Liberal Arts Review/CLEP information	12
Advising and Counseling	13
Criminal Arrest info	14
Academic Concerns	15
UNC PTEP Concern Form	16
UNC Problem Resolution Action Plan	17
Petition to Waive a Course	18
Important Information	19
URSA, Tech Support, and Bearmail	21
EDFE 125 Checkpoint Course	22
Mandatory Dates	23
Severe Weather Conditions and Closures	24

Appendix A: Program Matrix

POST BACCALAUREATE LICENSURE PROGRAM IN ELEMENTARY EDUCATION

First Time Licensure

Since its founding as the State Normal School in 1889, the University of Northern Colorado has earned a reputation for educating highly-qualified elementary-school teachers. In keeping step with the needs of an ever-changing society, UNC's commitment to teacher education has evolved over the years, becoming increasingly diverse and inclusive. The Post Baccalaureate Licensure Program in Elementary Education represents diversification of UNC's traditional mission of teacher preparation by including graduate-level teacher candidates within its purview for initial licensure. To acquire knowledge of curriculum, subject-matter content, and the pedagogical skills and dispositions needed to maximize student learning, "Post Baccalaureate" teacher candidates are immersed in a balanced combination of on-campus coursework and field-based experiences.



Mission Statement

The mission of the Post Baccalaureate Licensure Program in Elementary Education is to prepare graduate-level teacher candidates who are able to perform proficiently in elementary classrooms situated in an increasingly complex, diverse, and technologically advanced society. This program emphasizes the depth and breadth of knowledge and skills described in the Performance-Based Standards for Colorado Teachers (2000).

Program Philosophy

Promoting student achievement requires that teacher candidates develop knowledge of content, pedagogy, and child development to design learning experiences that consistently build on students' prior knowledge and experiences. Candidates must also become familiar with the structure of the disciplines they teach in order to present subject-matter content in a challenging, clear, and compelling ways. Teachers must know how children learn and strive to make complex ideas accessible and meaningful using instructional strategies and assessment procedures that invite and enable students to construct their own knowledge. Each and every elementary student has a right to a competent and caring teacher, one who contributes to the growth of the whole child, including his or her personal, social, cognitive, moral and physical development. Teacher candidates must be committed to the worth, dignity and rights of all learners, regardless of gender, national origin, ethnicity, religious beliefs, socio-economic background, or type of exceptionality.

Eight philosophical beliefs guide our preparation of teacher candidates:

1. Effective elementary teachers must have a strong foundation in the content they teach, including mathematics, science, social studies, and literacy. Post Baccalaureate teacher candidates have a broad liberal arts background as well as depth pedagogical background.
2. The preparation of elementary education initial licensure candidates must be based on a shared commitment of all faculty involved, including those in the Colleges of Education, Arts and Sciences, Health and Human Sciences, and Performing and Visual Arts, as well as our colleagues in Host Schools.
3. An effective teacher education program must involve Host Schools that: a) provide an exemplary education for all elementary students; b) regularly engage teachers in professional development, c) support inquiry that advances knowledge of teaching and learning; and d) provide clinical settings for future educators.
4. Effective teacher candidates must be knowledgeable and skilled in: a) using technology as a tool to support student learning; b) designing, implementing, and interpreting the results of multiple methods of assessing student learning; c) aligning teaching strategies and assessment methods with student knowledge and performance standards; and d) addressing the needs of diverse groups of students.
5. Design and implementation of the program must be based on rigorous state, national, and professional organization standards and effective formative as well as summative performance-based assessment. The teaching success of teacher candidates is linked to elementary students' learning.
6. Teacher candidates progress along a developmental teaching continuum from basic understanding to acquiring proficient beginning educator knowledge and performances.
7. Teacher candidates must have extensive and diverse supervised field experiences where they can connect knowledge of subject matter with educational theory and practice.
8. Teacher candidates must be prepared to initiate, mediate, and respond to the complexities of the change process in education. Capacities for personal vision building, deliberate inquiry, initiating and sustaining purposeful action and collaboration allow teacher candidates to participate as education change agents.

Program Competencies

Teacher candidates who successfully complete the program will be able to:

- Demonstrate substantive and well-grounded knowledge of content related to literacy, reading, writing, and mathematics, and use this knowledge to design, implement, and assess effective integrated learning experiences for students.
- Use technology effectively to support instruction, assess student learning, and advance students' technological literacy.
- Demonstrate respect for cultural diversity and individual differences, and recognize the entire continuum of students' individual strengths to design and adapt curriculum to address this diversity.
- Identify, organize, and employ a variety of assessment strategies to plan, implement, and mediate data-driven instruction.
- Identify, organize, and manage instructional strategies and learning environments which support every student's intellectual, social, emotional, physical, and self-expressive development.
- Utilize content knowledge from a broad range of disciplines to inform the integrated design, implementation, and assessment of student learning.
- Promote students' understanding and appreciation of democratic ideals by articulating, modeling, and reinforcing underlying democratic principles and beliefs including respect for the rights of others and concern for attaining a common good.
- Articulate personal beliefs about and commitment to the educational enterprise and to teaching as a career, and demonstrate professional dispositions that embody this commitment.
- Develop a personal intellectual structure that supports inquiry, learning, teaching, and reflective problem solving.
- Demonstrate by one's conduct and professional demeanor respect for the profession, dedication to educational excellence, and commitment to upholding our professional standards and ethical codes.

On-line Access to Information

All program documents and handbooks maybe found online at www.uncpostbac.com. Go to "Elementary". Then click on "Information for Current Students".

Post Baccalaureate Licensure Program in Elementary Education Courses

Post Bac students are required to complete the following courses during the program. Courses are offered during the summer and fall semesters while student teaching is offered during the spring semester. Students generally take between 16-19 credit hours during summer and fall semesters. Student teaching is 12 credit hours.

REQUIRED COURSES – SUMMER AND FALL SEMESTERS
CH 303 Community Health in the Elementary School (1)
EDEL 520 Effective Instruction in Elementary School Mathematics (3)
EDEL 525 Integrated Methods for Elementary Art, Music and Physical Education (3)
EDEL 540 Effective Instruction in Elementary School English/Language Arts (3)
EDEL 550 Effective Instruction in Elementary School Social Studies (3)
EDEL 602 Practicum in Elementary Education (3)
EDF 500 Conceptions of Schooling (3)
EDRD 510 Achieving Effective Instruction in Development Reading (3)
EDRD 511 Elementary Reading Diagnosis and Individualization (3)
EDSE 430 Exceptional Student in the Elementary School Classroom (2)
ET 501 Introduction to Applications of Educational Technology (3)
PSY 347 Educational Psychology for Elementary Teachers (3)
SCED 570 Science for Elementary Teachers (3)
STUDENT TEACHING – SPRING SEMESTER
EDEL 544 Student Teaching and Capstone Seminar (12)
EDFE 125-Checkpoint Admission to PTEP (Professional Teacher Education Program) (0)
EDFE 130-Checkpoint Student Teaching Application (0)

Field Experiences in Elementary Schools

During “field experiences” Post-Baccalaureate teacher candidates gain the direct supervision of a Master Teacher (as identified by the school Principal and UNC Program Coordinator). There are three field experience components in the Post Baccalaureate Licensure Program.

The first field experience comes in the form of the EDEL 602 Practicum in Elementary Education. During the fall semester you are placed in an elementary classroom where you complete a number of assignments designed to help you meet the Performance Based Standards for Colorado Teachers (details are provided in the EDEL 602 Student Handbook). Working fifteen hours per week for the fifteen week-long fall semester will give you a total of 225 hours of field experience this is supervised by your Host Teacher.

Simultaneously you will be taking part in the tutoring component of EDRD 511 (Elementary Reading Diagnosis and Individualization). With the guidance of your instructor you will diagnose reading leading to instruction through a variety of approaches regarding elementary students. This hands-on-course will guide the teacher candidate toward the end of enabling teachers to select appropriate methods/ materials regarding reading.

The capstone field experience comes in the form of student teaching. During the spring semester you will complete a sixteen-week-long student teaching experience; working eight hours a day in the classroom for sixteen weeks will give you 640 hours of field experience that is supervised by your Cooperating Teacher. Together, the Practicum and Student Teaching will provide you with 865 hours of supervised field experience.

“Where do I complete my EDEL 602 Practicum?” The Post-Baccalaureate Program has established relationships with specific “Host Schools” located in Northern Colorado for the Greeley and Loveland cohorts and in the Denver Area for the Lowry cohort. These public elementary schools are chosen on the basis of having a diverse student population, a reputation for promoting student achievement, and host teachers who are skilled at working with Post Baccalaureate teacher candidates.

Responsibilities of Teacher Candidate

A. To the school:

1. Become familiar with the rules and regulations of the school, school hours, classroom rules, special policies, etc.
2. Be punctual – arrive on time. Sign in and out in the school office.
3. Call the school office and your Host/Cooperating Teacher if you are ill and cannot be at school—make arrangements to make up this time.
4. Show as much initiative and dependability as possible during your field-based experiences.
5. Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the teaching profession.
6. Follow the rules of basic courtesy toward teachers, students, school staff, and members of the community.
7. Dress appropriately and in keeping with faculty standards.

B. To the University:

1. Attend all weekly classes, seminars, and other functions assigned by your university instructor.
2. Be available for conferences with your university instructors, cooperating teachers, and school administrators.
3. Closely monitor your own academic progress and GPA. Make an appointment with the Elementary PTEP Coordinator if you have questions or concerns.

The University of Northern Colorado establishes five responsibilities for students.

Students have the responsibility to:

1. Inquire about course requirements if they do not understand them or are in doubt about these requirements.
2. Maintain the standards of academic performance established for individual courses and for programs of study.
3. Initiate an investigation if they believe their academic rights have been violated (See section on Academic Appeals in the *Student Rights and Responsibilities Referral Guide* at <http://www.unco.edu/dos/handbook/index.html>).
4. Learn the content of any course of study.
5. Act in accordance with commonly accepted standards of academic conduct. (See Student Conduct section in the *Student Rights and Responsibilities Referral Guide* at <http://www.unco.edu/dos/handbook/index.html>).

<p style="text-align: center;">Important Information Regarding the PLACE (Program for Licensing Assessments for Colorado Educators) And Praxis II Assessments, and Teacher Licensure</p>

For All Elementary PTEP Student Teachers

Beginning in the fall of 2002, all elementary student teachers are required to pass either the PLACE or Praxis II Assessment prior to entering Student Teaching

The Licensure Assessments are criterion referenced and objective based. The assessment is designed to identify those students who have the level of content knowledge judged important for educators in elementary schools in Colorado. An individual's performance is evaluated against an established standard. The passing score for the assessment is established by the Colorado State Board of Education, and is based on the professional judgments and recommendations of Colorado educators.

What state mandated assessments are required to meet requirements for teacher licensure in Colorado?

- Licensure requires one exit level test that assesses the teacher candidate's knowledge of content. PLACE stands for Program of Licensing Assessments for Colorado Educators.

How often is the test scheduled?

- PLACE and Praxis II are both offered 6-7 times a year at several locations throughout Colorado, including Greeley. See the schedule and sign up for the test date that works best for you at:
<http://www.place.nesinc.com/> or <http://www.ets.org/praxis/>

Which test should I take?

- If you take the PLACE, you will want to sign up for the Elementary Education Test 001. You do not have to take the Basic Skills test. If you are going to take the PRAXIS test, please take Elementary Education: Content Knowledge Test 10014.
- The tests are offered throughout the year, one option that we recommend is taking them:
PLACE August 1 or PRAXIS July 25.

How is the test developed and revised?

- Current standards and surveys are sent to faculty at all Colorado teacher preparation colleges and universities to develop the test. As programs are restructured to meet new standards, the test will change to reflect knowledge related to the new standards.

When will I have to pass the test?

- Successful completion of the PLACE or Praxis II Content exam is required prior to student teaching (EDEL 544).

How long does it take to receive results of the test?

- Results are sent to CDE and UNC about 4-6 weeks after taking the test.
- You will include your results in your EDFE 130 Packet due September 8, 2008 to Jonathan Shaw.

How do I register to take the test?

- PLACE and Praxis II Registration Bulletins, including mail-in registration forms are available in the School of Teacher Education, McKee 216, or online at www.place.nesinc.com (PLACE) or www.ets.org/praxis (Praxis II).

Will special provisions be made for someone who is not able to take the test under standard conditions because of a disability?

- Yes. Requests for special arrangements based on documentation of a disability will be reviewed and approved by NES. The procedure for requesting special arrangements is included in the registration bulletins available in the STE office.

Is there a limit to how many people pass the test?

- No. It is possible for everyone to pass the test since it will be a criterion-referenced test and not a norm-referenced test.

Is there a cost for taking the test?

- Yes. The cost for each test ranges from \$95.00 - \$135.00.

Am I limited in the number of times I can take the test?

- No. Students must take the test until they pass.

What is the difference between the PLACE and the PRAXIS?

- PLACE results are good for Colorado, whereas PRAXIS results are good for most states.

Licensure

In order to fulfill a teaching contract, a prospective teacher must be licensed by the state in which he or she is to be employed. Licensure by the state is NOT an automatic event upon graduation and must be initiated by the student. During your Spring Semester and Student Teaching, one of your seminars will be attended by a UNC Licensure Officer and a representative from Career Services to help guide you in this process. Below are the steps on how to apply for Colorado Teaching Licensure and answers to some frequently asked questions:

How do I apply for a Colorado Teaching License?

- a. Download a licensure application form from the Colorado Department of Education website at www.cde.state.co.us/index_home.htm or wait until you attend a Career Services/Licensure seminar later in the semester for a hard copy of the licensure packet. Note: You do not have to re-do your fingerprints for your

license. Please return the blank fingerprint card to McKee 216 with your packet.

- b. You are required to submit official transcripts from all colleges/universities attended. You may order your official UNC transcripts on-line through URSA. Please request the UNC transcript to be held for current term spring semester grades and sent directly to Mrs. Vicky Stromberger at the following address: School of Teacher Education College of Behavioral Sciences, University of Northern Colorado, c/o Mrs. Vicky Stromberger, Campus Box 107 McKee Hall 216, Greeley, CO 80639.
- c. Your teaching license will be mailed to you from the Colorado Department of Education 8-10 weeks after graduation.

What are the requirements for a Provisional Teacher License?

- To obtain a Provisional Teacher License a person must have completed a bachelor's degree and licensure coursework at an accredited university and be recommended for licensure by an official teacher licensure officer.

Can the Provisional Teacher License be renewed?

- Yes. The 3-year Provisional Teacher License can be renewed every 3 years.

What are the requirements for a Professional Teacher License?

- To obtain a Professional Teacher License a person must have held a Provisional Teacher License, successfully completed an induction program, and have documentation of ongoing professional development and assessment as determined by the Colorado Department of Education.

What is an induction program?

- An induction program is a program of continuing professional development and mentoring for provisional licensees that meet the standards of the State Board of Education and that upon completion leads to a recommendation for licensure by the school district or districts providing such induction program. Colorado school districts must have induction programs in place for beginning teachers hired by the district.

How long is the induction program?

- It is assumed that an induction program will include one full school year. For beginning educators who may need additional support, the induction program can extend to as many as three years.

Will I be eligible for a teaching certificate/license in other states?

- Contact the specific state's Department of Education to request the paperwork required for Institutional Recommendation in order to be recommended for licensure in another state. The state may have additional assessments or requirements that may need to be completed prior to obtaining licensure or certification in their state

How do I apply for a Substitute Teaching License?

- There are two different types of substitute teaching licenses. You can apply for a one-year sub license through the school district(s) in which you would like to substitute. If you would prefer a three-year sub license you need to apply through the Colorado Department of Education. You can download an application from their website at www.cde.state.co.us/index_home.htm.

If you have further questions or concerns regarding Teacher Licensure:

- Contact Vicky Stromberger at 351-1624 or vicky.stromberger@unco.edu.

Liberal Arts Review:

Liberal Arts Requirements

These requirements are determined by the Colorado Department of Education. They allow UNC to do the Post Baccalaureate Teacher Licensure Program in a condensed amount of time because they believe that all of the following courses will have been taken by students/educators in the liberal arts core of their undergraduate work. If these classes are not completed in undergraduate work, they must be completed by the time the Post Baccalaureate program is completed. All courses must have a “C” or better (Except Oral Proficiency, which must have a “B”). Courses will be at the 100 level or above.

- English Composition or Writing Proficiency
- Laboratory Science (biology, chemistry, earth science, physics/physical science)
- Mathematics (nonremedial)
- Humanities (visual or performing arts, literature, foreign language, philosophy)
- History (US, Colorado, or world)
- 2 social sciences-one from each category please (geography, American Gov, civics, economics)

There are two courses that must be completed by the time that you begin student teaching and they are:

- English Composition or Writing Proficiency (English Essay Exam) B or better
- Oral Proficiency (Comm 100/103)

You may take the above courses at any community college, college, or take a CLEP exam to fulfill your Liberal Arts Requirements. If you have questions about if the course will count, please submit a course description and syllabus.

CLEP Exams may be taken at UNC Career Services at 970-351-2127 in the following areas:

- Principles of Microeconomics, Principles of Macro Economics.....(1 Social Science Course)
- English Composition with Essay.....(Written Proficiency/English Composition)
- U.S. History I: Early Colonizations to 1877, U.S. History II: 1865 to the Present.....(History)
- College Algebra, College Mathematics.....(Math)

You must receive a score of 50 or above to pass the CLEP test.

After completing a course or test, have official results sent to Jonathan Shaw.

Advising and Counseling (Content and PTEP)

The Office of Academic Support and Advising assists new students and their family members with their transition to the University of Northern Colorado. The Office of Academic Support and Advising coordinates the Tutoring Center (<http://www.unco.edu/asa/tutoring/inclass/classescovered.html>) and Supplemental Instruction programs. Nationally certified tutors provide free individual and group tutoring sessions in approximately 130 different courses encompassed by the major subject areas.

Prospective Teachers are assigned an advisor (Dr. Harding-DeKam) prior to beginning the program at the Orientation Meeting. Prospective Teachers are advised to contact their advisor at least once a semester for individual guidance if they have questions or concerns to help with a variety of academic issues, procedures and opportunities. Advising takes place through the following:

1. There are group advising sessions each semester for each geographic location (Denver, Greeley, & Loveland).
2. Appointments are available each week at each campus for individual advising appointments.
3. Phone appointments can also be made for convenient student advising.
4. Email and online advising take place throughout the program.
5. Handbooks help advise through the Program Handbook, Practicum Teaching Handbook, and Student Teaching Handbook. These can all be found on our website.

An advisor fills out the Advising Form during the advising session (or an email is printed out). The completed forms are then placed in the Prospective Teacher's student file. Information recorded on the advising sheet documents: semester in program, number of past advising session(s), purpose for the advising appointment, advising recommendations, and plan for resolving any problem(s). The advisor and Prospective Teacher then initial the advising form or email. Form is attached. There is a follow-up with the Prospective Teacher to guarantee resolution of the program or to create another plan to solve the issue.

The Counseling Procedure is followed in a step-by-step procedure explained in the section above with the Concern Form through evaluation at decision and transition points.

Please make sure to include your bear number and cohort with all correspondences.

Criminal Arrests and Current Judicial Proceedings

It is the policy of the Professional Education Council to preserve the integrity of and to avoid embarrassment for the student, faculty, and University in regard to student teacher education candidates who have been convicted of a felony and/or against whom a criminal charge is currently pending. This need for integrity and to avoid possible embarrassment is recognized as being particularly acute during the field experience period.

The intent of the Professional Education Council in seeking student awareness of the above policy is to:

- A. Ascertain if the prospective teacher candidate will be eligible for licensure in light of the State of Colorado statute that serves as the legal requirements to guide the Colorado State Department of Education when certifying teachers. The statute states the licensed teachers “shall be of good moral character.”

- B. Avoid embarrassment to the student in the event that current changes are made known to the field supervisor or that the changes are brought to trial while the student is participating in a field experience.

All applicants for the Post-Baccalaureate Licensure Program in Elementary Education must complete a Felony Oath and Consent Statement and submit it to the School of Teacher Education prior to their first field experience (EDEL 602: Practicum in Elementary Education). A similar oath statement is required by the State of Colorado when the teacher candidate applies for licensure.

If a student has been or is under charge for a felony, he/she must immediately set up an appointment with the Coordinator of the Elementary Post-Baccalaureate Program regarding his/her licensure status as a teacher. The student should bring the completed oath and consent form with him/her to the meeting.

Counseling Procedure for Professional and/or **Academic Concerns**

The procedure outlined below is followed when there is a concern about the professional and/or academic behavior of a Teacher Candidate. Written documentation by UNC Consultant and school principal and Cooperating Teachers is critical, beginning with the initial concern and continuing through subsequent counseling procedures and, if appropriate, the development of a Problem Resolution Action plan. Two forms are provided here for bringing attention to concerns and developing a plan of action.

1. If the UNC Faculty and/or Cooperating Teachers in the elementary school have a concern about the professional and/or academic behavior (of a Teacher Candidate, the Post Baccalaureate Program Coordinator should be notified immediately in writing. The program coordinator then will determine whether or not the nature of the concern warrants immediate UNC College of Education disciplinary action. If disciplinary procedures are followed, the program coordinator will complete the “Post Baccalaureate Licensure Program Concern Form” and inform the Teacher Candidate of the concern the original copy of the “Concern Form” is placed in the student teacher’s assessment file in McKee 216. A copy of the form is given to the teacher candidate.
2. If the concern/problem becomes chronic, occurs more than once, the teacher candidate will be requested to engage in a conference with the program coordinator (and possibly other UNC Faculty and cooperating teachers) for the purpose of developing a “Problem Resolution Action Plan” to correct the concern. The Teacher Candidate is involved in the development of this plan using the “Post Baccalaureate Licensure Program Problem Resolution Action Plan” form. During this conference, the problem/concern is clearly defined and discussed, and a mutually agreed upon plan of action is determined along with a timeline for checking progress resolution of the problem/concern. The original form is placed in the Teacher Candidate’s file in the School of Teacher Education office. A copy of the form is given to the Teacher Candidate. If there is no significant evidence of progress by a mutually established date for subsequent performance reviews, discontinuance in the program may be recommended. Copies of this written request for discontinuance will be forwarded to the Director of the School for Teacher Education. Discontinuance is subject to due process and all university policies and procedures as outlined in the *Student Rights and Responsibilities Referral Guide* available in the Office of Student Affairs (351-2302, http://www.unco.edu/dos/referral_guide.html).



UNC ELEMENTARY PTEP CONCERN FORM

TEACHER CANDIDATE'S NAME: _____

DATE: _____ STUDENT ID NUMBER: _____

The following problematic professional and/or academic concern(s) has been expressed about the above named teacher candidate:

Signature: _____

UNC Faculty or Cooperating Teacher

Signature: _____

Post-Baccalaureate Program Coordinator

Signature: _____

Teacher Candidate

A copy of this form is given to the teacher candidate. The original form is placed in the Teacher Candidate's assessment file in the School of Teacher Education office.

**UNC ELEMENTARY PTEP
PROBLEM RESOLUTION ACTION PLAN**

STUDENT TEACHER'S NAME: _____

DATE: _____ STUDENT ID NUMBER: _____

Statement of the concern/problem(s):

Possible solutions to the identified concern/problem(s):

Action Plan to resolve the identified concern/problem(s):

Dates the Acton Plan will be reviewed:

Final date for Problem Resolution:

Signature: _____
UNC Faculty or Cooperating Teacher

Signature: _____
Post-Baccalaureate Program Coordinator

Signature: _____
Teacher Candidate

A copy of this form is given to the teacher candidate. The original form is placed in the Teacher Candidate's assessment file in the School of Teacher Education office. If there is no significant evidence of progress by a mutually established date(s), discontinuance in the program may be recommended.



Petition to Waive a Course

(must be turned in two weeks prior to the course beginning)

Name:

Bear Number:

Cohort:

Date submitted:

UNC Course you would like to waive:

Why should this course be waived?

Course taken that you believe should waive the UNC course:

Institution where course was taken:

Year and Semester:

Provide a course description or course syllabus:

Prior Coursework is approved:

Prior Coursework is NOT approved:

Reviewed on:

Reviewed by:

IMPORTANT INFORMATION

Tuition Costs for Extended Studies 2009 Summer Semester:
\$340.00 per credit hour
Tuition Costs for Extended Studies 2009-2010 School year:
www.unco.edu/regrec/

Please contact **Financial Aid** as soon as possible at: www.unco.edu/ofa
in regards to scholarships, grants, loans, or any questions you may have.

Schedules, Syllabi, and other important UNC and course information
can be found on the Office of Extended Studies Website at:
www.unco.edu/extendedstudies

Click on:
Extended Degree Programs, Licensure, Certificates
Current Students/ Current Programs
Then click on your cohort.
Denver Cohort IX
Greeley Cohort II
Loveland Cohort III

Books
Books will be listed on each professor’s syllabi online (website above) and
can be accessed in URSA under your course schedule.

When ordering books please double check the syllabus and make sure you
are getting the correct editions. You may get your books online or in
bookstores on or off campus.

Bookstores in Greeley:

The Bookstop 970-356-1687 931 16 th St. Greeley, CO 80631	Barnes and Noble 970-351-2135 Inside the UNC University Center at 14 th St and 10 th Avenue in Greeley.
---	--

Parking
Parking passes for the UNC Greeley Campus can be purchased at Parking
Services in Gray Hall. Their website is www.unco.edu/parking/index.htm.
You may also utilize street parking. Denver and Loveland campuses do not
need parking permits.

Health Insurance

You do NOT need health insurance to attend, nor can you get health insurance through UNC as you are an off campus graduate student.

Accommodations

Please contact Disability Support Services at www.unco.edu/dss/ to find out more information regarding services. Please note the link “Eligibility Requirements for Accommodations”.

Extended Studies (<http://www.unco.edu/extendedstudies/>)

-Click on Extended Degree Programs, Licensure, Certificates

-Click on current students

-Click on your cohort:

Elementary Education, Post Baccalaureate Licensure

Denver Cohort IX

Greeley Cohort II

Loveland Cohort III

Extended Studies phone number: 970-351-2944

URSA

What is URSA?

URSA is the University of Northern Colorado's online single point of access to secure information and tools for students, faculty and staff.

Students use URSA to register for and withdraw from classes, view their grades and transcripts, access and pay their student bills, view information and messages about their financial aid, fill out and submit forms and more.

Faculty members use URSA to post textbook information, produce class rosters, assign and submit grades and perform degree evaluations, among other things. Staff use URSA in conducting the administrative and financial business of the university as well as to access information about their paychecks.

When you are beginning URSA for the first time you may want to go to www.unco.edu/aboutursa for step by step instructions on things like:

Account Activation Instructions

URSA Registration Instructions

Technological Support is available 24 hours a day, 7 days a week. Call 970-351-HELP (4357)

Registering for Classes

You will register for your classes as soon as possible on URSA. Click the student tab, and then go to registration tools. You will go to register a class section and plug in the course registration number (CRN) and follow the directions. Your CRNs are on the included schedule. Note that you will be able to register for your summer courses now, and you will register for your fall courses when Mr. Shaw sends you the CRNs for that semester.

Please contact Ann O'Connor at ann.oconnor@unco.edu or 970-351-3209 if you have registration issues.

Bearmail

Bearmail is your UNC email account. It is free. You will need to check your Bearmail account daily to look for updates from staff and faculty at UNC. You will log on to Bearmail via your URSA account.

EDFE 125 Checkpoint Course.

This information may be found online at www.unco.edu/cebs/teachered/check.html.

This is your application to admission to PTEP (Professional Teacher Education Program).

1. Application Checklist, completed and signed by student.
www.unco.edu/cebs/teachered/125.pdf
2. Fingerprint Card, signed by you and a police officer, with a money order for EXACTLY \$39.50 payable to Colorado Bureau of Investigations. You will receive a fingerprint card at orientation in your packet. You will complete it at your local police department; call them for times of fingerprinting. If you already have fingerprints on file with CDE, print out and enclose the verification page. The verification page is at www.cde.state.co.us/index_licenseaps.htm. Click on Application Status Check and print it out.
3. Oath and Consent Form, signed by student.
www.unco.edu/cebs/teachered/PDF/oath.pdf
4. TB test results; must be valid through the end of the following semester (excluding summer). Any qualified physician can administer the test. Photocopy and submit your negative results.
5. Proof of Oral and Written proficiency (copy of transcript or test results). This **MUST** be completed in summer of the program. To sign up for the **Oral Proficiency** Exam, please email Dr. David Palmer at david.palmer@unco.edu as soon as possible to register and find out all details. To sign up for the CLEP test regarding your **Writing Proficiency** please see:
<http://www.unco.edu/careers/students/plan-testing.htm>
You will want to take the English Composition with Essay (correlates to ENG 122 and ENG 123) Exam. CLEP tests are by appointment only. Tests are administered at the University Center - Career Services Testing Room (Room 2166) and take 90 to 180 minutes to complete. If you choose to take a course instead of one of the tests, you must do so immediately and submit the complete transcripts to Mr. Shaw as soon as possible.
6. Major Content Approval Form, signed by Major Program Coordinator. This will be signed by Dr. Harding-Dekam after you submit the EDFE 125 packet of materials to Mr. Shaw. www.unco.edu/cebs/teachered/PDF/mca.pdf

Due to Mr. Shaw by 5:00 on Friday, June 12th.

**Post-Baccalaureate Licensure Program
All Cohorts 2009-2010
Mandatory Dates & Deadlines**

Practicum Student Teaching Application Packet is due on June 5, 2009.

EDFE 125 Checkpoint Course materials are due on June 12, 2009.

You MUST take one of the following exams on one of these dates:

1. PLACE Exam for Elementary Education on August 1, 2009
(to register www.place.nesinc.com) or
2. PRAXIS II Exam for Elementary Education (Agency Code #4074) on July 25, 2009 (to register www.ets.org/praxis)

Student Teaching Application Packet is due August 28, 2009.

EDFE 130 Checkpoint Course Materials are due on September 21, 2009.

Student Teaching Orientation Meeting:

- Greeley Cohort & Loveland Cohort (Greeley Campus) December 4th, 2009 from 1:30-3:00 at UNC, location to be determined.
- Denver Cohort (Lowry Campus) December 2nd, 2009 from 3:30-5:00 at the Lowry building, room 252.

Portfolios on iwebfolio Deadlines: Practicum Student Teaching (Fall 2009)

Due November 30, 2009 by 5:00pm

Student Teaching (Spring 2010) due April 23,
2010 by 5:00pm

Thematic Unit due on April 9, 2010 by 5:00pm

Licensure Application Packet is due prior to April 23, 2010

Student Teaching End of Semester Meeting:

- Loveland Cohort & Greeley Cohort (Loveland Campus) May 5, 2010 from 1:30-3:00 pm.
- Denver Cohort (Lowry Campus) May 7, 2010 from 3:30-5:00pm.

All of the above listed meetings and deadline are mandatory for Post-Baccalaureate Licensure Program Students. You must attend all meetings and meet all deadlines for program continuation.

**UNIVERSITY OF NORTHERN COLORADO
OFFICE OF EXTENDED STUDIES**

**SEVERE WEATHER CONDITIONS & CLOSURES
Updated January 2009**

GREELEY AND CENTERRA (LOVELAND) CAMPUSES

If the campus will be closed due to severe weather conditions, a recorded message should be available at: (970) 351-4100. When possible, day closures will be announced between 6 a.m. and 8 a.m. Evening closures will be announced by 4 p.m. If a severe weather warning is issued while you are on campus, remain in your building and await further instructions. Make contact with University administration through one designated party in your facility or monitor news stations for instructions. **Faculty** who are hampered by severe weather and cannot make it to Greeley or Centerra (Loveland) should contact Jeanie York at: (970) 590-9773 **AND** your program coordinator. If a calling tree is used to communicate information to your class, you should then activate your tree.

KUNC..... 91.5 FM
KFKA.....1310 AM
KTRR.....102.5 (TRI 102)
KOA.....850 AM
KYGO..... 98.5 FM
KCOL.....600 AM and 92.5 FM

Television stations notified: Denver - Channels 2, 4, 7, 9

LOWRY CAMPUS

If the campus will be closed due to snow conditions, a recorded message should be available at: (303) 637-4335. When possible, day closures will be announced between 6 a.m. and 8 a.m. Evening closures will be announced by 4 p.m. If a severe weather warning is issued while you are on campus, remain in your building and await further instructions. **Faculty** who are hampered by severe weather and cannot make it to Lowry should contact Jeanie York at: (970) 590-9773 and your program coordinator. If a calling tree is used to communicate information to your class, you should then activate your tree.

KOA..... 850 AM

Television stations notified: Denver - Channels 2, 4,7, 9