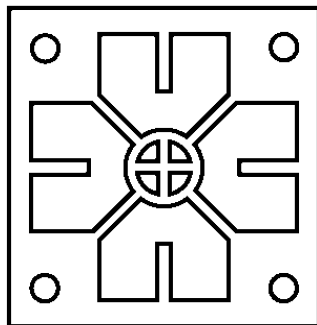


GRADUATE EDUCATION BULLETIN



The Department of Education
Christian Brothers University

Welcome!

The Department of Education at Christian Brothers University extends a warm welcome to you. We expect great things will come of your participation in graduate studies in education at CBU. And we also know that, naturally enough, you expect great things from your studies in any of our graduate programs in education.

In graduate study in education at CBU, you will find a blend of Lasallian teaching traditions with fully contemporary, knowledge-based approaches to both initial teacher preparation and further professional development for experienced educators, including educational leadership. Here you will encounter a collaborative process of learning that involves both professors and students in preparing intensively for 21st century schools, without forgetting the deeper callings that have brought us together into this profession of education. CBU is proud of its tradition of preparing learners to be leaders here in the Mid-South. We in the Department of Education are proud to be preparing leaders for learners.

Among the great things you can find at CBU are the Master of Arts in Teaching (M.A.T.) degree for initial teaching licensure (along with non-degree options for selected candidates); the Master of Education (M.Ed.) degree for advanced professional development for teachers; and the Master of Science (M.S.) in Educational Leadership, which prepares individuals for their first roles in school administration and supervision. CBU offers also non-degree options for graduate study in education as well, typically associated with specific licensure goals.

This bulletin describes each program and concentration fully, but please don't hesitate to ask us about which of these options might be most appropriate for you and your professional growth.

We are pleased that you are choosing graduate study in education at Christian Brothers University, and we look forward to working closely with you as you meet your personal and professional goals in an interfaith learning community that cares about you as a whole person. We promise to both challenge and support you in your quest to be your professional best.

*Dr. Samantha Alperin, Ed.D.
Graduate Director and Director of Teacher Education, M.A.T. Program*

*Dr. Ellen Faith, Ed.D.
Coordinator, M.Ed. Program*

*Dr. Richard Potts, Ed. D.
Department Chair and Coordinator, M.S.E.L. and Educational Leadership Programs*

Christian Brothers University

Academic Administration

Dr. John Smarrelli, President

[President's Welcome](#)

Dr. Frank Buscher, Vice President for Academic Affairs

Dr. Paul Haught, Dean, School of Arts

Dr. Richard Potts, Chair, Coordinator of M.S.E.L., Department of Education

Dr. Samantha Alperin, Graduate Director and Director of Teacher Education, Department of Education

Dr. Ellen Faith, Coordinator of M.Ed. Program, Department of Education

Christian Brothers University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Bachelor's and Master's degrees. The graduate programs in education offered by Christian Brothers University have been approved by the same body.

[History of the University](#)

The Department of Education is fully accredited by the National Council of Accreditation of Teacher Education (NCATE). Licensure programs at Christian Brothers University are approved by the Office of Teacher Education and Accreditation of the State of Tennessee, which uses the standards of NCATE as part of the program approval process.

Christian Brothers University does not discriminate on the basis of race, age, color, religion, gender, national origin, or handicap in its education programs or activities, including employment or admissions.

[Department of Education](#)

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Christian Brothers University Mission Statement

Christian Brothers University is a Catholic institution of higher education in the tradition of the Christian Brothers. It is a private, comprehensive university, which emphasizes excellence in teaching and individual attention to the whole person in a values-oriented, interfaith educational community. The University prepares students for professional careers and advanced study in business, engineering, the arts and sciences, and for lives of moral responsibility in constructive community involvement.

Christian Brothers University Institutional Goals

In pursuit of its mission, Christian Brothers University aims specifically to:

1. Bring within the reach of all its students an opportunity for higher education founded on Judeo-Christian principles and particularly to develop persons who think, judge, and act according to the principles enunciated by enlightened ethical and religious beliefs;
2. Provide programs which teach and encourage students to be active, informed, interested, and concerned citizens with a global perspective and a strong sense of justice and responsibility;
3. Assist in the personal, spiritual, and academic development of students by fostering interaction, dialogue, and opportunities for community services involving students, faculty, and staff members;
4. Maintain a commitment to the ideals of free inquiry, pursuit of truth, and respect for all people;
5. Acquaint students with fundamental knowledge in the humanities, social sciences, physical sciences, and mathematics essential to an understanding of self and of the world in which they live;
6. Cultivate the skills of inquiry, reasoning, and communication which allow students to continue the process of intellectual growth;
7. Develop students' capabilities for the intelligent and responsible use of information technology;
8. Assist the students in choosing and preparing for careers through counseling, opportunities for internships, pre-professional programs, and career placement;
9. Provide facilities, programs, and services which will encourage students' academic, religious, social, moral, and cultural growth;
10. Sustain and promote the Catholic and Lasallian heritage of the University while welcoming persons from diverse religious faiths and social backgrounds and serving as a center for interfaith dialogue;
11. Contribute, as an urban institution of higher learning, a variety of services related to facilities and personnel which will benefit the people and institutions of the community; and
12. Encourage and support lifelong learning and the continuing spiritual and professional development of students, alumni, faculty, and staff.

Graduate Programs in Education at CBU: Mission, Tradition, Goals, and History

Mission and Vision of the Department of Education

The following is the mission of the Department of Education at Christian Brothers University:

“An active learning community, committed to upholding the Lasallian tradition of teacher preparation, the Department of Education develops educators to lead and serve in classrooms and schools. We are committed to the lives and learning of children and young people, the betterment of schools, and the strengthening of communities.”

The following vision statement is drawn from the Conceptual Framework document of the Department of Education:

The Department of Education at Christian Brothers University is a professional and collegial community of practice focused on the preparation of educators for contemporary schools, both public and private. We recognize that we are embedded within a unique university context that is both local and global in its character and mission, described as both Catholic and Lasallian. We believe we are preparing high-quality teachers and administrators who are competent and effective in their teaching environments and who have developed, through their encounters and experiences with our community of practice, a heart-felt commitment to lead and serve in classrooms and schools and to exemplify a level of professionalism that calls attention to the goodness and strength of their preparation at Christian Brothers University. Specifically, it is our vision and intention that our community of practice as a professional education unit will prepare educators with qualities and proficiencies as:

- 1. servant-leaders*
- 2. champions of learner potential*
- 3. effective and reflective practitioners*
- 4. builders of vibrant learning communities*

These are the outcomes toward which our own professional practice as educators of educators is directed. They are also the four major themes that guide our unit’s goals, purposes, philosophy, and knowledge-base.

It is our vision that our own collaboration with our professional community will be continually strengthened so that our candidates will be even more effectively prepared and so that our good qualities as a community of committed professional educators will be influential and supportive of strengthened and enhanced practice in both public and private schools. . . .

Above all, it is our vision that our candidates and that we ourselves will embody a commitment to mission for the greater good of the children and young people of our community, that we will exceed expectations and excel in all dimensions of our practice, and that the lives and learning of P-12 students and their school environments will be changed for the better because of the quality and proficiency of our candidates, whether they are teachers or school administrators. We aim for transformation of lives

and schools and intend, at the least, to be assured that our candidates are enhancing the lives of learners and advancing the progress of schools and the human mission of education.

Conceptual Framework: Four Themes

The Department of Education has adopted the motto “*For Teachers Who Lead*” for its initial and advanced teacher programs and “*For Leaders Who Serve*” for its administrator program. All programs are united, however, by four themes that serve as the anchor points for the unit’s conceptual framework. The four themes express the intention and purpose of the unit to prepare:

1. Servant leaders
2. Champions of individual learner potential
3. Effective and reflective practitioners
4. Builders of vibrant learning communities

Goals for All Graduate Programs in Education

The goals for all graduate programs in education reflect both three centuries of the traditions of the Christian Brothers and contemporary educational research and theory that has been described as “best practice.” The Lasallian legacy entails a values-based curriculum and a holistic view of learners and learning, stressing practicality and demanding excellence. The contemporary “best practice” approach based on research assumes that all learners can achieve and that 21st century schools require even higher levels of knowledge and skill, as well as appropriate dispositions, from all citizens. Following in the footsteps of the Christian Brothers, graduate education faculty advocate the ideal that all morally committed teachers and leaders can--with dedication and effort--become sufficiently knowledgeable and appropriately skilled to facilitate success in every learner. The overall goal of the graduate programs in education at Christian Brothers University is to prepare teachers and other educators who lead and serve and who contribute to the lives and learning of their students and to the transformation of schools and school systems, both public and private.

History of Graduate Study in Education at CBU

For centuries, the Christian Brothers have been known for their work as teachers and for their commitment to educating those in need. At Christian Brothers University, the Schools of Arts, Business, Engineering, and Sciences have well-established reputations of excellence. During the early 1990s, CBU hosted the educational leadership program of the University of St. Thomas on its campus and also offered a graduate program in Montessori-based methods of early childhood education. With the development of the Master of Education (M.Ed.) in 1997 focusing on both initial teaching licensure and advanced professional development, CBU committed to excellence in the profession of teaching. The new M.Ed. program began with the motto, *For Teachers Who Lead*, because of its focus on the development of leadership qualities in teachers and prospective teachers. This motto, supported by the conceptual framework, has inspired all participants in the Department of Education toward roles of positive influence on every facet of the profession of education.

In 1999, as a result of deliberations following a scheduled site visit from the State of Tennessee's Office of Teacher Education and Accreditation, work began toward developing a new option for initial licensure candidates that would clarify the difference between candidates newly entering the profession and those who have already achieved within it. Beginning in the fall of 2001, initial licensure candidates entered the Master of Arts in Teaching (M.A.T.) program as a cohort, taking courses on an accelerated basis.

During the summer of 2001, the Educational Leadership Program, piloted during the academic year of 2000-2001, received approval from the Tennessee Office of Teacher Education and Accreditation. This program, initially offering the M.Ed. but now an M.S. degree linked with initial administrative licensure, is inspired by the Gospel ideal of the ethical servant leader who leads for the sake of others and for the sake of the mission. This program uses the motto, *For Leaders Who Serve*, and is supported by the conceptual framework theme of servant leadership with its emphasis on the responsibility to build authentic and morally-funded learning communities in contemporary school settings.

The rapid growth of graduate study in education at Christian Brothers University since 1997 indicates increasing local and regional interest in professional opportunities for educators and aspiring educators. Christian Brothers University also values the opportunity to serve Memphis, Shelby County, the Mid-South, and beyond by preparing exceptional leaders for classrooms and schools.

Unique Features of Graduate Study in Education at CBU

Despite recent program growth, many classes are still reasonably small. Mentoring and advising by professors, along with individual attention to candidates, support high expectations in the CBU program. Professors are committed to both challenge and support graduate candidates as they maximize their potential.

Taking full advantage of the University's emphasis and resources in educational technology, the graduate programs in education encourage candidates to gain technological sophistication to promote the best problem-solving abilities in program graduates.

Graduate programs in education at CBU advocate performance-based assessment, challenging candidates to exhibit their best work in the development of products, performances, and projects. Candidates refine and extend the knowledge, skills, and dispositions that research indicates are essential for effective teaching and leadership and for building committed educational communities.

In this program, a central theme for all participants, professors and candidates alike, is learning and reflection on responsible practice, one of the hallmarks of leadership. A second important theme is learning to lead within a community of leaders, being able to collaborate and cooperate, to bring out the best in others and in oneself amid the complexities of interacting with diverse persons. The Christian Brothers have always said that good teaching occurs "Together, by association," and the graduate programs in education at CBU echo that by encouraging community-building hand-in-hand with the pursuit of personal excellence and outstanding individual character development for roles in educational leadership.

The graduate programs in education at CBU welcome your participation in this distinctive experience that reflects the rich educational and spiritual traditions of the Christian Brothers.

Organization of the Department of Education

The Graduate Education Program consists of three distinct programs: the Master of Arts in Teaching for degree with initial teaching licensure; the Post-Baccalaureate Teacher Education Program for license-only, including alternative route options; and the Master of Education for advanced professional development for

teachers and others for whom the M.Ed. is an appropriate degree. The Educational Leadership Program consists of the Master of Science in Educational Leadership degree for initial administrative licensure, a license-only option, and a route for those who are already in administrative roles to obtain a higher level of administrative license.

An additional division relates to how the Department is organized and led—the difference between initial and advanced programs. Initial teaching licensure programs (M.A.T. and post-baccalaureate license-only, including alternative routes, as well as undergraduate programs) are included in the responsibilities of the Director of Teacher Education. Advanced programs (M.Ed. and the options for Educational Leadership) are the responsibilities of the appropriate Coordinator.

The Department is also led by a Chair, and both the Director of Teacher Education and Graduate Director for Advanced Professional Studies regularly consult with the Chair. Initial teaching licensure candidates will also work with the Director of Field Experience for student and intern teaching placements. All candidates seeking licenses, whether initial or additional, will also interact with the Director of Assessment and Records/Licensing Officer. LANCE candidates interact with their program director for non-academic matters as well as with the Director of Teacher Education with respect to the academic program. Please see the roster of personnel at the back of this bulletin for the names of those faculty and professional staff who are fulfilling these roles during the current year.

Graduate Programs in Education at CBU: An Overview

The Department of Education at Christian Brothers University offers a variety of both degree and other program and study options at the graduate level. These options reflect the widely varying needs of individuals at various stages of professional development in education. Individuals who enter a program of graduate study in education at CBU may be just beginning their preparation to become teachers or may be experienced educators. Various degree and other options outlined in this section represent the Department's efforts to recognize this great diversity. Degree programs are outlined first, followed by non-degree options for graduate study in education.

Graduate Degree Programs in Education

The following sections outline three degree programs: the M.A.T. degree, combining degree and initial teaching licensure; the M.Ed., for advanced professional development for teachers as well as others; and the M.S. in Educational Leadership, combining degree with initial administrative licensure.

Master of Arts in Teaching (M.A.T.) Degree, “For Teachers Who Lead”

For individuals seeking initial teaching licensure and a first graduate degree in education, the Master of Arts in Teaching (M.A.T.) is the appropriate degree. The M.A.T. degree, outlined in Table 1 below, offers four concentrations linked to preparation programs for initial teaching licensure in the State of Tennessee.

Table 1. Concentrations in the Master of Arts in Teaching (M.A.T.) Degree

M.A.T. Concentration with Initial License	Focus of Preparation Program
Elementary Education (K-6) 39 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the Elementary/K-6 initial license plus a master's degree**
Middle Grades Education (4-8) 40 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the Middle Grades/4-8 initial license plus a master's degree**
Secondary Education (7-12) 37 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the Secondary/7-12 initial license plus the master's degree**
Foreign Language (PreK-12) 37 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the PreK-12 initial license plus the master's degree**
Early Childhood (PreK-3) 39 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the Early Childhood/PreK-3 initial license plus the master's degree**
Visual Arts (K-12) 31 semester hours of professional education courses at the graduate level*	Delivers the professional education courses and other aspects of professional preparation for the Visual Arts/K-12 initial license plus the master's degree**
Special Education, Modified (K-12)	Delivers the professional education courses and other

34 semester hours of professional education courses at the graduate level*	aspects of professional preparation for the Special Education, Modified/K-12 initial license plus the master's degree**
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* In addition to degree requirements, individuals seeking a particular license may have to fulfill selected undergraduate deficiencies to fulfill standards set by the State of Tennessee for general education or for a major area of study supporting the license sought.

** The statement "professional education courses and other aspects of professional preparation" refer specifically to education courses. Candidates for initial licensure may also be required to take undergraduate or prerequisite courses in one or more academic areas (a) to fulfill general education components not completed during the undergraduate experience, (b) to address weak areas in the educational background revealed in Praxis II content knowledge testing, or (c) to complete or renew a major or its equivalent in support of a particular endorsement.

Master of Education (M.Ed.) Degree, Graduate Education Program
“For Teachers Who Lead”

For already licensed teachers seeking advanced professional development as teachers through a graduate degree in education, the Master of Education (M.Ed.) is the appropriate degree.

Individuals from the sectors of business and higher education have also found their experience with graduate study in education at Christian Brothers University productive, meaningful, and helpful to career advancement.

Master of Science (M.S.) Degree, Educational Leadership Program
“For Leaders Who Serve”

The Master of Science (M.S.) degree in Educational Leadership offers a first graduate degree to educators who seek preparation as administrators. This program requires at least three years of school related experiences.. Individuals may complete the M.S. degree in Educational Leadership (31 graduate credit hours) in conjunction with the Fast Track Leadership program (Tennessee Instructional Leadership Program). The Educational Leadership Program also includes a non-degree option (see next section).

Non-Degree Graduate Study in Education

Outside of degree programs, it is also possible for some individuals to engage in graduate study in education through coursework at Christian Brothers University without earning a CBU degree. There are nine circumstances under which a non-degree option might be appropriate for a graduate student in education. Four circumstances, listed first, relate to teaching licensure; two concern administrative licensure; one relates to advanced study for the sake of a salary step; one relates to participation in special institutes offered through CBU for which graduate credit is offered; and the last concerns transfer of credit to another institution.

Non-Degree Teaching License Options in the Graduate Education Program

The following four options are designed to assist individuals with special preparation to earn an initial or additional endorsement.

- **Teaching Licensure Only Option for Individuals with Advanced Degrees.** Individuals already holding advanced degrees (master's or doctorate), whether in a content area or in professional education, may engage in graduate study in education at CBU for the purpose of initial teaching licensure without being required to complete an entire master's degree. Such individuals must, however, meet all admissions requirements for a program of initial teaching licensure and may be required to complete undergraduate deficiencies for the particular license sought.
- **Transitional License.** In certain cases where an employing school or school district has offered a highly qualified individual the option of a Transitional License in conjunction with employment as a teacher of record, Christian Brothers University has been approved to offer specific programs of study that do not exceed 24 graduate credit hours, per State of Tennessee regulations governing the Transition Licenses.
- **Licensure-Only for Individuals with Transferable Undergraduate or Graduate Courses.** Individuals who have already accumulated applicable and transferable undergraduate or graduate credits in education from another institution of higher education may apply to be admitted to a post-baccalaureate licensure-only program at Christian Brothers University for purposes of initial teaching licensure. Such individuals will be considered for admission only if they meet or exceed all admissions requirements for our core program of initial teaching licensure, the M.A.T. program, and if space in programs and courses permits.
- **Additional Endorsement.** Individuals may be admitted to graduate coursework as part of a program of study leading to an additional teaching endorsement.

Non-Degree Instructional Leadership License Options in the Educational Leadership Program

The following two options are designed for individuals seeking administrative licensure who already possess advanced degrees in education and/or administrative experience.

- **Fast Track Leadership Program for Individuals with the Master's or Above.** Individuals already holding advanced degrees (master's or doctorate) in professional studies in education, may be admitted, but only after completing all admissions requirements, to the Educational Leadership Program to prepare for the Beginning Administrator License (BAL) on a licensure-only basis.

Study for Salary Advancement Purposes

- **Master's Plus 30.** Individuals already holding a master's degree in professional education or in an approved content area may accumulate additional graduate hours in education through Christian Brothers University toward what is called the Master's Plus 30 (with reference to 30 graduate credit hours in education beyond the first master's degree). Earning the Master's Plus 30 allows an educator to advance another salary step.

Specialized Institutes at CBU

- **Institute Credit.** The Graduate Education Program at CBU has partnerships with two specialized institutes for which graduate credit is offered (the Simultaneous Multisensory Institute of Language Arts – S.M.I.L.A

and the Gifted Academy). In some cases, graduate credits earned in this way may be applied toward a graduate degree. Please consult with the Graduate Director for Advanced Professional Studies and/or the Director of Teacher Education to determine if this is the case for a particular institute or course.

Special Partnership with Performance Learning Systems (PLS)

- Performance Learning Systems, Inc. (PLS) has been in the business of designing quality graduate education courses since 1969 and has been partnered with Christian Brothers University since 2009. PLS offers courses that collectively support the learning needs of practicing educators through on-site and online graduate courses. Earn three credit hours for courses that offer creative, practical, and uniquely motivating instructional skills and strategies that are immediately applicable to any grade level and content area.
- CBU Master of Education students may utilize PLS courses for up to nine credit hours of their elective courses. PLUS 30/45 Program students are welcome to enroll in PLS offerings as well. Teachers may be admitted as Special Students and enroll in PLS courses with the goal of renewing their teaching license and/or for professional development.

Study for Transfer to another Institution

- **Transfer Credit.** The Graduate Education Program and Educational Leadership Program at CBU will admit individuals on a special student basis to take courses for transfer to another institution of higher education. Such candidates are responsible for ensuring that courses taken at CBU will meet degree or program requirements at the other institution.

Admissions

University-Wide Graduate Admissions Policies

The admissions requirements for both the Graduate Education Program and the Educational Leadership Program at Christian Brothers University are based on the [University's graduate admissions policies](#), which stipulate that an individual must possess a bachelor's degree or its equivalent from an accredited American college or university or from a foreign institution of acceptable standing. Foreign applicants must also submit scores from TOEFL (550 paper-based or 213 computer-based) if English is not their native language or if English was not the language of instruction for their baccalaureate degree. Applicants must demonstrate a high potential for success in graduate study, which is assessed through a combination of factors. Admissions requirements differ according to program. The following text outlines general admissions procedures to follow for all graduate programs in education and then varying admissions policies and requirements for the different programs in graduate study in education at CBU.

Graduate Education Admissions Procedures

Individuals who seek admission to either a degree or a licensure program at Christian Brothers University must conform to the specific requirements of that program. These requirements are governed by State of Tennessee as well as CBU policies. In general, however, the following steps to admission apply, regardless of program:

1. Discussion of degree and program options with Department of Education faculty or staff or the staff of Graduate and Professional Studies to clarify goals.
2. Selection of the appropriate application packet for the applicant.
3. Arrangement for admissions tests (required in all cases for initial teaching licensure programs and in some cases for the graduate degree programs).
4. Completion of the appropriate application form and submission with an application fee.
5. Selection of appropriate individuals to ask for recommendations.
6. Composition and submission of required essays and writing samples.
7. Submission via the testing company of official test results that meet admissions requirements.
8. Verification of completion of admissions file.
9. Arrangement for interview after admissions file completion is verified.
10. Completion of interview and related assessments required by the specific program.
11. Review of the file and results of the interview and related assessments conducted at the time of the interview by the appropriate admissions committee.
12. Reporting of the results of the admission decision via letter to the applicant.

Candidates

- **Candidates:** All graduate students in education programs, along with undergraduates, are regarded as candidates for initial teaching or administrative licensure or for other advanced professional studies in education. "Candidates" is the preferred term of national and state accreditation bodies and is used in this bulletin and other handbooks of the Department of Education as a synonym with "student," meaning graduate student. The term "candidate" has been adopted by national and state accrediting organizations as a way of distinguishing teacher education students or "candidates" from K-12 students.

Graduate Programs in Education: For Teachers, Leaders, and Others

Master of Arts in Teaching (M.A.T.) Degree, Graduate Education Program "For Teachers Who Lead"

The Master of Arts in Teaching (M.A.T.) program is designed to provide initial teaching licensure at four basic levels, Elementary/K-6, Middle Grades/4-8, Secondary/7-12, and Foreign Language/PreK-12.¹ The M.A.T. program admits only those individuals who wish to earn an initial teaching license and a graduate degree simultaneously. The M.A.T. degree program consists of a minimum of 36 graduate credit hours, but with recent revisions of standards by the State of Tennessee, the Elementary Education/K-6 track is now 39 hours in length, the Middle Grades/4-8 track is now 40 hours in length, and the secondary/7-12 track is now 37 hours in length.

Tennessee requires that all individuals seeking initial teaching licensure must provide evidence of a strong general education and mastery of a major or its equivalent in the arts and/or sciences earned at the undergraduate level. State standards and guidelines for initial teaching licensure as implemented at Christian Brothers University may indicate that an individual must address clear undergraduate deficiencies in either general education or in the arts and/or sciences in addition to required graduate credit hours in professional education. The following statements address these areas of policy in relation to the M.A.T. program.

Academic Concentration of Arts and Sciences Courses Required for Support of Licenses. In addition to professional education courses that compose the M.A.T. programs, all candidates for initial licensure must already have or must complete a program of preparation in an academic area, typically in the arts and/or sciences, whether through a major, a minor, an interdisciplinary program of study or an equivalent. Preparation in an academic area in the arts and/or sciences is necessary in the State of Tennessee for academic licenses that teach K-12 content knowledge founded on the arts and/or sciences. All licensure candidates must possess or acquire an academic major or its equivalent as content knowledge support for a chosen level of license or area of endorsement. The following chart, Table 2, outlines generally acceptable majors for different levels of license. If a major is not listed on Table 2 but is comprised primarily of upper-division courses in the arts and sciences, most courses in that major will be accepted by CBU as the equivalent of an interdisciplinary program of study.

CBU will also consider Praxis II content knowledge scores in relation to existing coursework in the arts and/or sciences or in lieu of aspects of the recommended arts and/or sciences preparation through undergraduate (or, in some cases, graduate) coursework. Successful Praxis II content knowledge scores will be taken into account as an alternative to a conventional major or minor or other supportive coursework. CBU wishes to encourage post-baccalaureate candidates to use the Praxis II content knowledge scores as part of proving their proficiency in the arts and/or sciences areas related to their licensure track.

Table 3. Preferred Undergraduate Majors for Initial Teaching Licensure

¹ CBU also offers the Foreign Language license in French and Spanish for PreK-12. It is the only PreK-12 license offered by CBU.

Using State of Tennessee Post-Baccalaureate Guidelines²

K-6/Elementary Education License	<ul style="list-style-type: none"> • Interdisciplinary majors, preferably in liberal studies, language and communication arts, social studies areas; less desirable are majors in human development and learning, behavioral science, social work, and criminal justice • Single discipline majors in the traditional arts and sciences that are related to content areas taught in elementary schools, especially English, history, geography, political science, mathematics, biology, chemistry, natural science, physics
4-8/Middle Grades License	<ul style="list-style-type: none"> • Interdisciplinary majors in arts and/or sciences fields, with coursework concentrations in two areas preferred • Single discipline majors in the traditional arts and sciences that are related to content areas taught in middle schools, especially English, history, geography, political science, mathematics, biology, chemistry, natural science, physics
7-12/Secondary License	<ul style="list-style-type: none"> • Biology • Chemistry • English • French • German • History • Mathematics • Physics • Spanish
K-12/Visual Arts	<ul style="list-style-type: none"> • Art
K-12/Special Education, Modified	<ul style="list-style-type: none"> • Interdisciplinary majors, preferably in liberal studies, language and communication arts, social studies areas; less desirable are majors in human development and learning, behavioral science, social work, and criminal justice
PreK-12/Foreign Language	<ul style="list-style-type: none"> • French • German • Spanish

Master of Arts in Teaching Concentrations and Licensure Tracks

“For Teachers Who Lead”

² The State of Tennessee in 2001 issued new guidelines entitled “Facilitating Admission to Post-Baccalaureate Programs” suggesting that teacher education programs use means other than substantial amounts of required undergraduate coursework to remediate deficiencies in the candidate’s general education and also in the body of knowledge and skills (i.e., arts and/or sciences preparation) that supports the candidate’s chosen teaching field. The suggestion was to require coursework only for serious and gross discrepancies, to consider alternative means of assessment, and to use Praxis II and other generally recognized tests to allow the candidate to demonstrate his or her knowledge and competency, both where deficiencies exist in the area of general education but also in the teaching field. Christian Brothers University has sought to implement these guidelines through policies that require post-baccalaureate candidates newly admitted to the M.A.T. or to other post-baccalaureate options not leading to a degree to take Praxis II content knowledge tests within the first twelve (12) credit hours of professional education. If the Praxis II content knowledge test is not passed, the candidate is to be referred to a test preparation module (EDUC 500 series in this bulletin) and/or to coursework in the area(s) of deficiency. The candidate’s ability to continue with professional studies until the deficiency is remediated may be affected, i.e., the candidate may be either stopped or limited in their progress in professional studies, as part of a process that is determined and governed by the CBU Department of Education’s Academic Standing and Program Compliance Committee.

The following four concentrations for the Master of Arts in Teaching (M.A.T.) are intended to satisfy particular licensure standards as set by the State of Tennessee and are used solely in conjunction with initial teaching licensure. All CBU policies governing admission to, continued matriculation in, and assessment of candidates for initial teaching licensure pertain to candidates in the Master of Arts in Teaching degree program.

Elementary Education (K-6) Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Child Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671.....	1 hour
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Curriculum and Methods in Science, K-8, CIED 611.....	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612.....	3 hours
Curriculum and Methods in Mathematics, K-8. CIED 622	3 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Rhythmic Activities and Games, CIED 615	1 hour
Creative Expression in Elementary Schools, K-6, CIED 624.....	1 hour
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours.....	39 hours

Middle Grades (4-8) Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Adolescent Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671.....	1 hour
Literacy Across the Curriculum, READ 629	3 hours
Middle School Strategies, CIED 627	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Curriculum and Methods, choose two courses from CIED 611, 612, 622, READ 628	6 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Strategies for Differentiating Instruction in 4-8 and 7-12 Classrooms, CIED 604.....	3 hours
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours.....	40 hours

Secondary (7-12) Education Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Adolescent Development and Learning, EDFD 617	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Classroom Management.....	3 hours
Portfolio and Practicum I, CIED 671.....	1 hour
Curriculum and Assessment in Secondary Schools, CIED 630	3 hours
Literacy Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672.....	1 hour

Curriculum and Methods, choose one course from CIED 633, 634, 635, 636, 637	3 hours
Electives (English 7-12 should take READ 628)	6 hours
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours	37 hours

PreK-12 Education Concentration (for Foreign Language Only)

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child and Adolescent Development and Learning, EDFD 615 and 617	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management, CIED 609.....	3 hours
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606 or Adolescent Literature, READ 628...3	hours
Literacy Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672	1 hour
Teaching Foreign Language, PreK-12, CIED 637.....	3 hours
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours	37 hours

K-12 Visual Arts

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child and Adolescent Development and Learning, EDFD 615 and 617	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management, CIED 609.....	3 hours
Literacy Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672	1 hour
CIED 638. Teaching Visual Arts, K-12	3 hours
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours.....	31 hours

PreK-3 Early Childhood

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Early Childhood Development and Learning, ECED 630	3 hours
Educating Special Needs Learners, EDDL 630	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Methods of Teaching Early Childhood, ECED 631	3 hours
Curriculum and Methods in Science, K-8, CIED 611.....	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612.....	3 hours
Curriculum and Methods in Mathematics, K-8. CIED 622	3 hours
Portfolio and Practicum II, CIED 672	1 hour

Rhythmic Activities and Games, CIED 615	1 hour
Creative Expression in Elementary Schools, K-6, CIED 624.....	1 hour
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours	39 hours

K-12 Special Education, Modified

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Portfolio and Practicum I, CIED 671.....	1 hour
Portfolio and Practicum II, CIED 672.....	1 hour
Specialized Instructional Methods I, EDDL 633.....	3 hours
Specialized Instructional Methods II, EDDL 634.....	3 hours
Special Education Assessment, EDDL 640.....	3 hours
Specialized Classroom Management, EDDL 638.....	3 hours
Family Consultation and Support, EDDL 651.....	3 hours
Inclusion Strategies for Science and Social Studies, EDDL 631.....	3 hours
Teaching Practicum III and Intern Teaching, CIED 673	4 hours
Professional Seminar and Portfolio III, CIED 674	1 hours
Total hours.....	34 hours

LANCE Program, Master of Arts in Teaching Concentrations and Licensure Tracks, “For Teachers Who Lead”

The following four concentrations for the Master of Arts in Teaching (M.A.T.) are applicable only to those candidates admitted to the LANCE program. The LANCE program, which stands for Lasallian Association of New Catholic Educators, is a particular partnership with the Catholic Diocese of Memphis for the purpose of providing teachers for the Jubilee Schools, inner city Catholic schools that have been reopened during and since the Jubilee year of 2000. The LANCE program includes community living and spirituality components that are not detailed in this bulletin. Admission to the LANCE program is focused not only on academic requirements but also on the suitability of the applicant for community living and the specific mission of the LANCE program.

Candidates in the LANCE program follow the general program of study for the M.A.T. degree, with slight modifications. These modifications are derived from the concept of alternative licensure preparation, in which LANCE candidates experience an initiating and intensive summer of courses and field experiences followed by assumption of responsibility for a classroom in the fall in the role of teachers of record. Their commitment to remain in teaching and in Tennessee after two years of teaching in the Catholic schools of Memphis is less certain than is the case for other M.A.T. candidates.³

The primary difference in the LANCE M.A.T. degree is the distribution over two years of four one-credit modules for supervision and coaching of the LANCE teachers in their own classrooms in lieu of a culminating four-credit hour teaching practicum of a semester’s duration.

³ A few policies have been modified for candidates who are admitted to the LANCE program as a special iteration of the M.A.T. for purposes of doing Catholic teacher service in the Diocese of Memphis using an alternative licensure model. See LANCE paradigms in this bulletin and the LANCE handbook for specific modifications of policy for LANCE candidates.

Elementary Education (K-6) Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Child Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Alternative Licensure I, CIED 675	1 hour
Portfolio and Practicum I, CIED 671.....	1 hour
Classroom Management and Methods, CIED 609	3 hours
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Alternative Licensure II, CIED 676.....	1 hour
Curriculum and Methods in Science, K-8, CIED 611.....	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612.....	3 hours
Curriculum and Methods in Mathematics, K-8, CIED 622	3 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Alternative Licensure III, CIED 677	1 hour
Rhythmic Activities and Games, CIED 615	1 hour
Creative Expression in Elementary Schools, K-6, CIED 624.....	1 hour
Alternative Licensure IV, CIED 678.....	1 hour
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours.....	39 hours

Middle Grades (4-8) Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Adolescent Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Alternative Licensure I, CIED 675	1 hour
Portfolio and Practicum I, CIED 671.....	1 hour
Classroom Management and Methods, CIED 609	3 hours
Literacy Across the Curriculum, READ 629	3 hours
Middle School Strategies, CIED 627	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Alternative Licensure II, CIED 676.....	1 hour
Curriculum and Methods, choose two courses from CIED 611, 612, 622, READ 628	6 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Alternative Licensure III, CIED 677	1 hour
Strategies for Differentiating Instruction in 4-8 and 7-12 Classrooms, CIED 604.....	3 hours
Alternative Licensure IV, CIED 678.....	1 hour
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours.....	40 hours

Secondary Education (7-12) Concentration

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Adolescent Development and Learning, EDFD 617	3 hours
Educating Special Needs Learners, EDDL 630.....	3 hours
Alternative Licensure I, CIED 675	1 hour
Portfolio and Practicum I, CIED 671.....	1 hour
Classroom Management and Methods, CIED 609	3 hours

Curriculum and Assessment in Secondary Schools, CIED 630	3 hours
Literacy Across the Curriculum, READ 629	3 hours
Alternative Licensure II, CIED 676	1 hour
Portfolio and Practicum II, CIED 672	1 hour
Curriculum and Methods, choose one course from CIED 633, 634, 635, 636, 637	3 hours
Alternative Licensure III, CIED 677	1 hour
Electives (English 7-12 should take READ 628)	6 hours
Alternative Licensure IV, CIED 678.....	1 hour
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours	37 hours

PreK-12 Education Concentration (for Foreign Language Only)

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child and Adolescent Development and Learning, EDFD 615 and 617	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Alternative Licensure I, CIED 675	1 hour
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management and Methods, CIED 609	3 hours
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606 or Adolescent Literature, READ 628...3 hours	3 hours
Alternative Licensure II, CIED 676	1 hour
Literacy Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672	1 hour
Alternative Licensure III, CIED 677	1 hour
Teaching Foreign Language, PreK-12, CIED 637.....	3 hours
Alternative Licensure IV, CIED 678.....	1 hour
Professional Seminar and Portfolio III, CIED 674	1 hour
Total hours	37 hours

Master of Education (M.Ed.) Degree, Graduate Education Program
"For Teachers Who Lead"

The Master of Education (M.Ed.) program is designed primarily to provide advanced professional development for already licensed teachers and secondarily to offer graduate study in education for other purposes, such as education and training in non-K-12 school settings or as preparation for doctoral study. Individuals with employment in community colleges, community agencies, and community education programs, including police officers, have used the M.Ed. as an appropriate degree for their advanced professional development plans. The M.Ed. degree, differentiated into two concentrations, one highly defined, and the other more flexible and open, requires a minimum of 31 graduate credit hours.

The MED is designed with maximum flexibility to meet an individual’s needs and interest. There are core courses that equate to 16 graduate hours. They are:

Core Courses

Professional and Portfolio Development, EDFD 602	2 hours
The Teacher as Leader: Renewing the Profession, LEAD 601	3 hours
Educational Research, EDFD 640 or Inquiry for Teachers, EDFD 641	3 hours
Midpoint Assessment, EDFD 604	1 hour
Strategies for Whole School Renewal, LEAD 615.....	3 hours
Capstone Project, EDFD 675	4 hours

Core credits 16 hours

Choice Course credits*15 hours

Total Hours: 31 Hours

*The “Choice Courses” are selected based on individual’s needs and interest. Five courses from any of the graduate course offerings found in the catalog under the CIED, EDDL, READ, LEAD, or EPLS titles can be used to meet this requirement. [Click here for a list of available courses.](#)

M.Ed. Sequence of Courses

First Semester	<ul style="list-style-type: none"> Professional and Portfolio Development,EDFD 602 The Teacher as Leader, LEAD 601 Choice Course
Second Semester	<ul style="list-style-type: none"> Two or three choice courses
Third Semester	<ul style="list-style-type: none"> Midpoint Assessment, EDFD 604 Education Research, EDFD 640 or Inquiry for Teachers, EDFD 641 One Choice Course
Fourth Semester	<ul style="list-style-type: none"> Capstone Project, EDFD 675 Starategies for Whole School Renewal, LEAD 615 Choice Course , if needed

Master of Science (M.S.) in Educational Leadership

"For Leaders Who Serve"

The Master of Science (M.S.) degree in Educational Leadership prepares individuals for roles in administration, supervision, and school leadership in K-12 settings. The courses and modules in this degree program are designed to meet standards for the Beginning Tennessee Instructional Leadership License in Tennessee. The program leading to the M.S. degree in Educational Leadership requires a minimum of 32 credit hours. Years of experience, the depth and breadth of previous studies in professional education, and evidence of previous professional achievements in education will be evaluated for each individual in determining the required program of study leading to either the BAL or the PAL.

M.S. in Educational Leadership

Policy Perspectives for Educators, LEAD 605.....	3 hours
Exploring School Leadership, LEAD 610.....	3 hours
Strategies for Whole School Renewal, LEAD 615.....	3 hours
Supervision and Teacher Development, LEAD 620	3 hours
Managing the Modern School, LEAD 625	3 hours
Organizational Inquiry, LEAD 630	3 hours
Electives (Two Curriculum or Assessment courses).....	6 hours
Practicum I and II	0 hours
LEAD 674.....	3 hours
Capstone Project, LEAD 675.....	4 hours
Total credits.....	31 hours

M.S.E.L. Sequence of Courses

First Semester	<ul style="list-style-type: none"> Organizational and Policy Perspectives for Educators, LEAD 605, 3 hours Exploring School Leadership, LEAD 610, 3 hours Practicum I, LEAD 661
Second Semester	<ul style="list-style-type: none"> Strategies for Whole School Renewal, LEAD 615, 3 hours Supervision and Teacher Development, LEAD 620, 3 hours Practicum II, LEAD 662 Organizational Inquiry, LEAD 630 Elective, optimal
Third Semester	<ul style="list-style-type: none"> Managing the Modern School, LEAD 625, 3 hours Administrative Internship, LEAD 676 Organizational Inquiry, LEAD 630, if needed Elective
Fourth Semester	<ul style="list-style-type: none"> Capstone Project, LEAD 675 Elective Elective, if needed

Fast Track Administrative Licensure Program, Non-Degree Option

"For Leaders Who Serve"

In order to enter into this program one must hold a Master’s degree in any area of education. The Fast Track program will allow an individual who passes the required Praxis test to obtain a Beginning Tennessee Instructional Leadership License. It requires a maximum of 18 credit hours. Previous coursework will be evaluated with the possibility of reducing credit hours required.

Required Courses

Organizational and Policy Perspectives for Educators, LEAD 605	3 hours
Exploring School Leadership, LEAD 610	3 hours
Strategies for Whole School Renewal, LEAD 615.....	3 hours
Supervision and Teacher Development, LEAD 620	3 hours
Managing the Modern School, LEAD 625	3 hours
Practicum I, LEAD 661; Practicum II, LEAD 662; and Administrative Internship, LEAD 676	3 hours
Total Hours.....	18 hours

Fast Track Sequence of Courses

First Semester	<ul style="list-style-type: none"> • Organizational and Policy Perspectives for Educators, LEAD 605, 3 hours • Exploring School Leadership, LEAD 610, 3 hours • Practicum I, LEAD 661
Second Semester	<ul style="list-style-type: none"> • Strategies for Whole School Renewal, LEAD 615, 3 hours • Supervision and Teacher Development, LEAD 620, 3 hours • Practicum II, LEAD 662
Third Semester	<ul style="list-style-type: none"> • Managing the Modern School, LEAD 625, 3 hours • Administrative Internship, LEAD 676

Initial Teaching Licensure Only, Non-Degree Option
Post-Baccalaureate Teacher Education Program
"For Teachers Who Lead"

Licensure-Only Options at CBU

Licensure-only options for selected candidates are available through the Post-Baccalaureate Teacher Education Program, which is closely linked with the Graduate Education Program and especially the Master of Arts in Teaching degree at CBU. Because the intent and purpose of both the M.A.T. and the licensure-only option is the same—initial teaching licensure—policies for admissions policies are identical.

The Post-Baccalaureate Teacher Education Program at CBU offers two licensure-only levels of study. The first option uses graduate level courses, and the checklists for that option are nearly identical to those from the M.A.T. program. The second level uses undergraduate level courses. This option is available to those who select those undergraduate level courses at the time of their admission to the Post-Baccalaureate Teacher Education Program. Programs of study for the undergraduate option are available singly through the Department of Education and also in the Post-Baccalaureate Teacher Education Program handbook.

Difference Between Licensure-Only and the M.A.T. Program

The programs of study for graduate level licensure-only that follow are nearly identical to those from the M.A.T. program.

However, there are slight differences, and these relate to the unique reasons why candidates may desire a licensure-only track. First of all, candidates may be carrying either undergraduate or graduate coursework in professional education from another institution and wish to apply this coursework toward their CBU licensure track. However, candidates who apply such coursework to CBU will likely have missed a solid orientation to CBU's approach to post-baccalaureate initial teaching licensure and to our conceptual framework of teacher leadership, typically encountered during the early classes (EDFD 600 and CIED 600) or the transcribed practicum and assessment modules (CIED 671 or CIED 672) of the M.A.T. degree program. Typically, the Director of Teacher Education will require at least one of these courses or modules in a licensure-only track in order to ensure that the candidate is developing affiliation with the CBU conceptual framework and is also encountering assessment and field experience requirements.

The culminating clinical practice experience of either student or intern teaching (EDUC 553 and EDUC 554) for the licensure-only candidate is offered at the 500 level and cannot count toward a graduate degree in education from CBU.

A licensure-only track has advantages for candidates with over 9 credit hours of coursework in professional educational studies. Due to institutional rules and policies, CBU will not accept more than 9 hours of graduate courses with at least a B for each course as transfer toward a CBU degree such as the M.A.T. However, the Department of Education may allow candidates to use and apply previously earned coursework in education toward a license. Thus, the licensure-only track allows individuals to combine their previously earned coursework successfully with CBU coursework to complete a teaching license. Several important policies pertain, however.

Required Courses and Experiences at Christian Brothers University

Individuals accepted to the Post-Baccalaureate Teacher Education Program, regardless of accepted transfer hours, will ideally complete a minimum of 15 credit hours in professional education studies at Christian Brothers University, including at least one 1-credit practicum in the schools with students in an early field experience which will also introduce assessment and portfolio requirements as well as the conceptual framework; three 3-credit courses; and a culminating 4-credit clinical practice experience accompanied by a 1-credit professional seminar.

CBU's non-degree option includes required field experiences, including a supervised clinical semester of student/intern teaching, portfolio development, and all the other features expected of degree-seeking candidates. Because Christian Brothers University will recommend for the license when all requirements are completed, Christian Brothers University must ensure that each candidate meets the same standards of quality expected of candidates who will earn a graduate degree as well as their initial teaching license from Christian Brothers University.

The following are the concentrations offered for the non-degree option for post-baccalaureate licensure at Christian Brothers University, using graduate level classes:

Elementary Education Concentration for K-6 Licensure Only

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Curriculum and Methods in Science, K-8, CIED 611.....	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612.....	3 hours
Curriculum and Methods in Mathematics, K-8, CIED 622	3 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Rhythmic Activities and Games, CIED 615	1 hour
Creative Expression in Elementary Schools, K-6, CIED 624.....	1 hour
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	39 hours

Middle Grades Concentration for 4-8 Licensure Only

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Adolescent Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management, CIED 609.....	3 hours
Reading and Writing Across the Curriculum, READ 629	3 hours
Middle School Strategies, CIED 627	3 hours
Curriculum and Methods in Language Arts, 4-8, READ 606.....	3 hours
Curriculum and Methods, choose two courses from CIED 611, 612, 622, READ 628	6 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Instructional Strategies, CIED 604.....	3 hours

Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	40 hours

Secondary Education Concentration for 7-12 Licensure Only

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Adolescent Development and Learning, EDFD 615	3 hours
Educating Special Needs Learners, EDDL 630	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Reading and Writing Across the Curriculum, READ 629	3 hours
Curriculum and Assessment in Secondary, CIED 630	3 hours
Curriculum and Methods, choose one course from CIED 633, 634, 635, 636, 637	3 hours
Portfolio and Practicum II, CIED 672	1 hour
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	37 hours

Foreign Language PreK-12 for Licensure Only in French or Spanish, PreK-12

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child and Adolescent Development and Learning, EDFD 615 and 617	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management, CIED 609.....	3 hours
Language Arts Curriculum and Methods, K-3 or 4-8, READ 605 or 606	3 hours
Adolescent Literature, READ 628.....	3 hours
Reading and Writing Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672	1 hour
Teaching Foreign Language, PreK-12, CIED 637.....	3 hours
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	37 hours

K-12 Visual Arts

Professional Foundations I and II, EDFD 600 and CIED 600	6 hours
Child and Adolescent Development and Learning, EDFD 615 and 617	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Classroom Management, CIED 609.....	3 hours
Reading and Writing Across the Curriculum, READ 629	3 hours
Portfolio and Practicum II, CIED 672	1 hour
CIED 638. Teaching Visual Arts, K-12	3 hours
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours.....	31 hours

PreK-3 Early Childhood

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Early Childhood Development and Learning, ECED 630	3 hours
Educating Special Needs Learners, EDDL 630	3 hours
Classroom Management, CIED 609.....	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Curriculum and Methods in Language Arts, K-3, READ 605	3 hours
Methods of Teaching Early Childhood, ECED 631.....	3 hours
Curriculum and Methods in Science, K-8, CIED 611.....	3 hours
Curriculum and Methods in Social Studies, K-8, CIED 612.....	3 hours
Curriculum and Methods in Mathematics, K-8. CIED 622	3 hours
Portfolio and Practicum II, CIED 672.....	1 hour
Rhythmic Activities and Games, CIED 615	1 hour
Creative Expression in Elementary Schools, K-6, CIED 624.....	1 hour
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	39 hours

K-12 Special Education

Professional Foundations I and II, EDFD 600 and CIED 600.....	6 hours
Educating Special Needs Learners, EDDL 630	3 hours
Portfolio and Practicum I, CIED 671	1 hour
Portfolio and Practicum II, CIED 672.....	1 hour
Specialized Instructional Methods I, EDDL 633.....	3 hours
Specialized Instructional Methods II, EDDL 634.....	3 hours
Special Education Assessment, EDDL 640.....	3 hours
Specialized Classroom Management, EDDL 638.....	3 hours
Family Consultation and Support, EDDL 651.....	3 hours
Inclusion Strategies for Science and Social Studies, EDDL 631.....	3 hours
Teaching Internship, EDUC 553*	4 hours
Professional Seminar, EDUC 554*	1 hour
Total hours	34 hours

*Individuals who have successfully completed multiple years of teaching in a school or school district and who can supply successful documentation of this may be exempted from a 4-hour requirement for Intern Teaching, EDUC 553, and Professional Seminar, EDUC 554, but may be required to engage in a practicum to include supervision and observation by a CBU faculty member. Even if a candidate can supply documentation, a candidate may be required to complete the Professional Seminar, EDUC 554, for purposes of other aspects of program completion, especially portfolio development and other culminating end-of-program assessments.

Initial Teaching Licensure Only, Transitional Licensure Routes
Post-Baccalaureate Teacher Education Program
"For Teachers Who Lead"

Background on Alternative Licensure

Christian Brothers University will cooperate with employing districts and school systems who hire teachers who have not completed full programs of professional preparation and who are therefore placed on transitional licenses. Christian Brothers University cannot issue licenses of itself. All transitional licenses are issued by the State of Tennessee at the request of employing districts, often with corroborating information from higher education institutions about these teachers of record who are also post-baccalaureate teacher education candidates enrolled at a particular college or university.

Assessment of Outcomes

Assessment Policies and Practices

Upon their admission to any graduate program in education at Christian Brothers University, all candidates will be assessed on an individual basis to ensure that, upon completion, each of them possesses the desirable range of professional competencies, knowledge, skills, and dispositions expected. This is especially important with respect to both initial teaching and administrative licensure because all licensure programs are governed by standards set by the State of Tennessee in conformity with nationally recognized standards for teachers and administrators. For instance, standard spoken and written English is an expectation for all licensure candidates. An initial encounter with the body of standards specified for each licensure program sets the stage for later assessments. Each program is based on national and state professional standards and on institutional standards related to the CBU conceptual framework.

Ongoing assessment in relation to these and other standards is part of any graduate program in education at Christian Brothers University. Assessment of candidates is a major feature of all professional preparation in education, both for initial and advanced levels. Each program has at least three points at which candidates are assessed, including entry, exit, and one or more mid-points. These transition points are called milestones in the assessment system for each program. Failure to comply with the assessment requirements for particular milestones or transition points and/or to complete them in a reasonable and timely manner may result in a candidate being denied enrollment in further courses.

Candidates for initial teaching licensure also are required to complete the content knowledge part of the Praxis II series of tests at the first transition point or milestone after admission and cannot be admitted to student or intern teaching without successful content knowledge and principles of learning and teaching test scores. Because recommendation for initial teaching or administrative licensure requires success on Praxis II tests, preparation for and success on these tests is a feature of assessment policy and practice in the Department of Education and is linked in initial teaching licensure to midpoint assessments.

The assessment requirements of graduate study in education at Christian Brothers University are important to the character and culture of the entire program--and to candidates' continued matriculation and progress in their programs of study. Some assessments are also graduation requirements.

Assessment Standards and Candidate Proficiencies

In addition to professional standards set by national groups such as INTASC, the National Board for Professional Teaching Standards, and ISLLC and by the State of Tennessee, each graduate program is integrally related to the four conceptual framework themes that define expectations for CBU-prepared candidates as: (1) servant leaders; (2) champions of individual learner potential; (3) effective and reflective practitioners; and (4) builders of vibrant learning communities. The conceptual framework is related to dispositions and proficiencies that CBU candidates are encouraged to acquire fully and also to demonstrate as part of the assessment of their performance. The conceptual framework is also embodied in candidate proficiencies (or institutional standards) as follows:

Theme/Core Concept: Servant-Leader

1. Candidates conceptualize ethical responsibility in relation to their professional responsibilities.
2. Candidates conceptualize the dimensions and skills of leadership and professionalism critical to the profession of education.
3. Candidates express a high degree of inner calling and commitment to the human mission of education and to the goals of access, equity, and opportunity.
4. Candidates possess a strong ethic of care and moral responsibility and represent concern for the welfare of others above self-concern and self-interest.
5. Candidates take initiative and manifest a sense of responsibility for mission-fulfillment.
6. Candidates exemplify profound respect for others, honor the worth and dignity of children, young people, and colleagues, and possess attitudes of service toward others.
7. Candidates demonstrate communication, social interaction, collaboration, and team-building skills characteristic of excellent leaders.

Theme/Core Concept: Champion of Individual Learner Potential

1. Candidates understand and appreciate the wholeness of human beings and can apply theories of human development and learning to learners with widely varied abilities and motivations.
2. Candidates understand and affirm the many kinds of human diversity (race, culture, national origin, native language, socioeconomic status, belief, disability, exceptionalism, learning style, or mode of intelligence or temperament).
3. Candidates discover and evoke the unique and diverse gifts and strengths in each child or young person as well as in colleagues.
4. Candidates develop school environments and classroom learning experiences that bring the gifts and strengths of uniqueness and diversity into meaningful communal and individual expression.
5. Candidates conceptualize, organize, and manage learning environments (whether the classroom or the school) that will result in individual learner achievement and the actualization of learner potential.
6. Candidates advocate effectively for individual learners and deeply believe in all learners' potentials.
7. Candidates work persistently to solve problems of learner underachievement in classrooms and schools.

Theme/Core Concept: Effective and Reflective Practitioner

1. Candidates meet professional standards established and codified by state, national, and specialized organizations.
2. Candidates possess strong content knowledge in their teaching and administrative fields.
3. Candidates understand fully and can integrate in action areas of professional and pedagogical knowledge required for their teaching or administrative practice.

Teacher Candidates

- a. Teacher candidates conceptualize, plan, and deliver curriculum, instruction, and assessment as a coordinated and integrated process intended to develop learner understanding and enhance learner achievement.
- b. Teacher candidates conceptualize, plan, and manage learning environments to maximize achievement and the development of learner potential.
- c. Teacher candidates engage, energize, and encourage learners to take responsibility for their own learning and development and to optimize their opportunities for achievement and success.
- d. Teacher candidates integrate technology effectively in curriculum, instruction, and assessment and to enhance the learning environment for all students.

Administrative Candidates

- a. Administrative candidates lead teachers in the conceptualization, planning, and delivery of curriculum, instruction, and assessment as a coordinated and integrated process intended to develop learner understanding and enhance learner achievement.
 - b. Administrative candidates conceptualize, plan, and manage the whole school and its varied functions as learning environments that maximize achievement and the development of learner potential.
 - c. Administrative candidates engage, energize, and encourage teachers and other colleagues in high quality professional development and optimize their opportunities for achievement and success.
 - d. Administrative candidates use technology and lead their schools in the effective integration of both administrative and instructional technology..
4. Candidates integrate and apply their professional knowledge effectively in action that results in high-impact student learning in K-12 schools.
 5. Candidates value lifelong learning and ongoing professional development.
 6. Candidates inquire into and reflect on their own practice as teachers or administrators in the light of research, standards for excellence and high-impact learning for students, and ethical principles.
 7. Candidates use the skills of inquiry and reflection to modify their practice and to continually challenge and adjust their conduct so as to bring greater benefit to students, colleagues, and the broader communities of practice in which they participate.

Theme/Core Concept: Builders of Vibrant Learning Communities

1. Candidates conceptualize learning communities and communities of practice as the norm for schools and classrooms.
2. Candidates build on the strengths and gifts of various types of human diversity in establishing learning communities.
3. Candidates engage in and lead the collaborative production of learning and the creation of positive learning environments at both classroom and school levels.
4. Candidates demonstrate positive and constructive social interactions and relationships with students, parents, peers, colleagues, administrators, and community members.
5. Candidates foster norms of collaboration, shared decision-making, and ethically-based relations with students, parents, colleagues, and other members of communities of practice.
6. Candidates advocate collaboration, shared decision-making, and ethically-based relations toward members of the learning communities for their critical role in building vibrant learning communities.
7. Candidates take on roles of servant-leadership in their communities of practice and contribute to the building of vibrant learning communities.

Dispositional Assessments

ITL candidates are assessed multiple times throughout their program regarding their professional dispositions. [Visit this link to view the checklist that is used during dispositional assessments.](#)

Portfolios and Performance-Based Assessments

A significant feature of graduate study in education at Christian Brothers University is the use of portfolios and performance-based assessments to ensure that the highest level of professional development is achieved. All candidates are required to purchase a LiveText electronic portfolio keycode; all programs use LiveText for the electronic portfolio.

Assessment in the M.A.T. Program and Initial Teaching Licensure. Candidates are expected to initiate an electronic portfolio during their first classes at CBU. Further, M.A.T. candidates must take and pass the Praxis II content knowledge test for their licensure track within the first twelve (12) hours of their enrollment. Coursework from other institutions accepted for transfer into the M.A.T. program or toward initial teaching licensure counts toward the twelve (12) hour requirement, which means that candidates with transfer hours must register immediately for their Praxis II content knowledge test.

Candidates are expected to take and pass the Praxis II Principles of Learning and Teaching test that is appropriate to their licensure track by the time they have completed twenty-four (24) hours in the M.A.T. program. Again, coursework from other institutions accepted for transfer into the M.A.T. program counts toward the twenty-four (24) hours.

Candidates complete a variety of assessments in their classes and especially in CIED 671 and 672, Portfolio and Practicum I and II. These two milestone modules serve as critical midpoints in the M.A.T. program.

Candidates complete a final portfolio during student or intern teaching with a teacher work sample project along with this culminating semester-long clinical experience and assessment of their actual classroom performance by clinical faculty members at CBU. The clinical semester followed by completion of licensing tests and paperwork represent the last steps for the M.A.T. degree.

The same process applies to those who have enrolled for an initial licensure-only program via the Post-Baccalaureate Teacher Education Program. The policies of the Post-Baccalaureate Teacher Education Program at Christian Brothers University require that courses transferred to CBU in both professional education and in areas that support the desired teaching license must be fully verified by successful completion of Praxis II tests before such transfer credit will be granted by CBU. Individuals will not receive an official program of study, only an unofficial, tentative one, for their required courses at Christian Brothers University until they have completed and passed the Praxis II tests specified for them during the admissions process.

Milestone Structure and Process, Initial Teaching Licensure

Milestone Overview:

Milestone I/Admissions

Milestone II/First Assessment

Milestone III/Second Assessment/Pre-Student/Intern Teaching

Milestone IV/Clinical Practice/Student or Intern Teaching

Milestone V/Licensing

Milestone I/Admissions

Entry to Milestone I is established by submitting an application for initial teaching licensure

Exit from Milestone I occurs when the application is successful, including these factors:

- Submission of passing test scores (Praxis I, GRE, MAT, in some cases, strong ACT/SAT)
- Adequate G.P.A. (2.5 undergraduate)
- Submission of two recommendations (forms are used)
- Essays
- Successful interview (rated by interviewer and aggregated by NCATE Coordinator)
- Spontaneous writing sample (at interview) that is holistically scored by 2-3 collaborative partners

Assessment system identifier for candidate performance/program assessment: ITL PA-1

Process:

- Management of application file
- File review by collaborative partners
- Interview and Spontaneous Writing Sample
- Decision
- Post-cycle data to the unit
- Post-cycle opportunity for departmental faculty and Licensing Officer to review file, score the spontaneous writing sample, and assess the candidate's eligibility for a Professional Growth Plan [the Academic Standing, Program Compliance, Professional Dispositions (ASPCPD) Committee develops PGPs]

Milestone II/First Assessment

Supported by CIED 671/EDUC 350, Portfolio and Practicum I

Entry to Milestone II occurs when candidate registers for this during early block of core courses

Exit from Milestone II occurs when these assessment and monitoring tasks are all completed:

- Passing score for the Praxis II content knowledge test for the candidate's licensure track (not applicable for those pursuing Special Education Modified K-12 licensure – see Milestone III)
- Successful formative review of early portfolio submissions, including portfolio templates with attached and completed work from field experience level I
- Success in practicum and early field experience (completion of level I), including candidate's own records and reflections and evaluations of candidate from the host teacher(s) in the field setting(s)
- Successful dispositions assessment, as determined by the departmental faculty

Assessment system identifier for candidate performance/program assessments: ITL PA-2 and ITL PA-3

Process:

- Candidate registers for CIED 671/EDUC 350, typically in the first, sometimes second, term after admission to TEP
- Candidate is advised about requirement of passing Praxis II content knowledge score as a grading factor for CIED 671/EDUC 350
- Candidate experiences practicum with feedback from the field to the unit
- Candidate experiences end-of-semester portfolio conference
- Candidate is also reviewed for dispositions and professionalism with teaching faculty
- Departmental faculty and Licensing Officer assess the candidate's eligibility for a Professional Growth Plan [the Academic Standing, Program Compliance, Professional Dispositions (ASPCPD) Committee develops PGPs] – faculty who teach CIED 671/EDUC 350 should make a concerted effort to get feedback from host teachers in practicum placement, if applicable

Milestone III/Second Assessment/Pre-Student/Intern Teaching

Supported by CIED 672/EDUC 420, Portfolio and Practicum II

Entry to Milestone III occurs when candidate registers for this during later block of pedagogical content/methods courses

Exit from Milestone II occurs when these assessment and monitoring tasks are all completed:

- Passing score for the Praxis II Principles of Learning and Teaching test for the candidate's licensure track
- Successful formative review of continuing portfolio submissions, including portfolio templates with attached and completed work from field experience level II
- Success in practicum and other field experiences (completion of level II), including candidate's own records and reflections and evaluations of candidate from the host teacher(s) in the field setting(s)
- Success in pre-student/intern teaching assessment
- Successful dispositions assessment, as determined by the departmental faculty

- Successful application to student/intern teaching, including assessment by the departmental faculty and staff to ensure that requirements are met: adequate G.P.A., full admission to TEP, test scores on CK and PLT, coursework completion, departmental consensus dispositions assessment; candidates may be referred to the ASPCPD Committee for a PGP

Assessment system identifier for candidate performance/program assessments: ITL PA-4

Process:

- Candidate registers for CIED 672/EDUC 420, typically in the last block of methods courses before applying for student teaching
- Candidate is advised about requirement of passing Praxis II PLT score as a grading factor for CIED 672/EDUC 420
- Candidate experiences practicum with feedback from the field to the unit
- Candidate experiences end-of-semester portfolio conference
- Candidate applies for and is approved for student/intern teaching
- Candidate experiences pre-student teaching assessment (ITL PA-4)
- Candidate is also reviewed in regard to dispositions and professionalism with teaching faculty and others (host teachers)
- Departmental faculty and Licensing Officer assess the candidate's eligibility for a Professional Growth Plan [the Academic Standing, Program Compliance, Professional Dispositions (ASPCPD) Committee develops PGPs] – faculty who teach CIED 671/EDUC 350 should make a concerted effort to get feedback from host teachers in practicum placement, if applicable

Milestone IV/Clinical Practice and Final Portfolio

Supported by CIED 673/4, 678/674; EDUC 431/2, 435/6, 438, 553/554

Entry to Milestone IV occurs when candidate's application for entry into clinical practice has been successful and candidate has been placed for student teaching (or identified for "intern" teaching)

Exit from Milestone IV occurs when the candidate has successfully completed student/ intern teaching with proficient scores on most or all of the six domains of the TN Framework for Evaluation and Professional Growth and completed a successful assessment portfolio, with these assessment tasks completed:

- Success in clinical practice indicated by evaluation forms from cooperating/mentor teachers in the field supervision role and by university supervisors/clinical faculty
- Success with the Teacher Work Sample showing gains in student learning while the candidate is in clinical practice
- Success in the summative review of the candidate portfolio indicated by a final portfolio conference to display all items and the TWS
- Passing scores for all Praxis II tests for the candidate's licensure track

Assessment system identifier for candidate performance/program assessments: ITL PA-5, ITL PA-6, ITL PA-7

Process:

- Candidate is placed for student teaching (or begins a supervised intern semester)
- Student teaching candidate experiences two placements with formative and summative assessments completed by cooperating teacher
- Candidate receives field feedback from formative and summative assessments
- Director of Field Experience receives and shares feedback from university supervisors
- Candidate experiences formative and summative portfolio conference with faculty
- Candidate completes Teacher Work Sample, reviewed at portfolio conferences
- Departmental faculty and Licensing Officer assess the candidate's eligibility for a Professional Growth Plan [the Academic Standing, Program Compliance, Professional Dispositions (ASPCPD) Committee develops PGPs] – faculty who teach CIED 673/4, 678/674; EDUC 431/2, 435/6, 438, 553/554 should make a concerted effort to get feedback from cooperating teachers in student teaching placement, if applicable

Milestone V/Licensing

Entry to Milestone V occurs when candidate submits an application for the Apprentice license to the licensing officer after success in clinical practice, the assessment portfolio, and the TWS

Exit from Milestone V occurs when the license application can be submitted and these assessment and monitoring tasks are completed:

- Recommendation form from Director of Teacher Education, Director of Field Experience, and Accreditation Coordinator
- Appropriate G.P.A. for licensing in TN
- Completed application for licensure indicating no criminal record or other problems that need to be addressed prior to a recommendation for licensure

Assessment system identifier for candidate performance/program assessments: ITL PA-8

Process:

- Candidate is approved for recommendation by Director of Teacher Education, Director of Field Experience, and Accreditation Coordinator, based on success in student/intern teaching and completion of the assessment portfolio, including the Teacher Work Sample
- Candidate applies for graduation (if pertinent to the track and program of study)
- Candidate applies for licensure to the Director of Records/Licensing Officer
- Candidate requests official transcripts from CBU and other institutions he/she has attended in the past for the licensing file
- Departmental faculty and Licensing Officer assess the candidate's eligibility for a Professional Growth Plan [the Academic Standing, Program Compliance, Professional Dispositions (ASPCPD) Committee develops PGPs]
- Recommendation package for the Apprentice license is prepared by the Director of Assessment and Records/Licensing Officer
- Signatures are obtained from the Chair or substitutes

M.Ed. Program for Advanced Professional Development. In addition to assessments of advanced candidates that take place at the time of admission, candidates for the M.Ed. program will also encounter assessment during an early milestone module, EDFD 602, Portfolio and Professional Development, involving development of a portfolio, several projects, and a professional development plan. The M.Ed. program also requires EDFD 604, Midpoint Assessment, during which the overall assessment portfolio is advanced and which also includes several social interaction assessments and simulations. A culminating assessment of the advanced teacher's portfolio and overall development occurs along with the final Capstone Project.

Milestone Structure and Process, Advanced Teacher Program (M.Ed.)

Milestone Overview:

Milestone I/Admissions

Milestone II/Midpoint Assessment

Milestone III/Pre-Completion Stage

Milestone IV/Capstone Completion Stage

Milestone V/Final Data

Milestone I/Admissions

Entry to Milestone I is established by applicant submitting an application to the M.Ed. (or +30)

Exit from Milestone I occurs when the application is successful, including these factors:

- Appropriate status for advanced professional development for teachers (passed Praxis II, completed initial program, or experienced teacher) or appropriate status for use of M.Ed. for advanced professional development related to education
- Adequate gpa (2.5 undergrad)
- Essays (scored)
- Successful interview (rated but not aggregated)

Assessment system identifier for candidate performance/program assessment: MED PA-1

Process:

- Management of application file
- File review by collaborative partners (see below)
- Interview
- Decision
- Post-cycle data to the unit
- Post-cycle opportunity for the unit to read files and essays

Milestone II/Midpoint Assessment

Supported by EDFD 604, Midpoint Assessment

Entry to Milestone II occurs when candidate registers for at second or third semester of courses

Exit from Milestone II occurs when these assessment and monitoring tasks are all completed:

- Candidate has developed their initial LiveText portfolio, including the first phase of their Professional Development Plan, initiation of or planning for the Teacher Work Sample, UbD Unit Plan (from CIED 608), Four Frames Project (from LEAD 601),
- Candidate has completed social interaction simulations and tasks and been assessed for them
- Successful formative review of portfolio submissions
- Successful dispositions assessment, including input from multiple sources on candidate

Assessment system identifier for candidate performance/program assessments: MED PA-2, MED PA-3, and MED PA-4

Process:

- Candidate registers for EDFD 604, typically in the second or third term after admission to the M.Ed. program
- Candidate prepares for social interactions assessment
- Candidate is assessed for social interactions competencies
- Candidate presents evolving portfolio and experiences end-of-semester portfolio conference and
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone III/Pre-Completion Stage

Entry to Milestone III occurs when candidate completes the formative assessment process in EDFD 604, Midpoint Assessment

Exit from Milestone III occurs at the beginning of the Capstone Project semester indicated by:

- Completion of the Teacher Work Sample prior to undertaking the Capstone Project
- Other portfolio projects in process that are moving toward full development, such as the Professional Development Plan and the Leadership Project

Assessment system identifier for candidate performance/program assessments: MED PA-5

Process:

- Candidate completes EDFD 604 successfully and is directed about next steps with their portfolio, including the TWS if not yet completed
- Candidate takes EDFD 640, Educational Research, as preparation for the Capstone Project and completion phase of the M.Ed. program
- Candidate registers for EDFD 675, Capstone Project
- Candidate has a portfolio conference at the beginning of EDFD 675, Capstone Project, to review process and progress
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone IV/Capstone Completion Phase

Supported by EDFD 675, Capstone Project

Entry to Milestone IV occurs when candidate has completed almost all coursework for the MEd, initiated with a formative conference when candidate registers for EDFD 675

Exit from Milestone IV occurs when the candidate has successfully completed a Capstone Project and also the final MEd portfolio, with the following monitoring elements

- Success with the Teacher Work Sample showing gains in student learning while the candidate is in clinical practice in the field
- Success in the summative review of the candidate portfolio indicated by a final portfolio conference to display and review all required MEd portfolio artifacts and the TWS
- Success in the Capstone Project (a research and inquiry project)
- Success with a presentation to faculty and peers of the Capstone Project
- Success with a presentation to faculty and peers of the MEd portfolio

Assessment system identifier for candidate performance/program assessments: MED PA-6, MED PA-7

Process:

- Candidate registers for Capstone Project, EDFD 675
- Capstone experiences early semester portfolio review (see above, Milestone III process) and is directed about next steps with their portfolio, including the TWS if not yet completed
- Candidate conducts their research for the Capstone Project, EDFD 675
- Candidate experiences one-on-one coaching and support from faculty directing their project
- Candidate completes their Capstone Project as a major document
- Candidate prepares a Powerpoint presentation of the Capstone project for faculty and peers
- Candidate prepares a Powerpoint presentation of their M.Ed. portfolio with reflection on their growth and development in the M.Ed.
- Candidate presents Powerpoint of Capstone project to faculty and peers
- Candidate presents Powerpoint of M.Ed. portfolio with reflection on growth to faculty and peers
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone V/Final Data

Entry to Milestone V occurs after program completion

Exit from Milestone V occurs when the candidate's final grade point is available on the graduation transcript, and, in many cases, a licensing application to add the M.Ed. (or in some cases, the +30) to the teacher's license

- Completed application for licensure indicating no criminal record or other problems that need to be addressed prior to a recommendation for licensure

Assessment system identifier for candidate performance/program assessments: MED PA-8

Process:

- Candidate applies for graduation
- Graduate Director, Advanced Programs, completes audit
- Candidate is graduated and receives degree, with transcript showing awarded degree (or 30 semester hours above another graduate degree)
- Candidate submits needed records to the Director of Assessment and Records/Licensing Officer for any additions to a teacher's license
- Signatures are obtained from the Chair or substitutes

M.S., Educational Leadership Program. The Educational Leadership Program includes two zero credit practicum (LEAD 661 and 662) as well as a culminating administrative internship (LEAD 674). During the clinical semester of internship, the final development of the overall assessment portfolio is completed, along with a culminating assessment presentation.

Milestone Structure and Process, Educational Leadership Program (M.S.E.L.)

Milestone Overview:

Milestone I/Admissions

Milestone II/First Portfolio Assessment

Milestone III/Second Portfolio Assessment/Pre-Completion Stage

Milestone IV/Internship and Final Portfolio Assessment

Milestone V/Licensing

Milestone I/Admissions

Entry to Milestone I is established by applicant submitting an application to the M.S.E.L

Exit from Milestone I occurs when the application is successful, including these factors:

- Appropriate status for advanced professional development and administrative licensure (passed Praxis II, experienced teacher)
- Adequate gpa (2.5 undergrad, 3.0 previous graduate work)
- Essays (scored)
- Successful interview (rated but not aggregated)

Assessment system identifier for candidate performance/program assessment: ELP PA-1

Process:

- Management of application file
- File review by collaborative partners (see below)
- Interview
- Decision
- Post-cycle data to the unit
- Post-cycle opportunity for the unit to read files and essays

Milestone II/First Assessment

Supported by LEAD 675, Portfolio I

Entry to Milestone II occurs when candidate registers for LEAD 675 during the second semester in the Educational Leadership Program

Exit from Milestone II occurs when these assessment and monitoring tasks are all completed:

- Candidate has developed their initial LiveText standards-based portfolio
- Candidate has experienced a Successful formative review of portfolio submissions
- Candidate has participated in an oral presentation of their portfolio with an oral response to a case study prompt

Assessment system identifier for candidate performance/program assessments: ELP PA-2

Process:

- Candidate registers for LEAD 675, typically in the second term after admission to the M.S.E.L. program
- Candidate presents evolving portfolio and experiences end-of-semester portfolio conference with oral response to case study prompt
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone III/Pre-Completion Stage

Entry to Milestone III occurs when candidate registers for LEAD 676 in the third semester of the program

Exit from Milestone III occurs when this assessment and monitoring task is completed:

- Candidate has developed their advanced LiveText standards-based portfolio
- Candidate has experienced a successful formative review of portfolio submissions
- Candidate has participated in an oral presentation of their portfolio with an oral response to a case study prompt
- Candidate applies for the administrative internship, including a commitment from their site administrator to work with them during the internship

Assessment system identifier for candidate performance/program assessments: ELP PA-5

Process:

- Candidate registers for LEAD 676, typically in the third semester after admission to the M.S.E.L. program
- Candidate presents evolving portfolio and experiences end-of-semester portfolio conference with oral response to case study prompt
- Candidate applies for their administrative internship semester
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone IV/Internship Phase, Final Portfolio Assessment, and Exit Conference

Supported by LEAD 674, Internship

Entry to Milestone IV occurs when candidate registers for LEAD 674

Exit from Milestone IV occurs when the candidate has successfully completed the Internship with several subprojects as part of the Internship and the portfolio process, with the following monitoring elements:

- Internship evaluation from field site mentor
- Dispositions assessment from field site mentor
- Presentation of final portfolio
- Exit portfolio conference/interview with oral response to case study prompt

Assessment system identifier for candidate performance/program assessments: ELP PA-4, ELP PA-5

Process:

- Candidate is accepted for and registers for Administrative Internship, LEAD 674
- Candidate works collaboratively at field site with site supervisor on identified and other projects
- Program director visits field site supervisor for feedback on candidate
- Candidate meets regularly with program director to support progress on internship projects
- Candidate completes their internship projects as a major contribution to their portfolio
- Candidate prepares a Powerpoint presentation of their portfolio for faculty
- Candidate experiences an oral case study prompt and analysis
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee

Milestone V/Licensing

Entry to Milestone V occurs after program completion

Exit from Milestone V occurs when the candidate's final grade point is available on the graduation transcript, and, in some cases, the candidate completes the SLLA and submits an application for the Beginning Administrator Licensure

- Completed application for licensure indicating no criminal record or other problems that need to be addressed prior to a recommendation for licensure
- Grade point
- SLLA score reports

Assessment system identifier for candidate performance/program assessments: ELP PA-6

Process:

- Candidate is approved for recommendation by Graduate Director, Advanced Programs, based on success in administrative internship and with final portfolio and exit conference
- Candidate applies for graduation (if pertinent to the track and program of study)
- Candidate applies for licensure to the Director of Assessment and Records/Licensing Officer
- Candidate completes SLLA
- Candidate requests official transcripts from CBU and other institutions he/she has attended in the past for the licensing file
- Problem candidates are referred to Academic Standing, Program Compliance, and Professional Dispositions Committee
- Recommendation package for the Beginning Administrator License is prepared by the Director of Assessment and Records/Licensing Officer
- Signatures are obtained from the Chair or substitutes

Degree Requirements and Programs of Study

The provisions of the Christian Brothers University Catalog, this [Bulletin](#), or related publications concerning degree completion, licensure, or any program of study published or developed for the individual candidate, are not to be regarded as an irrevocable contract between the student and the institution. Christian Brothers University and the Department of Education reserve the right to change any provisions or requirements at any time within the candidate's term of enrollment.

Policies for the Program of Study

The following policies pertain to programs of study in graduate education at Christian Brothers University. Programs of study are specific and prescribed. Candidates are admitted only to a specific program, not to general graduate study in education or in other graduate programs at Christian Brothers of University. Programs of study are related to specific program codes in the University's and Department's database. Candidates are expected to adhere to a program of study, completing it fully as prescribed.

There are four database program codes that relate to degrees:

- MAT for the Master of Arts in Teaching
- LMAT for the Master of Arts in Teaching for LANCE candidates
- MED for those seeking the M.Ed. degree
- MSEL for those seeking the M.S. degree in Educational Leadership

There are two program codes that relate to CBU's post-baccalaureate and graduate licensure-only options:

- MLIC for post-baccalaureate initial teaching licensure only, non-degree, using graduate courses and for additional endorsements or the additional license notation known as 30 plus
- ALIC for beginning administrative licensure only, non-degree, graduate courses

All candidates are expected to know the particular program to which they have been admitted, to honor the limits of that program in their choice of courses, and, if warranted, to then make an appropriate and official change, after consultation with their advisor, approval of the appropriate program director, and completion of official paperwork designating a change of program.

Because of database management requirements that affect financial aid policies, licensure tracks, and other program management components, candidates may not transfer from one program to another without completing (1) an application form for admission into the new program or track and/or (2) a departmental form which shows correction of the program code.

Licensure-only candidates at any level for any purpose are eligible for less federal financial aid support than are degree-seeking candidates. If a candidate is admitted to a licensure-only track because he or she declared that intention during the admissions process and then, for the sake of financial aid, wishes to later declare himself or herself as degree-seeking, the rationale for this request must be reviewed and approved prior to changing the candidate to a degree program.

Obtaining a Second Graduate Degree at CBU

Any student interested in completing a second master's degree at CBU are permitted to do so at the discretion of the appropriate graduate program director by taking an additional 21-24 graduate credit hours. For those students seeking a second degree through the M.Ed. or the M.S. in Educational Leadership programs, a minimum of 21 hours must be completed in the second degree program. The Graduate Director, Advanced Professional Studies, will design a program of study indicating which additional courses must be taken to fulfill additional credit hour requirements, with attention to core courses established for the basic degree program.

Candidates who seek this option must maintain an awareness that a second graduate degree that is less than 30 credit hours long may not meet the State of Tennessee requirements for what is called the "30 Plus" or "30 and Above" salary step increase, which specifies 30 graduate credit hours beyond the first master's degree.

Program Formats and Program Delivery

Hybrid Format with Partial Web Delivery. Within the graduate programs in education, some courses and modules have been developed for a hybrid format, meaning that part of the course or module is taught through a conventional classroom experience and that another part of the course or module is taught on-line. Part of the content for courses and modules with a hybrid format has been pre-recorded, permitting limited classroom attendance. The M.Ed. advanced program for teachers is experimenting with a largely hybrid format during 2007-2008. There is also at least one class in the M.A.T. program and one class in the M.S. in Educational Leadership that is delivered via hybrid format.

Definition of Full Load. Nine (9) graduate credit hours each term is considered a full load by Christian Brothers University. M.A.T. candidates who are not fully employed in professional work or who do not have a personally demanding situation may take 12-13 credit hours, typically four three-credit classes plus one one-credit practicum module. Candidates who maintain full-time employment, especially if they are teachers, are usually advised to take no more than nine (9) credit hours during each semester without consultation with their advisor and their graduate director. This definition of full load is designed to work with the modified cohort format of the current programs to facilitate program completion within a year plus one semester, including a summer term.

Orientation, Advising, and Registration

Orientation

Pre-Program Orientation. For individuals exploring options for initial teaching licensure through a post-baccalaureate program like the M.A.T., CBU offers an every-Tuesday information meeting as a public service. Many individuals find helpful answers to their questions at this weekly meeting, which serves as an initial orientation to teaching licensure requirements.

University Orientation. Before the beginning of each new 16-week semester, the Graduate and Professional Studies unit offers an orientation to all new graduate students.

Program Orientations. In conjunction with the Graduate and Professional Studies orientations for new students, initial advising and registration sessions for new graduate students in education take place. Each orientation is conducted by the appropriate program director (the Director of Teacher Education for the M.A.T. and teaching licensure only candidates and the Graduate Director for Advanced Professional Studies for the M.Ed. and M.S.E.L., as well as administrative licensure only), together with associated faculty, staff, alumni/ae, and/or current candidates.

M.A.T. and other post-baccalaureate initial teaching licensure candidates also go through further orientations during the first semester of their attendance. These orientations are linked to early courses in their program.

Advanced candidates are also further oriented during early courses in their program.

Advising and Registration

Advisor Assignment. Candidates are initially assigned an advisor at the time of admission so that their entry into graduate study in education at CBU will be smooth and so that they have a personal point of contact. Candidates may request a specific faculty member from among those who are full-time faculty in the Department of Education. The appropriate program director (Director of Teacher Education for initial licensure and Graduate Director, Advanced Professional Studies, for advanced candidates) oversees and approves the selection of an advisor. According to policies of the University, the graduate director for the program to which the candidate is admitted serves as a secondary advisor as well.

Importance of Advising. Advising is vital for the success of candidates in the program and to establish the kind of learning community that CBU advocates. While candidates have both the program information and the technological resources to self-advise and to register on-line, it is wise for candidates to have their choice of courses reviewed by their advisors.

Advising Conferences and Communications. Candidates are expected to communicate with their graduate advisor prior to each registration period or at other points throughout the program. This may be done through a traditional one-on-one advising conference, by group advising which is arranged by the graduate advisor, or by exchanges of e-mail.

Advising and Registration. Advising is an essential process whereby the candidate and the advisor communicate about academic progress and program requirements. Registration is the act of getting the courses that the candidate and the advisor have agreed upon into the University's computer system. Although registration can be done by the Department of Education or even by the advisor, which is usually the case for the first registration, all of the subsequent registrations may also be done by CBU students directly into BannerWeb, using an alternative personal identification number (or an "alt PIN") for that registration period. This special number, which changes each semester, may be obtained from the advisor but is also available in the candidate's own BannerWeb account.

Advisee Responsibility. Candidates have access to BannerWeb after their first registration. It is a system that allows each student to see his or her own academic and financial records at CBU—transcript, current tuition charges, current registration, grades, and other records. All candidates should learn to access and use BannerWeb for the useful information contained there. Students are also regarded as responsible for their use of BannerWeb. If a student asks for and receives an alt PIN number at the time of the advising conference or advisor contact, then he or she also has the responsibility to complete self-registration.

[BannerWeb Registration Instructions for Students](#)

If you need to have an override for a pre-requisite or a closed class you will need to see the Program Director. The "View Fee Assessment" menu will not be active until the batch process is run after early registration.

Add/Drop/Withdrawal

Add/Drop Periods and Withdrawal. The University establishes an add/drop period for each term to permit some choice and flexibility to students. This period is governed by University regulations. The exact dates for the add/drop periods for each term are set by the Registrar's Office. If a student wishes to drop a class after the add/drop date has passed, the student may choose to withdraw from the course (a grade of W will be issued). The deadline for withdrawing from a course is also set by the Registrar's Office and posted on the [Academic Calendar](#).

Course and Complete Withdrawal in Relation to Financial Aid Status. When reducing course load, it is the student's responsibility to be aware of and account for any changes in financial aid status that may result from taking a lighter load. If a graduate student drops below five (5) credit hours of registration for a semester, he or she is no longer eligible for financial aid, including loan aid.

If a student completely withdraws from CBU, the unearned amount of federal financial assistance must be returned according to federal financial aid policies. Please consult the Office of Student Financial Resources and the Business Office for exact calculations. Examples of the refund calculations for federal financial assistance are available in the Business Office during normal working hours.

Transfer of Credit Policies

University and Department of Education Policies Regarding Transfer Credit

Because of the Department of Education's responsibilities for licensing candidates and the use of Praxis II scores in both assessment and licensing, the Department of Education reserves the right to modify CBU's policies relative to transfer credit so that the Department has the maximum flexibility to use Praxis II testing to verify course credits to be transferred in and to ensure that candidates who wish to transfer or apply credits earned at another institution of higher education will, through their previous coursework, succeed in Praxis II testing.

[General University Policy \(p. 179\)](#)

Department of Education Policy

Christian Brothers University will accept a maximum of nine hours of graduate coursework from another institution toward the M.A.T., M.Ed., and M.S. degree if the following conditions are met:

1. The student is a fully admitted degree-seeking student.
2. The courses to be transferred are graduate courses appropriate to the degree which fit the particular concentration and program of study for the student.
3. The courses were completed within the last five years before admission.
4. Grades of B or better were achieved on the graduate courses.
5. If applicable (M.A.T.) Praxis II tests are passed that cover the content of the courses that are to be transferred.
6. The transfer of courses is recommended by the appropriate graduate director and notification is sent to the Office of the Registrar.

In practice, this means that degree-seeking candidates admitted to the M.A.T. program who wish to have credits transferred must pass the Praxis II tests related to those course credits before transfer credit will be officially awarded and before a transfer memo will be sent by the Director of Teacher Education to the Office of the Registrar. Please see the section that follows for the rationale.

Testing Policies and Transfer Credits for Licensure-Only Candidates

Students seeking admission to the Post-Baccalaureate Teacher Education Program at Christian Brothers University typically wish to apply credits in professional education coursework taken at this or other colleges and universities along with all previous coursework in general education and in a major or minor field to support a particular teaching license. Such credits for general education, a major or minor field in support of a teaching license, and/or professional education courses taken at this or other institutions of higher education, if approved for the candidate who is admitted to the Program, thus become included in the overall course of study completed, for which Christian Brothers University accepts responsibility when it recommends a candidate to the State of Tennessee for an initial teaching license. In applying any non-CBU credits toward completion of a particular license, Christian Brothers University must verify that such credits equate to State of Tennessee standards for general education, a major or minor field in support of a particular teaching license, and/or courses in professional education. This verification is done through Praxis II tests.

Content Knowledge Praxis II Test Related to Verification of the Appropriate Teaching Field or Major. All applicants are asked to take and pass the appropriate content knowledge test or tests in the Praxis II series for

their licensure goals before their general education and/or major or minor field coursework will be regarded as officially verified, applied toward, and transferred into their individually designed programs of study in the Post-Baccalaureate Teacher Education Program at Christian Brothers University. Taking the appropriate content knowledge test is required immediately upon acceptance into the Post-Baccalaureate Teacher Education Program. In some cases, the Graduate Education Program Admissions Committee may determine that admission for a particular applicant will be deferred until a content knowledge test or tests is passed.

Praxis II Pedagogy Tests Related to Transfer Credit. The policies of the Post-Baccalaureate Teacher Education Program at Christian Brothers University require that courses accepted to the Program in both professional education and in areas that support the desired teaching license must also be verified by successful completion of Praxis II tests before such credit toward the license will be granted by CBU. Individuals will not receive an official program of study, only an unofficial, tentative one, for their required courses at Christian Brothers University until they have completed and passed the Praxis II tests for their licenses.

Relative to previous professional education coursework taken at this or other institutions, individuals who seek admission to the Post-Baccalaureate Teacher Education Program and who hope to transfer core courses in professional education will be required to take and pass the Principles of Learning and Teaching test in the Praxis II series before their core courses will be transferred. Similarly, those who hope to transfer in a large number of curriculum and methods courses in elementary education from this or other institutions will be required to take and pass the Elementary Education Curriculum, Instruction, and Assessment test in the Praxis II series before these courses will be transferred. The same principle is applied to any other professional education courses and their related Praxis II tests with respect to other licenses.

Additional Praxis II Policies Related to Transfer Credit. Where no minimum score for a Praxis II test has yet been set by the State of Tennessee, CBU may choose to set a minimum acceptable score relative to the granting of transfer credit to the Post-Baccalaureate Teacher Education Program. This minimum acceptable score will be set by using minimum passing scores set by other states that use the same Praxis II tests as Tennessee.

Admission to the Post-Baccalaureate Teacher Education Program and registration for courses may be deferred or otherwise delayed during the completion of Praxis II testing even when applicants have met all other admissions requirements, including the PPST/Praxis I test. Admission may also be denied based on lack of success in Praxis II tests, even when applicants have met all other admissions requirements.

Programs of study based on transcript analyses done by CBU remain completely tentative and unofficial until all required Praxis II testing related to the granting of credit from work done at other institutions has been completed. Christian Brothers University reserves the right to modify any candidate's program of study that is intended to lead to initial teaching licensure based on scores on Praxis II tests. After Praxis II test scores are reviewed, CBU may require courses in general education, the major teaching field, or professional education to strengthen the candidate's preparation.

Rationale for Praxis II Policies Related to Transfer Credit. Christian Brothers University sees this process as fair: if candidates pass the Praxis II tests that are designed during the admissions and orientation process, then CBU will not assign duplicative or unnecessary coursework as part of the official program of study. In other words, at Christian Brothers University, it is possible for a post-baccalaureate licensure-only candidate to "test out" of general education, major or minor requirements, and even some professional education coursework, through passing the Praxis II tests that were specified during the admissions process. Further,

CBU will not assign a Praxis II test that is not also a requirement for the license sought or that could help to determine whether a candidate would meet any related "highly qualified" rules with respect to that license, particularly for teaching in grades 7 and 8 on a Middle Grades 4-8 license.

Applicants and candidates are asked to appreciate that Praxis II tests for both content areas and for pedagogy reflect not on the institution(s) where the bachelor's degree was completed and/or where any previous coursework in professional education was taken but on Christian Brothers University. Candidate scores on the Praxis II tests become part of Christian Brothers University's rating on the federally-mandated Title II teacher education "report card." CBU cannot put its entire program, including the institution's ability to recommend candidates to the State of Tennessee for a teaching license, at risk of being designated as "low-performing" on the Title II "report card."

Policies on Praxis II Testing

Context for Praxis II Testing in Tennessee

All initial teaching licenses in Tennessee require licensure tests or examinations as is the case with law and medicine. Tennessee has contracted with the Educational Testing Service (ETS) to use the Praxis series of tests designed for teaching licensure. Although there are three levels to the Praxis series, currently Tennessee uses only Praxis I (the PPST, which is most often used for admission to teacher education programs) and Praxis II (the licensure examinations). This section pertains only to Praxis II and affects initial teaching licensure candidates.

The following are general principles and assumptions that shape the context for CBU's policies on Praxis II testing:

1. Just as each license in Tennessee is specialized, **the battery of tests required for each license is specialized**. Follow the advice of authorities in the Department of Education about which tests to take and why and when.
2. Because of **the federal Title II teacher education "report card,"** which is a summary of CBU initial licensure candidates' success on Praxis II, how candidates do matters not only to their future but also affects the rating of the CBU program.
3. Each Praxis II test serves a different purpose and tests a different area of knowledge and background. **Content knowledge tests** are generally oriented to recollection of and demonstration of learning from undergraduate studies. These tests are **not** about what candidates learned at CBU in initial teaching licensure program through the professional education coursework and experiences. Instead, these tests are over areas of study in general education and/or a major/minor in undergraduate studies. The other tests are **pedagogy tests** and relate to professional education studies.
4. There is **an optimum time** to take each test. This optimum time is scheduled into CBU's policies.

Policies on Test-Taking and Test-Timing

Content Knowledge First. During the first 12 credit hours of professional education coursework, candidates are required to take and pass the content knowledge test for their specific license. Candidates must be registered for that test and able to show proof of registration by the time that the 12 hours is complete.

If a candidate has not passed the content knowledge test after one try, he or she will be advised to develop a personalized study plan and to retake. The Department still maintains a long list of one-credit workshops or modules for test preparation (see EDUC section of Course Catalog) if guided study and review is necessary. Test scores will be analyzed for specific weaknesses, and plans for remediation and review will be laid with advisement.

If a candidate does not then pass the content knowledge test after personal review followed by a guided preparation workshop or module and after a third try, the program of study will then be formally expanded to include specific undergraduate coursework that should help the candidate to remediate the deficiency area(s). While the candidate remains in school and persists in this lengthened program of study, he or she will be expected to focus on coursework that relates to any area(s) of deficiency rather than on the professional education coursework until he or she has successfully passed the content knowledge test.

Policies for Enforcement of the Content Knowledge Test Requirement. Passing the second milestone, including the assessment module, CIED 671, includes the requirement that candidates will register for their content knowledge test during the semester of CIED 671. An additional enforcement mechanism is the program compliance hold for failure to pass the milestone requirement in a timely manner, which bars registration until the candidate has met a specific condition, such as the content knowledge test requirement. Candidates in initial teaching licensure programs are not allowed to enter the culminating semester of clinical practice without a passing Praxis II content knowledge test score.

Principles of Learning and Teaching Next. This test can be successfully passed after an M.A.T. candidate has had EDFD 600, CIED 600, EDDL 630 or 631, CIED 609, and EDFD 615 or 617. These classes are Professional Foundations I and II, Special Needs Learners or Inclusion Strategies, Classroom Management and Methods, and Child or Adolescent Development and Learning.

M.A.T. candidates should take and pass the PLT, as it is popularly known, during the second block of about 12 credit hours, or around the time that they have completed 24 credit hours in the professional education part of the overall program of study.

If a candidate were to fail this test, he/she would be advised to take a one-credit workshop or module for that test. Test scores will be analyzed for any specific weaknesses and plans for remediation and review will be laid.

Policies for Enforcement of the PLT Test Requirement. Candidates are required to get registered for the PLT during CIED 672 and to show proof of registration. An additional enforcement mechanism is the program compliance hold, which bars registration until the candidate has met a specific condition, such as the PLT test registration requirement. Candidates are required to take and pass the PLT prior to entry into clinical practice for the final culminating semester of student or intern teaching. At the least, candidates who are applying to enter clinical practice must demonstrate that they have registered and have an upcoming PLT test date.

Additional Pedagogy Tests. A licensure track may or may not have additional pedagogy or professional knowledge tests. See the M.A.T. candidate handbook, an advisor, the Director of Teacher Education or the Director of Assessment and Records/Licensing Officer to discuss optimum timing for additional pedagogy tests.

Grades, Program Continuation, and Graduation Requirements

Grades (p. 177)

Graduate Credit Only at the 600 Level. Only courses at the 600 level or above at Christian Brothers University are included in the computation for graduation. EDUC 500 level course or modules are specifically excluded from being included in computations for graduation.

Incompletes. An incomplete or "I" is rendered only under extenuating circumstances and must be completed by the conclusion of the following semester. The grade of "I" can only be given after the student, the instructor, and the Dean of the School of Arts sign a contract, complete the contract, and return it to the Registrar's Office for the posting of the incomplete grade. Incompletes can only be given if this paperwork is completed prior to the deadline for entering grades.

The "I" grade is not computed in the grade point average as an "F." The "I" grade is removed when the student fulfills the course requirements. Then the "I" grade is replaced with the new grade. Should the student not complete the required course work by the end of the following semester, the "I" grade is replaced with an "F," which is computed into the grade point average.

"I" grades are regarded as courses for which the individual is still registered, although not in calculation of full-time or part-time status for financial aid or official registration purposes. Because the student still has some responsibility for the incomplete course, permitted student loads and registrations may be adjusted accordingly. An advisor or director may refuse to register an individual for a desired course schedule if an "I" is outstanding.

Grade Point Average. Students are expected to aim for and achieve at least a 3.0 (B) average while enrolled in the program, because graduation with the M.A.T., M.Ed., or M.S. degree requires a cumulative grade point average of 3.0 (B) or above.

Probation and Probation Failure. A student whose cumulative grade point average drops below 3.0 may be allowed to continue on a probationary basis in the following semester. However, failure to remove the probationary condition within two semesters will cause the participant to be dismissed from the program. A person who has been dismissed from the program based on a probation failure may reapply after being out of the program for one academic year.

Repeating Courses. A graduate course may be repeated only once to improve the grade. The last grade received for a course is used in the calculation of the student's grade point average. The earlier grade is excluded, the latter grade is included.

Program Continuation

National and state standards for initial and advanced education programs specify that there should be policies for the use of midpoint program progress assessments to determine whether program continuation is the right decision for a particular candidate. Such assessments should examine the candidate's development of knowledge, skills, and dispositions with respect to proficiencies and expectations for the program to which the candidate is admitted. CBU affirms these standards and asserts its right to stop candidates from program

continuation if there are evidences of problems with knowledge, skills, and dispositions that would compromise the ability of the candidate to teach or lead effectively.

In developing the milestone assessment modules for each program of study in graduate education, CBU is also asserting its right to review candidates at these points relative to their suitability for their program and licensure track and to engage with them in a process of reflective decision-making.

Program Compliance. CBU further asserts its right to review candidates specifically with respect to program compliance, particularly for all matters related to Praxis II testing policies for all initial teaching licensure candidates and also with respect to other core program requirements, such as the development of the assessment portfolio. Grades and other concerns about academic performance or licensure track may also be reviewed with respect to program compliance.

Academic Standing, Program Compliance, and Professional Dispositions Committee

The Department of Education has an **Academic Standing, Program Compliance, and Professional Dispositions Committee** to review specific candidate cases. This committee is composed of the specific graduate director who is concerned with the candidate, a rotation of faculty members, including the advisor, and other members from the advisory committee for that program, and the Director of Assessment and Records. Candidates may receive letters from and/or be asked to appear before the Committee.

Dispositional Concerns. CBU also asserts its right to review candidates specifically with respect to desirable dispositions for professional careers in education, whether in the classroom or for school leadership. When dispositional concerns about particular candidates arise, the Department of Education may exercise its right to review candidates and to engage with them in a process of reflective decision-making.

The Department of Education may use the Academic Standing, Program Compliance, and Professional Dispositions Committee to review candidate cases. This committee is composed of the Chair, the specific graduate director who is concerned with the candidate, a rotation of faculty members, including the advisor, and other members from the advisory committee for that program, and the Director of Assessment and Records. Candidates may receive letters from and/or be asked to appear before the Committee.

Program Continuation Process and Decisions. Where a candidate's continuation in a program is at risk for either program compliance or dispositions concerns, he or she shall be informed. Where a policy application is clear, as is the case with inadequate grades to maintain academic progress or inadequate Praxis II test scores, policy remedies may be applied by the Academic Standing, Program Compliance, and Professional Dispositions Committee without further deliberation with the candidate. In the case of dispositions concerns, candidates may be requested to meet with the Committee. Candidates may also request to meet with the Committee for either a formal or informal appeal.

Program Compliance Hold. The Office of the Registrar has provided the Department of Education with a means to enforce departmental policies, the program compliance hold. If this is applied to a candidate's record, it blocks the candidate from being able to register for courses or to continue in the program. In order to have a program compliance hold released, the candidate must gain approval from the appropriate graduate director and/or the chair. The Academic Standing, Program Compliance, and Professional Dispositions Committee will also review the request.

Program Readmission

Although graduate candidates may be readmitted after dismissal from a graduate program for probation failure (see above), this should never occur more than once and then only after a full year of being restricted from enrollment at CBU.

Graduation Requirements and Policies

Grade Point Average. Graduation with the M.A.T., M.Ed., or M.S. degree requires a cumulative grade point average of 3.0 (B) or above.

Fulfillment of Program of Study and Degree Requirements. While a student may exercise choice about whether to fulfill the requirements for a program of study developed under the catalog in effect at the time of his/her entry into an M.A.T., M.Ed., or M.S. program or to fulfill requirements of a program of study developed under a subsequent catalog, each student must fulfill a program of study with specified requirements to graduate from Christian Brothers University with the M.A.T., M.Ed. or M.S. degree.

Substitutions or Waivers for Program of Study and Degree Requirements. Candidates are strongly encouraged to follow the program of study and degree requirements perfectly in initial teaching licensure and administrative licensure programs. Overall, substitutions and waivers of program of study requirements should be applied rarely and always with respect to the academic intent of the design of the curriculum, the licensure program requirements that are approved by the State of Tennessee for a particular license, and the balance of knowledge and skill acquired by the candidate.

Assessment Requirements in Relation to Graduation Requirements. Graduation requirements include portfolio and project requirements that are part of the assessment of all program students. Completion of the program of study through coursework must also be complemented by the completion of required assessments.

Graduation and Commencement. Degree completion, graduation, and award of degrees and diplomas occur at three times during the academic year, in December, May, and August. CBU has only one annual commencement ceremony, which is in May of each year.

Application for Graduation. A student expecting to graduate must apply for graduation within the time frame specified by the University and on forms provided by the Office of the Registrar. If a student intends to graduate in August, he or she is expected to apply in May. If a student intends to graduate in December, he or she is expected to apply to graduate in August. If a student intends to graduate in May, he or she is expected to apply to graduate in December. However, if a student intends to participate in the May commencement exercises, application must be made by the previous December. Application for graduation is followed by a graduation audit completed by the graduate director of the program in which the student is enrolled and then a letter from the Office of the Registrar indicating whether there are any additional requirements to be fulfilled.

Licensure Requirements in Relation to Graduation Requirements. Specific policies and procedures with respect to both initial teaching and administrative licensure are described in the Department's licensure handbook. Degrees and licenses are two distinct processes. Completion of a CBU graduate degree does not

automatically grant a license. Candidates must apply for licenses in a specific procedure and must meet specific requirements for licensure, including the successful completion of all Praxis II tests. Because two of CBU's degrees are linked to licensure (the M.A.T. and the M.S.E.L.), specific policies related to licensure must be consulted with respect to the completion of licenses. The licensing handbook for the Department of Education provides specific guidance.

However, it is not the Department of Education's policy to require individuals to complete all licensure requirements in order to be awarded a graduate degree. Graduation and licensure requirements are regarded as related but distinct. The Department of Education does not require individuals to complete all licensure tests prior to being awarded a graduate degree, although it has policies related to licensure tests that may affect an initial teaching licensure candidate's progress toward a graduate degree (see Testing Policies section of this bulletin).

Similarly, the Department of Education will not unnecessarily delay a candidate from completing a graduate degree because of a distinct licensure requirement, including the State of Tennessee's regulations associated with alternative licenses (see the licensing handbook for specifics). The Department of Education's policy is intended to facilitate the completion rather than the delay of graduate degrees, recognizing that candidates' salary increases, student loans, and other matters are negatively affected by unnecessary delay of degree completion.

Time for Completion of Degree Requirements. The student is expected to complete all work for the M.A.T., M.Ed., or M.S. degree within a five-year time period from the date of first enrollment.

No Residency. No residency requirements exist for graduate study in education as of the publication of this bulletin.

Field Experience and Clinical Practice

Defining Clinical Practice

“Clinical practice” is another term for field experience, used as a synonym for the full range of requirements of school-based encounters, observations, and practice opportunities. “Clinical practice” has been adopted as the favored term in national standards to encourage a more professional, almost medical model, emulating the idea of the lengthy residency, during which the practitioner more fully applies what he/she has learned in theory but is still supported and supervised by more senior practitioners. The following policies at CBU reflect this ideal.

Clinical Practice in Initial Teaching Licensure

Field Experiences for Initial Teaching Licensure. State and national standards require that all candidates for initial teaching licensure complete a well-designed and thoroughly structured set of field experiences associated with their licensure track, including a full semester of student teaching. CBU has designed programs of field experience for all post-baccalaureate candidates that meet state and national standards and guidelines, whether for the M.A.T. degree program or for license only. It is an expectation that candidates entering an initial teaching licensure program will comply fully with field experience requirements.

Course-Based Field Experiences. Most courses for initial teaching licensure have modest field experience requirements associated with the course comprising a set number of hours per course. Field experience requirements and expectations are aligned with the topics for the course.

Independent Practica. The M.A.T. and license-only option require CIED 671 and CIED 672, Portfolio and Practicum I and II. These two one-credit courses function as milestone assessment modules but also as independent practica over the course of a full semester.

Traditional Student Teaching. The M.A.T. degree and the license-only option at CBU have been designed with the requirement of traditional student teaching for post-baccalaureate candidates. In state policy, this requires a full semester of commitment to a guided teaching cycle involving two different placements (see the Director of Field Experience or the M.A.T. handbook).

Alternative Route Mentoring and Supervision. All alternative route programs at CBU for Transition License as well as for the LANCE program leading to the M.A.T. degree are designed for continuous mentoring and supervision of the alternative route teacher in his/her own classroom.

“Intern” Teaching. Some candidates at the graduate/post-baccalaureate level who have not yet completed a teacher education program are hired by local private schools without any engagement of the alternative licensure policies and regulations of the State of Tennessee. If such employment occurs, CBU allows candidates to start and/or continue in the M.A.T. or license only program, even though these programs were designed for traditional candidates and for traditional student teaching. In order to complete degree and field experience requirements and to provide the quality assurance of a supervised and coached experience for each and every initial licensure candidate prior to the recommendation for licensure, CBU requires a semester-long supervised and coached experience called “intern” teaching.

Prior to the Transition license, intern teaching at CBU was also used to complete post-baccalaureate candidates who were hired on the former Alternative A or E licenses.

Intern teaching at CBU has been designed to facilitate two policies: (1) degree and program completion for each candidate in a timely manner, and (2) the Department of Education's preference that all initial teaching licensure candidates, even if teaching as a full-time teacher of record, should be observed and coached by faculty supervisors from the Department of Education as a supportive service and as a quality assurance measure prior to the CBU's recommendation of the candidate for the Apprentice license.

Clinical Practice in the Advanced Teacher Program

Field Experiences in the M.Ed. Program. Candidates in the M.Ed. program typically encounter field requirements in their coursework and in portfolio requirements that will engage them in conducting research in school settings, completing a teacher work sample, and preparing professional development workshops for their colleagues. Candidates may also encounter self-assessment, peer assessment, and evaluation processes through colleagues at their school site as a crucial part of their professional experience during the M.Ed. program.

Clinical Practice in Beginning Instructional Leadership Licensure

Field Experiences for Beginning Instructional Leadership Licensure. State and national standards require that all candidates for Beginning Instructional Leadership Licensure complete a well-designed and carefully structured and sequenced set of field experiences associated with preparation for instructional leadership roles in schools. Most courses in the Educational Leadership Program include field experiences. The Practicum and the internship are designed to engage the candidates in many field experience activities.

Standard Route. Recognizing that many teachers will pursue Beginning Instructional Leadership Licensure while holding full-time teaching positions but affirming the concept of sequenced and structured field experiences, the State of Tennessee defines the standard route as including field experiences and practica that, ostensibly, can be completed without a major change in the teaching responsibilities of the candidate.

Culminating Educational Leadership Internship. The Educational Leadership Program at CBU requires a culminating clinical practice semester of at least a semester in length that is usually conducted in the site of the school where the candidate is teaching and which is typically mentored by the candidate's principal or assistant/associate principal.

Other Policies

Financial Aid and Financial Responsibilities

Financial Aid. Information regarding financial assistance is available from the [Office of Student Financial Assistance](#) located in the basement of Barry Hall. Individuals receiving financial aid must meet federal regulations regarding satisfactory progress under Title IV aid.

Tuition Discount Policies and Procedures. Tuition Discount policies and procedures are available in the Student Resources section of the Department of Education webpage www.cbu.edu/education.

Financial Accounts. No grades, diplomas, transcripts, or information will be given or released until the student's account has been settled in the University's Business Office.

Similarly, individuals who have not paid their tuition and fees will not be permitted to remain in any class. Students will be dropped from the class roll(s) early in the term, with potential loss of the opportunity to re-enroll and/or penalties for late registration, if they have not finalized their financial arrangements with the University's Business Office by the first meeting of the class or before.

Student Responsibility

For Catalog and Bulletin. The student is ultimately responsible for knowing and following the courses and requirements published in this bulletin and in the University catalog. The student is also responsible to become familiar with academic policies, curricular and co-curricular requirements, and associated deadlines and timeframes as outlined in the bulletin. Although the academic advisor may aid the student with matters related to the program of study, it is ultimately the student's responsibility to meet all stated requirements and to comply with all policies associated with their program. The student is also responsible for any changes that might occur that are posted on Department of Education bulletin boards or on the Department's website or sent via candidate newsletters or emails.

For University Student Handbook. The University publishes [The Compass](#) annually, which deals with many other matters related to student conduct, including campus organizations, the Student Government Association, academic policies and procedures (including all those dealing with various forms of academic dishonesty and plagiarism), student life, code of conduct, institutional policies, and campus emergencies. Although many of these policies originated because of undergraduate life on campus, all policies with respect to student conduct, including those related to plagiarism and academic dishonesty, apply to graduate students in education. Any provisions of *The Compass* with respect to any area of student conduct can be invoked to handle problematic conduct on the part of any graduate education candidate. Problems of student conduct covered by *The Compass* necessarily involve administrators outside as well as inside of the Department of Education.

Student Complaints

Graduate students who have matriculated in the Department of Education may occasionally have a complaint about a faculty member or administrator or administrative policy or practice within the Department. All

appeals should begin with the individual professor. If the candidate fails to gain satisfaction, he or she may appeal to the Chair of the Department. If the case is not resolved at this level, the student may appeal to an appeals committee composed of five members, three of whom are appointed by the Graduate Council, one by the instructor involved, and one by the student. This appeals committee will present a recommendation which will then be followed by the instructor.

Governance Structure of the Department of Education

The Department of Education is located academically within the School of Arts at CBU and receives academic oversight from the Dean of the School of Arts.

The Chair of the Department of Education is the head of the professional education unit as a whole and provides overall leadership for all dimensions of the unit, including its accreditation status and assessment processes. The Chair reports to the Dean of the School of Arts.

The Director of Teacher Education provides overall program leadership for all initial teaching licensure programs, whether undergraduate, post-baccalaureate, licensure-only, alternative tracks, or the M.A.T. degree.

The Coordinators of the M.Ed. and M.S.E.L. Programs in conjunction with the Graduate Director, respectively, provide overall program leadership for the two advanced professional development programs, the M.Ed. and the M.S. in Educational Leadership.

The Director of Field Experience provides overall leadership for field experience and clinical practice for all initial teaching licensure programs and coordinates closely with the Director of Teacher Education.

The Director of Assessment and Records/Licensing Officer provides services to candidates and to the unit related to records management and licensing, including communications with schools and districts related to alternative licensing.

The Accreditation Coordinator provides technical support to the unit relative to accreditation and assessment.

Academic Catalog

The [Academic Catalog](#) is published annually by the Registrar's Office.

Education Faculty & Professional Staff

Profiles for current Education faculty and professional Staff are maintained on the Department of Education webpage, www.cbu.edu/education under the [Meet the Faculty and Staff](#) section.