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Who Should Read This Handbook?
If you are a prospective or current UVa student interested in becoming a teacher, this handbook is for you! Teachers who already hold professional licensure in at least one area can find information about other Curry School of Education degree programs and non-degree programs by visiting this link: www.curry.virginia.edu/academics/degrees.

Teacher Education (TEd@Curry)

Mission/Goals
The Curry MT program aims to prepare teachers who exemplify best practices in connecting content, practice and research to foster academic, social, and emotional development in students with diverse backgrounds and diverse needs. Our graduates use data and reflection in their instructional decision-making so that their impact on student learning is meaningful and measurable.

The Teacher Education program centers on the theme of the “Teacher as a Reflective Decision-Maker.” Grounded in the belief that teachers who make appropriate decisions are ones who demonstrate effective clinical and pedagogical practices and reflect on the outcomes of their actions, the TEd@Curry program integrates varied and extensive field work with professional coursework at conceptual and practical levels to prepare candidates to connect content, practice and research into best practices that they then use to inform instructional decision-making. With the ultimate goal of meaningful and measurable impact on student learning, the TEd@Curry program fosters an environment where candidates use data and reflection as tools in effective teaching practice.

Figure 1

[Diagram of student learning framework showing relationships between data, practice, content, reflective instructional decisions, and research-based evidence]
Quick Overview and History Facts
Business leader, visionary, and philanthropist John D. Rockefeller, Sr., attached only one condition to the $100,000 gift he made to establish a school of education at U.Va in 1905. He stipulated only that the school be named for J. L. M. Curry, an educational reformer who, unlike many Southerners of his day, was an advocate for public education and who was dedicated to equal, high-quality education for all citizens irrespective of race, sex, or creed.

The Teacher Education program at the University of Virginia’s Curry School of Education is defined by the Master of Teaching (MT) degree and was developed to prepare candidates seeking initial teaching licensure in the Commonwealth of Virginia. Created in 1986 in its current configuration, the TEd@Curry program (a recent moniker) is structured as a five-year, dual degree program with a two-year option (PG/MT) for those who already hold a bachelor’s degree.

Operated within the Curriculum, Instruction, and Special Education (CISE) academic department, TEd@Curry collaborates with the university’s College of Arts & Science, the three other academic departments in Curry (Human Services, Kinesiology, and Leadership Foundations & Policy), as well as with local, national, and international schools to provide instruction and experiences necessary to meet the goals of the program. In short, graduates earn a non-education bachelor’s degree with a liberal arts foundation, take professional coursework from multiple departments at Curry, engage in a series of progressive field placements each semester, and complete a pinnacle field project on evidence-based practices, all of which culminate in the Master of Teaching degree and eligibility for the postgraduate professional license to teach from the Virginia Department of Education (VDOE).

Curry’s main classroom building is named for Virginia’s first Superintendent of Public Education, William Henry Ruffner, an influential proponent of public schools in the late nineteenth century. Curry’s newest building is named in honor of Anthony Bavaro, a professional football player who dedicated his life to teaching for forty years in the Boston city schools.

Accreditation
The University of Virginia Curry School of Education’s Master of Teaching Program, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from December 2007 to December 2014. (http://www.teac.org)

The Virginia Department of Education (http://www.doe.virginia.gov) lists the University of Virginia as an approved educator preparation program.

Faculty & Staff
TED@Curry Programs and Faculty Advisors
Elementary Education (preK-6)
- Robert Berry rqb3e 924-0767
- Patrice Grimes pg2g 243-2298
- Tish Jennings paj9m 924-0749
- Steve Plaskon spp 924-0838
- Robert Tai rht6h 924-0840
English Education (6-12)
- Amanda Kibler     akk2v   243-4964
- Natasha Heny      nam3c   924-1380

Foreign Language (K-12)
- Ruth Ferree       rf2c    924-0853

Health/Physical Education (K-12)
- Ann Boyce         bab6n   924-6186

Mathematics (6-12)
- Joe Garofalo      jg2e    924-0845

Science (6-12)
- Frackson Mumba    fm4v    243-3651
- Jenn Maeng        jlc7d   924-0837

Social Studies (6-12)
- Stephanie Van Hover sdv2w   924-0841

Special Education - General Curriculum (K-12)
- John Lloyd        jwl3v   924-0759
- Michael Kennedy   mjk3p   924-0827
- Paige Pullen      pcp4k   243-5502

Early Childhood Special Education (birth-age 5)
- Tina Stanton-Chapman tls6n   982-2638

**TEd@Curry Program Coordinators**
- Elementary – Robert Tai   rht6h   924-0840
- Secondary – Susan Mintz   slm4r   924-3128
- Special Education – John Lloyd   jwl3v   924-0759

**TEd@Curry Office Staff (Bavaro 326)**

Administrative Manager
- Linda Boone      ljb9k   243-4587

Administrative Assistant
- Donna Fisher     dwf2z   924-0755

Field Placement Coordinator
- Adria Hoffman   arh3b   243-3327
Teaching in Virginia

Licensure
The primary purpose for licensing teachers is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298.1 of the Code of Virginia, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The University of Virginia can only prepare teacher candidates for licensure in the endorsement areas for which the Curry School has been approved by the Commonwealth of Virginia Board of Education and a national accreditation process.

The teaching license is the official way to recognize that a candidate completed the professional studies component of teacher preparation. Competencies in human growth and development, curriculum and instruction, reading, behavior management, assessment, educational foundations, as well as clinical experiences comprise professional teacher preparation. The Virginia Department of issues an initial license only when a candidate also completed all requirements for the content area endorsement. Professional licenses must be renewed every five years, although the professional studies component does not need to be repeated.

All TEd@Curry graduates must apply for Virginia licensure. As a graduate of a state-approved program, you are assured Virginia licensure and endorsement if you successfully complete all program requirements and “possess good moral character” (free of conditions outlined in Part VII, 8VAC20-22-690 et seq., of the Licensure Regulations for School Personnel found at http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf).

The deadline to submit applications for licensure and endorsement(s) in the Teacher Education Office is February 1 of your final year (October 1 for December graduates). You will need the official email or hard copy of all required license endorsement test reports.

For the on-line licensure application, go to the Curry website and click on Resource Library. Check the box for Forms, type Graduation in the search box, and you should see the link for Curry Graduation Forms and Information. Select the file for Teacher Education (B/MT and PG/MT). These are the steps to apply for licensure:

1. Once the degree is conferred and that designation appears on the transcript, the Curry School will sign off on submitted licensure documents (about two weeks after graduation).
2. Curry will mail signed documents and test scores to the address you provide on the College Verification Form.
3. The student orders an official UVa transcript, writes a check (There is a fee for licensure of $50 for in-state applicants and $75 for out-of-state applicants.), and mails all licensure documents to the Virginia Department of Education.
4. You will receive your license by mail in late July to mid-August. The license is effective as of July 1 of the year it is granted.
Endorsements
Endorsements identify what subject areas and which grade levels each teacher is licensed to teach. The Commonwealth of Virginia Department of Education defines endorsements. UVa is approved to provide teacher preparation in a selection of endorsements.

Teacher candidates are accepted into a specific program that identifies which endorsement will lead to licensure. These programs identify the requirements necessary to earn licensure in the specified endorsement. Additional endorsements are possible through application for dual endorsement as part of the program, or, in some case, through Praxis II testing. Teacher candidates should check with either their Curry advisor or the Teacher Education office for proper procedures for their particular situation.

Dual and Add-On Endorsements
To receive dual endorsements as part of initial licensure, teacher candidates must complete all requirements for both endorsement program areas. All requests for dual endorsement are made to the Teacher Education office. Teacher candidates may negotiate to have specific courses and experiences applied to both endorsements or to substitute one course for another. (For example, EDIS 5020 may be applied to both elementary education and a secondary education program area.) Teacher candidates complete two teaching associateship (EDIS 588X) placements, each representing an endorsement area, in order to meet the field experience requirements of both endorsement areas, and the teaching associateship will be extended by two weeks.

Teacher candidates must complete and submit a Change of Program Form to the TEd@Curry office. In addition, students must present a complete plan for accomplishing both endorsements for approval. Dual endorsements are allowed only on a space-available basis. The dual endorsement must be approved by the program coordinators in each area and the Teacher Education Team. A Teacher Ed Policy Exception Form should also be filed if courses are being substituted.

Curry currently offers four endorsements that teacher candidates can add-on to their initial licensure in another area: Early Childhood for 3- and 4-year-olds (pending faculty approval Fall 2013), ESOL, Gifted, and Algebra I. Initial licensure alone cannot be granted for these endorsement areas at the Curry School, but each can be added on as an additional endorsement. Requirements for these Add-ons can be found in Appendix A.

Program Specified Additional Endorsements
Teacher candidates in special education are required by virtue of the program to select a second endorsement in either elementary education, a secondary education field offered by Curry, or ESOL. The teaching associateship (EDIS 588X) will be divided between two placements, each representing an endorsement area in order to meet the field experience requirements of both endorsement areas. Special Education teacher candidates who are assigned to a SPED advisor need not complete the Change of Program form.

Additional Endorsements through Testing
Teacher candidates can add additional endorsements by passing the Praxis II test in each endorsement area. This option is not available for those seeking an early/primary preK-3, special education, or elementary education preK-6 endorsement. With prior notification, Curry can approve the additional
endorsement at the time of initial licensure application. This option is also available after graduation and licensure is earned.

**Additional Endorsements through Coursework**

Teacher candidates can add additional endorsements by earning the required course credits in a field as identified by the VDOE [Licensure Regulations for School Personnel](#). With prior notification, Curry can approve the additional endorsement at the time of initial licensure application. This option is also available after graduation and licensure is earned.

### Frequently Asked Questions about Teaching in Virginia

**Q. Can I use my Virginia license to teach in another state?**

A. Each state has its own regulations regarding reciprocity of licensing/certification, and most consider completion of a state-approved teacher preparation program a key factor in accepting that reciprocity. However, you may be asked to take additional coursework or preparation. Typically in those cases, a provisional license is granted with a limited number of years to meet the regulations. Consult the website of the state education agency to which you are interested in applying for details. The Teacher Ed staff can help determine whether a second College Verification form is needed.

**Q. Can I apply for a national license or certification?**

A. National Board Certification (NBC) is offered to teachers with at least three years of teaching experience who pass professional assessments. NBC complements, but does not replace, state licensing requirements. Based on the standards of the National Board for Professional Teaching Standards (NBPTS), this certification process consists of a rigorous two-part assessment. Teachers are often given state incentives for applying and receiving the National Board Certification. For more information, check out their website at [www.nbpts.org](http://www.nbpts.org).

### Degree Options

At the University of Virginia, teacher candidates work towards a Master of Teaching (MT) degree from the Curry School of Education. The Curry School of Education currently offers three tracks toward the MT degrees as part of its Teacher Education (TEd@Curry) program. The first, a collaborative effort with the College of Arts and Sciences, enables students to study for five years to earn both the Baccalaureate (B.A. or B.S.) and the Master of Teaching (MT) degrees. Curry also offers a 2-year post baccalaureate program in which students with a completed B.A./B.S. degree earn a Master of Teaching degree (PGMT). A third track is available for Curry undergraduate students in the BSEd program in Kinesiology that after five years leads to the MT degree. All programs prepare students for initial Virginia licensure and endorsement. The professional component of TEd@Curry is housed in the Curry School within the Department of Curriculum, Instruction, and Special Education (CISE).

**B/MT**

UVa undergraduate students are granted “permission to enroll” through an application process beginning in early spring of their second year. Still primarily a student in the College of Arts & Sciences beginning your third year, you now are assigned a Curry advisor in addition to your College advisor, have
an MT plan in your SIS record, and are eligible to enroll in the prescribed professional courses for your chosen endorsement program area. Your performance in those courses, along with other expectations outlined in the Requirements chapter, will impact your ability to “advance to graduate status” at the conclusion of your fourth year. A second application process is required to advance to graduate status, when you formally become a graduate student at Curry and are eligible to receive a Teaching Associate placement (student teaching). At the end of your fifth year, you earn diplomas from both the College of Arts and Sciences and the Curry School of Education. For more details, see the sections on these two processes in the Sequential Steps section of the next chapter.

PG/MT
Post graduate students accepted into a specified PG/MT program interface with the five-year B/MT program during their two-year timeframe. Students in the PG/MT program have a major advisor in the Curry School of Education only, and are involved in professional studies throughout their program. Acceptance into the PG/MT programs is managed through online application to the Curry School of Education. PG/MTs do not apply to advance to graduate status, since they are already graduate students.

BSEd/MT
For the purposes of teacher preparation, students wishing to earn a license and endorsement for K-12 Health and Physical Education are typically accepted directly into Curry for the Bachelor of Science in Education program in Kinesiology. They will also complete the Permission to Enroll Application for acceptance into the B/MT program, although this may be done during their first year. BSEd/MT students must also apply to advance to graduate status.

Requirements

Beliefs of the Curry Teacher Ed Program
The Curry School's Teacher Education Program is based on a set of beliefs regarding characteristics of effective teacher education programs. Course syllabi, clinical experiences, policies, and procedures reflect these beliefs:

<table>
<thead>
<tr>
<th>EDUCATIONAL BELIEFS</th>
<th>CURRY IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ The professional education of teachers is shared by the Curry School of Education, the College of Arts and Sciences and the public schools of the Commonwealth.</td>
<td>➢ The Curry School of Education has partnerships with A&amp;S and with over 21 school divisions within Virginia as well as schools located in urban settings outside of Virginia.</td>
</tr>
<tr>
<td>➢ All teacher education students should have a cohesive, planned program of liberal arts education.</td>
<td>➢ With the exception of health/physical education students, all teacher education programs require an academic major within the arts and sciences. Health/physical education students receive a BSEd degree in the undergraduate component of the program.</td>
</tr>
<tr>
<td>➢ Teachers should have a strong professional education background to appropriately convey content knowledge and facilitate student learning.</td>
<td>➢ All teacher candidates in the Curry programs take at least 30 hours of graduate education coursework. Clearly articulated program guides are provided for all Curry Teacher Education Programs.</td>
</tr>
</tbody>
</table>
EDUCATIONAL BELIEFS

- The professional education of teachers is shared by the Curry School of Education, the College of Arts and Sciences and the public schools of the Commonwealth.

- All teacher education students should have a cohesive, planned program of liberal arts education.

- Quality teacher education programs integrate theory and practice.

- Effective teacher education programs take into account the individual and cultural diversity of both the prospective teachers and the students in the public schools.

- The on-going involvement of skilled practicing teachers is a significant aspect of any quality teacher preparation program.

- Schools of education at research universities have a particular responsibility for contributing to the knowledge base on teaching.

- Quality teacher education programs must infuse technology in instruction.

CURRY IMPLEMENTATION

- The Curry School of Education has partnerships with A&S and with over 21 school divisions within Virginia as well as schools located in urban settings outside of Virginia.

- With the exception of health/physical education students, all teacher education programs require an academic major within the arts and sciences. Health/physical education students receive a BSE degree in the undergraduate component of the program.

- Every clinical or field experience relates to course work, integrating theory and practice.

- Curriculum related to diversity is taught in both designated classes and through specific field placements.

- Clinical instructors (CI) supervise clinical experiences, serve on advisory boards, provide guest lectures, and participate in grant activities.

- Curry students and faculty are involved annually in research activities that inform the faculty members’ individual fields of scholarship and leadership.

- Curry has emerged as a national leader in technology and has received awards and grants to support its efforts.

Sequential Steps

In the charts below, you will find the typical sequence of steps for each of the types of degrees, including requirements/decision points for each year of the program.

| Overview of Sequential Steps for B/MT Programs (June-May) |
|---------------|---------------|---------------|---------------|---------------|
| B/MT          | 1st Year      | 2nd Year      | 3rd Year      | 4th Year      | 5th Year      |
| Applications  |               |               |               |               |               |
| Applications  | Apply to Teacher Education by 2/1 for Permission to Enroll in the Curry Program* |               |               | Apply for Teaching Associateship by 12/1 | Submit application to graduate by 10/1 for accelerated program and Dec. graduation or by 2/1 for May graduation |
|  |               |               |               | Decide whether to accelerate the program to graduate early; Apply for Advancement to Graduate Status by 12/1 | Submit application for Virginia teaching license by 10/1 (accelerated program) or 2/1 (May graduation) |
### Overview of Sequential Steps in PG/MT Program (June-May)

<table>
<thead>
<tr>
<th>PG/MT</th>
<th>1st Year (Professional Year)</th>
<th>2nd Year (Professional Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
<td>Apply for Teaching Associateship by 12/1</td>
<td>Submit application to graduate by 10/1 for accelerated program and Dec. graduation; or submit application to graduate by 2/1 for May graduation</td>
</tr>
<tr>
<td></td>
<td>Decide whether to accelerate the program to graduate early and notify TED Office</td>
<td>Submit application for VA teaching license by 10/1 (accelerated) or 2/1 (May graduation)</td>
</tr>
<tr>
<td></td>
<td>Foreign Language Education students report Entrance Language Proficiency Testing (ACTFL)</td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid Eligibility</strong></td>
<td>Loans and work study only</td>
<td>Loans and work study only</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences Studies</strong></td>
<td>General studies and major courses as needed for licensure program requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
</tr>
<tr>
<td></td>
<td>Complete child abuse &amp; neglect module</td>
<td>3 CPP-R credits</td>
</tr>
<tr>
<td></td>
<td>3 CPP-R credits</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>EDIS 338X; EDIS 488X</td>
<td>EDIS 588X; EDIS 7991</td>
</tr>
<tr>
<td><strong>Standardized Tests</strong></td>
<td>Sufficient SAT, ACT, PRAXIS Core Skills, or VCLA + PRAXIS Core Skills Math needed for entrance into TED</td>
<td>Report PRAXIS II scores to Curry by 8/1 (prior to student teaching)</td>
</tr>
<tr>
<td></td>
<td>1st aid/CPR/AED training to TED office by 8/1</td>
<td></td>
</tr>
</tbody>
</table>
### Overview of Sequential Steps for BSEd/MT Programs (June-May)

<table>
<thead>
<tr>
<th>BSEd/MT</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year (Professional Year)</th>
<th>5th Year (Professional Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
<td>Apply to Teacher Education by February 1 for Permission to Enroll in the Curry Program*</td>
<td></td>
<td></td>
<td>Apply for Teaching Associateship by 12/1</td>
<td>Submit application to graduate by 2/1 for May graduation</td>
</tr>
<tr>
<td><strong>Curry Undergraduate Studies</strong></td>
<td>Take Arts &amp; Sciences courses to complete general studies requirements.</td>
<td></td>
<td>Continue Kinesiology courses: General studies and major courses as needed for program and licensure requirements</td>
<td>Complete any remaining Kinesiology classes in Spring semester</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>EDIS 2010 (prerequisite)</td>
<td>Take professional education courses</td>
<td>Take professional education courses 3 CPP-R credits</td>
<td>Take professional education courses Complete module on child abuse and neglect 3 CPP-R credits</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>EDIS 2880</td>
<td>EDIS 488X</td>
<td>EDIS 5889, EDIS 7991</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standardized Tests</strong></td>
<td>Sufficient SAT, ACT or PRAXIS Core Skills or VCLA &amp; PRAXIS Core Skills Math needed for entrance into TED</td>
<td></td>
<td>Virginia Communication and Literacy (VCLA) scores reported to TED office by 5/1</td>
<td>Spring – Register for Praxis II exam so that scores are available prior to student teaching</td>
<td></td>
</tr>
</tbody>
</table>

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**Permission to Enroll (B/MT and BSEd/MT only)**

B/MT students in their second year in the college apply for “permission to enroll” in the teacher education program of their choice by February 1. Three faculty members review Permission to Enroll Applications. Permission to enroll requires that a student successfully complete pre-professional courses EDIS 2010 (Teaching as a Profession) and EDIS 2880 (Field Experience) as a prerequisite. These courses are taught every semester (fall, spring, summer). There are no exceptions to this pre-requisite (although students interested in Early Childhood Special Education may enroll in EDIS 2011). If you are enrolled in these courses when you apply or plan to take them in the summer before your 3rd year, your permission to enroll will be conditional until you have successfully completed the courses.
Upon satisfactory completion of these courses, demonstration of professional potential, entrance qualifying test scores, and maintenance of an acceptable GPA, teacher candidates may apply for permission to enroll in the educational sequence. Continuance from year-to-year is dependent on regular review by the faculty. Applications for Permission to Enroll in Teacher Education are due in the TED Office (326 Bavaro Hall) by February 1 of your second year in the college.

During the summer after the 3rd year, the TED office will review all teacher candidates’ progress. Any candidates failing to meet the mandated GPA (3.0 major and 2.7 overall) will be required to meet with their advisor within the first 2 weeks of fall semester (4th year). Candidates must submit a plan to the TED Office to improve the GPA. Prior to advancement to graduate status, candidates function administratively under all policies and procedures established by the College of Arts and Sciences.

Although students in the Kinesiology BSEd program are already Curry students, they must still submit Permission to Enroll Applications for acceptance into the MT program in order to be eligible for the graduate coursework. Typically, these students complete these forms at the conclusion of their 1st year in order to take required graduate level courses in their 2nd year.

Advance to Graduate Status (B/MT and BSEd/MT only)
Advancement to graduate status takes place at the end of the 4th year. Program area faculty and the Teacher Education Team review each student’s progress and make recommendations concerning advancement. Advancement to graduate status is dependent on

- attaining GRE scores of 150 Verbal, 145 Quantitative, and 4.0 Writing. (Note: be sure to use code 5829 and GI (Graduate Institution) because ETS will not send GRE scores to an Undergraduate Institution(UI).)
- an overall GPA of 2.7 and an academic major GPA of 3.0.
- satisfactory performance in education courses and in field experiences.

Students not meeting GRE or GPA proficiency may be dismissed from the MT program. Anyone with a GRE score below the expected levels will be asked to repeat the exam at least once. Students with a lower than expected GPA may be asked to take additional courses. Faculty may also use the Professional Performance Rubric to provide feedback on concerns about professional behavior.

The deadline for application to advancement to graduate status is December 1. The faculty review will be conducted in January, and students will be notified of decisions early in the spring semester. The actual advancement occurs the following fall term in accordance with university registrar and tuition policies. As part of your application, you will indicate if you plan to accelerate your program and graduate the following December. However, to do so, you must advance prior to the summer session to take the requisite graduate coursework (EDIS 7991 and EDIS 7100). Advancing impacts tuition and financial aid, so you should not advance for the summer session unless you need to take these 7000 level courses. When teacher candidates advance to graduate status, they move fully into the Curry School and must follow all policies and procedures established by the School of Education. IMPORTANT: Tuition rates change as a result of graduate status. Additionally, student financial aid changes to meet graduate student policies. Please plan accordingly.
Candidates who have not been advanced to graduate status by the end of their 4\textsuperscript{th} year may not take EDIS 7991 in the summer between the 4\textsuperscript{th} and 5\textsuperscript{th} years and will not receive a student teaching placement until advancement has occurred.

**Virginia Requirements**

Many of the requirements for the MT program are based on the Commonwealth of Virginia’s regulations for earning an initial teaching license and endorsements. While Curry has its own philosophies and rationale for some requirements, the Virginia Department of Education requires verification of certain pre-requisites for professional licensure, outlined below.

**Liberal Arts Program**

The liberal arts major is intended to prepare teachers who exhibit analytical skills and in-depth understanding of content material. The expectation is that teachers have an intellectual framework from which to develop their content specializations. Teachers need to be prepared to teach the Virginia Standards of Learning (SOLs) that serve as the basis for preK-12 curriculum. General studies core courses fulfill this requirement and are delineated for each program. For B/MT students, general studies are usually taken during the first 2 years, but it is not uncommon to complete them later in the five-year program. All courses taken as part of the general studies requirements cannot be taken pass/fail.

> While the College general studies courses meet most licensure expectations, there are a few differences.

While the College general studies courses meet most licensure expectations, there are a few differences. Teacher candidates should work closely with advisors to ensure coursework meets the licensure requirements set by the Commonwealth of Virginia.

**B/MT**

The B/MT dual degree program is challenging and requires planning and coordination. Arts & Science advisors will guide your work toward your bachelor’s degree, while your Curry advisor will facilitate your attainment of licensure and a master’s degree. However, neither your Arts & Sciences nor your Curry advisors will be as fully informed about your program as you should be. Students in Arts & Sciences declare an academic major at the end of the fourth semester. Once you declare your major, a new advisor within the appropriate department in A & S will be assigned.

Candidates interested in teaching elementary education (preK-6) or special education (K-12) may select any academic major offered through the College of Arts and Sciences. However, we strongly advise elementary and special education candidates to select a core content major in the College. ECSE candidates must have a psychology major in the BA degree program. Special Education candidates also obtain an endorsement in a secondary content area or in elementary education. Therefore they must select an academic major in a subject that fits their general education endorsement area.

Candidates interested in teaching specific content at the secondary level must select the related Arts & Sciences (A & S) academic major. That is, English teachers must be English majors. Social Studies teachers most often are history majors; however, students in areas such as government, economics, or
political science may work toward a social studies license by completing the required history classes in addition to the major.

Because both degrees are awarded at the end of the five-year program, some students use the last semester of the fifth year to complete the bachelor’s degree requirements. Take note, however: A & S majors with required courses that are only offered once per year may find they have scheduling conflicts with sequenced Curry courses. (Curry courses that are prerequisite to the Teaching Associate must be taken in the semester they are listed on the Course Overview description on the program’s website. A Curry advisor must approve any changes.) Therefore, it is best to plan for major A & S requirements in the second, third and fourth years!

**PG/MT**

Teacher candidates interested in teaching elementary education (preK-6) or special education (preK-12) may have any academic major offered through an undergraduate liberal arts degree program. However, specified general studies (courses) must be reported on a transcript from an accredited college/university to qualify for licensure/endorsement. ECSE students must have a psychology background. Candidates who do not hold a liberal arts degree at the B.A. level will need to make up deficiencies in the liberal arts content prior to entering the Curry PG/MT program.

PG/MTs confer with their Curry advisors to complete the General Studies Review (GSR) form. Submitting this signed form to the TEd@Curry office allows us to document completion of licensure requirements completed prior to joining the MT program. Your SIS advising report will be updated to indicate any outstanding coursework needed in this area. Your advisor may recommend courses available at UVa or locally that can address any shortfalls.

Candidates interested in teaching specific content at the secondary level must have the related academic major. That is, English teachers must be English majors. Social Studies teachers most often are history majors; however, students in areas such as government, economics, or political science may work toward a social studies license by completing the required history classes in addition to the major.

Programs at the secondary level may require a specified number of graduate hours in the academic area. Content Studies Review (CSR) forms support those discussions. Advisors may recommend courses to complete the necessary endorsement. These courses are to be taken in the Graduate College of Arts and Sciences.

**Child Abuse and Neglect Recognition Module**

All licensed teachers are required to demonstrate that they have completed study in child abuse recognition and intervention that meets curricular guidelines established by the VDOE and the Virginia Department of Social Services. The state and Curry School recommend an online module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html, Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators. Make sure to print two copies of the certificate at the end of the module, keeping one for your records, and submitting the second to the
Teacher Education office. This module must be completed before the Teaching Associateship in the final year.

**First Aid/CPR/AED Certification**
Beginning July 1, 2013, documentation of training in First Aid/CPR/AED from a nationally recognized program (e.g. the Red Cross or the American Heart Association) is required for teaching licensure. The VDOE expects approved programs to collect evidence of this training including:

- individual’s full name (matching the name on licensure forms)
- title or description of training or certification that must clearly indicate that all three components were included (i.e. emergency first aid, CPR, and AED)
- date the training or certification was completed or expires
- Signature and title of the individual providing the training or certification OR printed certificate from the organization or group that provided the training. Wallet-sized certification cards will be accepted.

As with most other licensure requirements, the TEd@Curry team strongly recommends that you complete this requirement prior to your student teaching semester. Documentation must be submitted to the Teacher Education Office (BAV 326) so that the SIS Advising Record can be adjusted accordingly. Please note: certifications need not be current—it is evidence of training that is required. Training can be scheduled online with a local Red Cross or AHA office to be taken in Charlottesville or anywhere in the country. An alternative, less expensive option is an online service, [www.icpri.com](http://www.icpri.com), that meets the requirement of being based on AHA guidelines, but does not provide hands on testing.

**Civics Module**
Students in the Elementary Education program are required to meet the “local government and civics instruction specific to Virginia” expectation via an online module created specifically for this purpose by VDOE. A copy of the certification should be submitted to the Teacher Education Office (BAV 326) so that the SIS Advising Record can be adjusted accordingly. Secondary Social Studies students will take the module as part of their methods coursework.

**Test Scores**
The Commonwealth of Virginia establishes cut scores on specified tests in order to qualify for a license or the endorsement (always check the VDOE website for the latest information on scores). As of June 1, 2014, the following scores were established:

<table>
<thead>
<tr>
<th>Test</th>
<th>Qualifying Score</th>
<th>Required For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Communications and Literacy Assessment (VCLA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Sub Test</td>
<td>235</td>
<td>ALL</td>
</tr>
<tr>
<td>Reading Sub Test</td>
<td>235</td>
<td>ALL</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite Score</td>
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<td>ALL</td>
</tr>
<tr>
<td>Praxis Series Reading for Virginia Educators (RVE):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RVE: Elem &amp; SPED Teachers Asmt</td>
<td>157</td>
<td>Elem Ed preK-6, Special Education-Gen Curr (K-12)</td>
</tr>
<tr>
<td>(0306 paper or 5306 computer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praxis II Specialty Area Tests:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology: Content Knowledge</td>
<td>155</td>
<td>Biology</td>
</tr>
<tr>
<td>(0235 paper or 5235 computer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Qualifying Score</td>
<td>Required For:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge (0245 paper or 5245 computer)</td>
<td>153</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Earth &amp; Space Sciences: Content Knowledge (0571 paper or 5571 computer)</td>
<td>156</td>
<td>Earth Sciences</td>
</tr>
</tbody>
</table>
| Elementary Ed: Multiple Subjects (5031 computer only) 7/1/2014-6/30/2015 ONLY** |                  | Elementary (if taken prior to July 1, 2014, a score of 143 on the Elementary Ed: Content Knowledge is accepted) (0014 paper or 5014 computer) |**on July 1, 2015, this will be replaced with a new test with the same name but different test number: Elementary Ed: Multiple Subjects (5001 computer only)
| -Reading and Language Arts (5032)                                  | 165              | English (if taken prior to January 1, 2014, a score of 172 on the English Language, Literature and Composition: Content Knowledge is accepted) (0041 paper or 5041 computer) |
| -Mathematics (5033)                                                 | 164              | Foreign Language: French                      |
| -Social Studies (5034)                                              | 155              | Health & Physical Education                   |
| -Science (5035)                                                    | 159              |                                                |
| (take individual sections ONLY if qualifying score is not met and retake is needed) |                  |                                                |
| English Language Arts: Content Knowledge (5038 computer only)       | 167              | English (if taken prior to January 1, 2014, a score of 172 on the English Language, Literature and Composition: Content Knowledge is accepted) (0041 paper or 5041 computer) |
| French: World Language (5174 computer only)                         | 163              | Foreign Language: French                      |
| German: World Language (5183 computer only)                         | 163              | Foreign Language: German                      |
| Health and Physical Education: Content Knowledge (0856 paper or 5856 computer) | 151              | Health & Physical Education                   |
| **on July 1, 2015, this will be replaced with a new test (5857 computer) and qualifying score | 160              | Mathematics (if taken prior to January 1, 2014, a score of 147 on Mathematics: Content Knowledge is accepted) (0061 paper or 5061 computer) |
| Mathematics: Content Knowledge (5161 computer only)                | 160              | Physics                                       |
| Physics: Content Knowledge (0265 paper or 5265 computer)            | 147              | Social Studies                                |
| Social Studies: Content Knowledge (0081 paper or 5081 computer)      | 161              | Foreign Language: Spanish                     |
| Spanish: World Language (5195 computer only)                        | 168              |                                              |

When registering for Praxis II or RVE, list the University of Virginia (code number 5820) as one of your designated score recipients. You may also ask to send the scores to the VDOE, but they will also require you to submit an official printed copy of the results with your license application. When you receive the official copy of your exam results, KEEP THE DOCUMENT IN A SECURE LOCATION and submit a hard copy directly to TEd@Curry office. Your VCLA score report should also be submitted to the TEd@Curry office.
Curry’s Teacher Ed program also requires standardized test results for entrance into the program.

- PRAXIS I: taken prior to 1/1/14 – 178 math, 175 writing or 532 composite score, OR
- PRAXIS Core Academic Skills: taken 1/1/14 or after – 150 math, 156 reading, and 162 writing, OR
- SATs taken prior to 4/1/95–score of 1000, with at least 450 verbal, 510 math; if taken after 4/1/95–score of 1100, with at least 530 verbal, 530 math OR
- ACTs taken prior to 4/1/95–score of 1100, with at least 450 verbal, 510 math; if taken after 4/1/95–composite score of 24, with at least 22 math, 48 English Plus Reading Score OR
- VCLA: Reading and Writing as an optional assessment for the PRAXIS I or PRAXIS Core Academic Skills reading and writing tests (writing subtest of 235, reading subtest of 235, composite score of 470) in combination with qualifying math scores from SATs, ACTs, or PRAXIS I (prior to 1/1/14) or PRAXIS Core Academic Skills (1/1/14 or after), AND
- GRE: Verbal score of 150 (450 if taken before 2011), Quantitative score of 145 (530 if taken before 2011), and Analytical Writing score of 4.0.

**Always keep standardized test score reports that you receive from ETS or Pearson Evaluation Systems. You will be required to attach a copy of these reports to any licensure application you complete (whether it is Virginia or in another state).**

**Coursework**

Each teacher education program area (e.g., elementary education, mathematics education, etc.) has a program guide detailing recommended/required coursework for each semester. Guides contain vital information about coursework, testing deadlines, and other required submissions for timely completion of your degree. Be sure to check it out on the web for your program area: [http://curry.virginia.edu/teacher-education](http://curry.virginia.edu/teacher-education).

Courses taken for credit/no credit will NOT meet the Curry School’s general studies requirements, nor will courses taken pass/fail count toward your academic major or required content studies. In other words, if a course taken outside Curry is required by the MT program, it must be graded.

Understandably, coursework varies from program to program, but the core requires select hours at the major and general studies (typically undergraduate) level, additional hours at the professional (Curry graduate) level, and depending on the program may also include additional content studies (typically undergraduate). Coursework can be viewed as meeting degree requirements, licensure requirements, or both.

**Degree Requirements**

For those in the B/MT program, the goal is to achieve 120 credits for the bachelor’s degree. Except for those in Health and PE who are earning a bachelor’s from Curry, all but 18 of the 120 credits must be from the College of Arts and Sciences. (There are no exceptions. You need 102 A&S credits to graduate. For details on what can be used for those 102 credits, visit the credits page for the College. Any questions are handled by the College.) Some of the Curry coursework (e.g. fieldwork, teaching with
technology, etc.) applied to licensure may be used for the 18 hours outside of the college. Due to the increased requirements and by special agreement with the College, Special Education candidates may apply 6 credits of special education coursework toward the 102 hours.

For the MT portion of your degree (both PGMT and B/MT), 30 academic credits at the 5000 level or above are required. (Note: fieldwork courses, including student teaching – EDIS 588x – are not included.) There is no restriction on which department or school those graduate level courses are to be taken. For B/MTs, any 5000 level coursework taken beyond the 30 hours required for the MT may be applied to the 18 hours outside the college.

Licensure Requirements

Most licensure requirements are used to meet degree requirements and are taken as part of the UVa plan of study. Some licensure requirements, however, may be taken outside of UVa. PGMTs, for instance, complete all major, and most general or content studies before they enroll. Others may take courses over the summer at a community college near home. The MT program allows up to 6 credits of professional studies to be taken outside of Curry. Please be sure to verify with an advisor that courses can be used to meet requirements prior to taking them (e.g. they are from an accredited institution, the content meets requirements, etc.). The only credits that must be transferred back to UVa are those that are needed to meet degree requirements (see above). As long as an official college transcript is available at the time of licensure application, it is not necessary for the credits to be on a UVa transcript.

When registering for both A & S and Curry classes, you may want to consider registering for Arts & Sciences classes first as there may be competition for slots. Be aware of the schedule of Curry classes and that many classes must be taken in the semester they are specified in the program guide. You are guaranteed enrollment in the Curry classes if taken in the specified time frame. However, note that when there is more than one section of a Curry course, you are not guaranteed enrollment in a particular section, nor are you guaranteed enrollment in courses for a given semester if the course is offered in both fall and spring. Instructor permission only courses can only be enrolled through a Course Action Form. Undergraduate students (B/MT 3rd or 4th years) must submit requests to the College Registrar at 101 Monroe Hall. Graduate students (B/MT 5th years and PG/MTs) submit requests to the TEd@Curry office at 326 Bavaro Hall. For more information on special permissions see the Exceptions section below.

SIS Plans

The UVa Student Information System (SIS) details the requirements for your program that are in effect at the time of your acceptance into the program. The most commonly used reports in SIS are:

1. My Academic Requirements report: This report shows the major components required for graduation and whether or not you have satisfied the component. (Note: B/MT students, in the "Select Institution/Career" box be sure to click on Graduate or Undergraduate to see outstanding requirements. If you are a fifth-year, the drop-box should default to University of Virginia>Graduate.)
2. **My Course History** report: This is a simple alphabetic listing of all courses you have taken at UVA. Any courses not listed on this report need to be checked against the Unofficial Transcript from the SIS Student Center.

3. **Unofficial Transcript**: This document shows semester-by-semester coursework as it will appear on your official transcript. When you ask to view the report, note that you will highlight "Advising Transcript" under Report Type. This document also provides your overall GPA for each semester and cumulatively.

4. **View Transfer Credit Report**: This document reflects any coursework taken outside the University which may be applied toward your undergraduate degree. Courses taken at another college/ university for the teacher education general studies requirements, which are not being used for credit toward the Master of Teaching degree, will not appear on this report. When you meet an advisor for an audit of Curry requirements, be sure to bring a copy of this transcript to the meeting.

Before contacting your advisor with concerns about courses identified as "not satisfied," please review all reports listed above. If you see problems, please address these issues as soon as possible.

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**SIS is the system of record for all students and will be used in determining course registration, financial aid, and graduation eligibility. Consult it regularly to ensure it is correct.**

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**Grades**
The Curry School of Education requires a grade of a “B-” or higher in all courses leading to a master’s degree. All classes at the 5000 level and above fall under this rule. Any courses in which a student receives a grade below a “B-” must be retaken, or, with the consent of the course instructor and the student’s advisor, a planned and petitioned substitution must be made. Courses at the 5000 level in the College taken prior to the fourth-year may be petitioned for an exception to this policy. All required courses specified in the program guide including those intended to meet either general or content studies requirements must be graded (as opposed to pass/ fail).

Throughout the fourth year students are still officially listed as students in the College, and therefore, follow the A & S policy on incomplete grades. Under this policy, students have a limited time to complete a course and have a course grade submitted to the registrar’s office. Failure to do so will result in an “F”. Students may petition for an extension with the support of the course instructor. **NOTE:** This policy will hold for both the A & S courses and those in the Curry School.

During the fifth year, students are under the Curry policy relating to graduate students that states that an incomplete grade must be completed within 200 days of the semester in which the course was taken. Students will need to negotiate the actual timeframe with the course instructor and complete an incomplete grade form in the Curry Admissions Office (106 Bavaro Hall).
Once you have been accepted to the TEd@Curry program, you may continue to register for TEd@Curry courses as long as you maintain a satisfactory GPA (3.0 in your major; 2.7 overall), do well in education classes and field experiences, and meet deadlines for all program requirements.

**Transfer Credit**

The general rule of thumb is that any course that the college accepts for AP/IB or transfer credit, the Curry School will also accept to meet licensure requirements. There are some cautionary notes, however. No more than 6 credits of professional studies course requirements (5000 level and above) may be transferred into the MT program. Professional studies credits taken as part of an undergraduate degree must be above the minimum required for the bachelor’s degree in order to be used for the master’s degree (in the case of PG/MTs). As with all 5000 level courses, grades must be at the B- level or above to meet requirements. Acceptance of transfer credits is at the discretion of the Curry advisor and the Teacher Ed Coordinators.

After admission, all courses taken at another institution with intent to transfer credit must be pre-approved by the College and the appropriate department (if an A & S class) and by TEd@Curry if the credit is to be used to meet a licensure requirement. Content studies and general studies courses are usually undergraduate courses and require only a passing grade to meet requirements. These classes may only be credited toward an elective in the College. In some cases, it is more effective to demonstrate the meeting of a requirement with a transcript from another school without actually transferring the credit. Doing so requires a Policy Exception and pre-approval of the course. Always check with your advisors before taking a class somewhere other than UVA that you intend to use to meet requirements.

**Accelerated Program**

Teacher candidates may be able to graduate a semester early if they plan carefully and complete all degree requirements. As a B/MT candidate, you can finish in four and one-half years if:

- you entered UVA with AP, IB or transfer credits or took overloads during previous semesters
- you attend a three-week summer session between the 4th and 5th years to complete EDIS 7991 (Field Project) and EDIS 7100 (Contemporary Issues in Education)

**NOTE:** Due to the heavy course load for the ECSE dual endorsement program, ECSE candidates cannot accelerate the teacher education program to complete the degrees in less than five years. Due to the additional requirements for the K-12 Health/PE endorsement, BSEd/MT candidates cannot accelerate their program either.

As a PG/MT candidate, you can finish in one and a half years if:

- You are willing to attend a three-week summer session between the 1st and 2nd years to complete EDIS 7991 (Field Project) and EDIS 7100 (Contemporary Issues in Education).

Upon completion of the fall teaching associateship, you can apply for and receive both degrees and licensure. You may walk the Lawn the following May and receive all recognition in the Graduation Ceremonies. You need to check with your Curry advisor to plan for an accelerated program.

**NOTE:** You are reminded that regular daily attendance in these 7000 level courses during the accelerated schedule of summer session is extremely important. Be prepared to devote your full
attention to the courses for three weeks. Curry schedules them so that they can be completed prior to beginning another summer experience, but high academic expectations still apply.

**Exceptions**
According to James Thurber, “There is no exception to the rule that every rule has an exception.” So it is with the policies and requirements of the TEd@Curry program. The following section describes the processes students should follow to address exceptions to the prescribed program. Most forms can be found online through the Curry website, or printed copies can be found in the TEd@Curry office.

**Overloads**
B/MT candidates must plan for and complete many more requirements than students completing only an Arts & Sciences degree. Therefore, you may register for up to 18 hours and still find the need to take more credits in some semesters in order to progress through the Teacher Education program on schedule. If you register for more than 18 credits, you must petition for an overload and receive the appropriate approvals. Arts & Sciences must approve overloads during the first four years via a Course Action Form. The form is found online and must be completed and submitted to the College Registrar at 101 Monroe Hall.

During the fifth year or for PG/MTs, overloads are approved through Curry. The Teacher Education Course Action form is also found online and must be completed and submitted to the TEd@Curry office at 326 Bavaro Hall.

**Course Replacements**
The Teacher Education Policy Exception Form, available on the Curry website or in the Teacher Ed office must be filled out for any alterations or substitutions in your program, including replacing one required course with another or waiving a requirement. If in doubt, fill it out. Be sure to use only the Teacher Education Policy Exception form.

Courses taken at another institution can only be used as a substitute for a required course if they are from an accredited college/university and have been preapproved. Exceptions must be approved by both the Curry advisor and the Teacher Education Team. Submit advisor signed forms to the TEd@Curry office. (see also Transfer Credit above)

**CLEP exams**
College-Level Examination Program (CLEP) exams, developed by College Board, are a credit-by-examination program designed to test mastery of college-level material acquired in a variety of ways - through general academic instructions, independent studies or extracurricular work. Curry approved CLEP exams (Computer based, 90 minutes in length, each) can help Curry MT students meet licensure requirements by using a qualifying scores as a substitute for taking a course in order to meet licensure requirements.

**It is important to understand that:**
- In no cases will college credit be granted for CLEP exams. Licensure requirements ONLY may be met with successful scores. College area requirements cannot be met with CLEP exams.
- No score less than a 50 will be accepted to meet requirements.
- There are no limits on how many requirements may be satisfied via CLEP examination.
• Score reports must be submitted in order to satisfy a requirement (with either the GSR, CSR, or Policy Exception form, depending on the requirement).
• While there are 33 CLEP exams, Curry currently only approves the following 20 to be used to fulfill licensure requirements.

For a full list of approved CLEP exams, see Appendix C or the MT webpage on CLEP exams.

Pre-Approved Replacements
There are two instances that exceptions to the requirements have recurred enough that they have been pre-approved, meaning that you do not need to submit a form to request an exception – the exception is already built into the SIS Advising Report and will be automatically applied.

The first is for students who entered the program prior to Fall 2013 and relates to courses that are eligible to meet the Western Civilization general studies requirement. Courses that have been pre-approved can be found on the Historical Studies website. The list also serves to illustrate the types of courses that are generally approved to meet the requirement.

The second instance applies primarily to Psychology majors who have previously studied child development and cognition, but can be used by anyone who has taken the requisite courses:

Regarding the EDLF 5010 (Child Learning and Development) for the Elementary Education Program and EDLF 5011 (Adolescent Learning and Development) for the Secondary Education Program.

• EDLF 5010/EDLF 5011 examines topics in two major disciplines Child Development and Cognition/Learning.
• Students who have, through their course of study, taken a combination of courses in these disciplines may be exempt from the EDLF 5010/5011 course requirement.
• The courses meeting the requirements for an exemption from the EDLF 5010 / EDLF 5011 requirement are listed below. They include a combination of one course from the “Child / Adolescent Development” list (List 1) and one course from the “Cognition / Learning” list (List 2).
• In sum, a student must take two courses (one from each of the two lists below) to be exempted from either the EDLF 5010 or the EDLF 5011 course requirement.

List 1: Child/Adolescent Development Courses acceptable in partial fulfillment of the EDLF 5010/EDLF 5011 course requirement:
  - PSYC 2700 Introduction to Child Psychology
  - PSYC 5210 Developmental Psychology
  - PSYC 3480 Adolescence: Theory & Development (acceptable for Secondary Education Program students only)
  - EDLF 3150 Introduction to Child Growth & Development
  - EDLF 4160 Life Span Development

List 2: Cognition/Learning Courses acceptable in partial fulfillment of the EDLF 5010/EDLF 5011 course requirement:
  - PSYC 2100 Introduction to Learning
  - PSYC 2150 Introduction to Cognition
  - PSYC 3435 Educational Psychology
  - PSYC 4150 Cognitive Processes
  - PSYC 5150 Advanced Cognition
The exemption is applied automatically to the SIS Advisement Report for B/MTs, but not until you advance to graduate status, according to the SIS team. PGMTs will need to submit a Policy Exception form identifying equivalent coursework.

**Change of Status/Change of Program**

Because your status and program are recorded in both the TEd@Curry database (used to determine field experiences and other communications) and SIS (used to determine financial aid eligibility, graduation requirements, etc.) keeping the TEd@Curry program informed of any changes is vital.

Use a [Change of Program](#) form when you wish to add an endorsement, change your program, or remove a program (when you’ve already added an additional endorsement). The Change of Program form requires signatures of program advisors, which indicates that you’ve discussed these changes with your advisor(s). Submit the completed and signed form to the TEd@Curry office.

Change of status includes such activities as Leave of Absence (e.g. medical leave), Study Abroad, or Withdrawal from the program, or moving to Part-time status (used most frequently during the last semester). Status has graduation requirement, registration, and perhaps more importantly, financial implications, so it is vital that changes be recorded properly and timely.

A change of status can only be recorded in SIS by completing the [Change of Status Form](#), which must be signed by the Curry advisor and the Teacher Education Team. Completed and signed Change of Status Forms should be submitted to the TEd@Curry office.

**Frequently Asked Questions about Exceptions**

**Q. Can I still participate in a Semester Abroad?**

A. Many students wish to experience a semester abroad and the Curry School encourages you to do so. However, beyond the third-year this becomes difficult to do since so many of the education classes in the fourth year must be taken in sequence prior to student teaching. For students planning to graduate in May, it is dependent on whether the overseas program can produce grades that will be received in time for graduation.

Some students also take advantage of the opportunity to do part of their student teaching abroad.

Students, working with their Curry and Arts & Sciences advisors, must develop a plan of courses showing how they intend to complete the degree program. To do a semester abroad after you have been given Permission to Enroll, a Change of Status Form must be completed and filed in the TEd@Curry office (326 Bavaro Hall). Be sure to attach a sheet with your plan approved by your advisors for completing all required courses and remaining on-track in the program. ECSE students may not study abroad after the summer between the second & third years.

Some students also take advantage of the opportunity to do part of their student teaching abroad. This is part of the EDIS 588x course and is not considered an official Change in Status. No Change of Status Form is required.

**Q. I will not need to take a full load of credits my last semester. Can I be a part-time student?**
A. Students graduating in May need to register for at least 12 credits in the final spring semester to be considered full-time graduate students. If you wish to change your status to part-time, you must submit a *Change of Status* form to Teacher Education prior to October 15. Doing so allows for correct billing to be applied to the spring term. **It is more cost efficient to pay per credit as a part-time student if you are registered for 9 or fewer credits.** If you are interested in being a part-time student and registering for less than full-credit, you need to know that part-time students are not eligible for any financial aid given by the university or Curry School of Education. Part-time students also lose free access to athletic events and exercise facilities. To maintain access to the student health center, you need to be enrolled in 4 credits or more. For more information about tuition fees for part-time status, students should click on “Graduate Schools” on the [Student Financial Services website](#).

Q. I’m an Echols Scholar and am exempt from area requirements. How does that impact my MT specified program?

A. If you are an Echols Scholar, you have certain rights that refer to your BA degree. Virginia licensure and endorsement requirements are not waived, however, so you will have to acquire the appropriate general studies credits as well as credits for your academic content major if you are in a secondary education program or the endorsement courses for elementary education. The TED office has a record of your Echols status, but be sure to remind your Curry advisor of your status when planning your schedule.

### Curry Participant Pool (CPP)

The purpose of the Curry Participant Pool (CPP) is to provide information for studies of the Curry Teacher Education Program and its programmatic improvement efforts, as well as to expose Teacher Education students to the types of research being pursued at the University of Virginia. If we understand how effective teachers develop and their impact on the pupils they teach, we can improve student learning in our nation’s schools. All students in the Curry Teacher Education program are expected to undertake research activities through participation in the CPP as entrants to the professional field of education. Because of the reputation of the Curry program and the fact that UVa is a Research 1 institution, many researchers are interested in MT candidates’ participation in a variety of projects. CPP is our way of ensuring that there is an orderly, approved process (meaning CPP requests have been vetted as legitimate research requests) while providing a limit to the requests for our students’ time. CPP research task activities are usually online surveys, but can also take the form of in-person or phone interviews, focus group discussions, or education related tasks (e.g. responding to activities seen on a video or in a reading).

Beginning in 2014-15, CPP has been divided into two portions: CPP-R (required) and CPP-V (voluntary). CPP-R tasks are required as part of programmatic measurement of the Curry MT program. Students will have an option to allow the data collected in CPP-R activities to also be used for approved research by selecting that choice as part of the task activity. CPP-V tasks are strictly used for approved research and participation is not required.

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All MT students will engage in a minimum of three research task activities per year through CPP-R for the term of their program (i.e., B/MT and BSEd/MT students will complete at least 9 tasks over three years; PG/MT students will complete 6 tasks over two years).
Our hope is that all MT candidates, as novice educational professionals, will assist researchers with as much participation as is viable. However, all MT students will engage in a minimum of three research task activities per year through CPP-R for the term of their program (i.e., B/MT and BSEd/MT students will complete at least 9 tasks over three years; PG/MT students will complete 6 tasks over two years). December graduates will need to complete their three tasks in the fall prior to graduation.

CPP is managed through the TEd@Curry office with the assistance of Curry doctoral students. Candidates are informed via email of opportunities and how to complete any CPP activity, as well as their status in meeting requirements. **Failure to complete the CPP-R activities will be used to evaluate continued enrollment in the MT program as an indication of lack of professionalism.** Participation in CPP-V activities will be used when scholarship and other awards are considered, as they are indicators of commitment to the education profession.

**Clinical Experiences**

Teachers who graduate from programs that include interwoven clinical experiences receive stronger evaluations from supervisors, employers, and researchers and feel more prepared to enter the classroom than other new teachers (Darling-Hammond, 2010). By clinical experience, we refer to work in schools, literacy labs and other formal teaching and learning settings where teacher candidates receive field placements. At Curry, teacher candidates connect theory to practice in multiple sequenced clinical experiences from the very beginning of their program through the teaching associateship (student teaching). Clinical experiences at Curry begin with observation and individual, one-on-one work with students, building to full management of day to day classroom work under the guidance of exemplar educators. Teacher candidates implement research-based pedagogical strategies to meet increasingly diverse student populations. Thus, the clinical experience is mutually beneficial for the teacher candidates refining their craft and the students in our community whose social and academic success is positively affected.

**Clinical Experience Sequence**

As part of the Virginia regulations, all approved teacher preparation programs include required structured and integrated clinical, or field, experiences that prepare students to work in diverse educational environments. Early clinical experiences are associated with a content methods course but are given separate credit and a grade. In addition, some methods-related classes have integrated fieldwork designed to match the particular needs of the program area as part of course requirements. For these experiences, there are no additional credits or grade given. See the chart below for general information on field experiences for elementary, secondary, and special education. ECSE and Kinesiology field experiences are arranged differently because of the demands of the endorsement program. Your Curry advisor will provide you with information on your field placements.

| Physical education and dual endorsement students will have two placements equally split in the semester block across 18 weeks. All other students are placed in one setting for the entire semester (16 weeks). |

The Virginia Department of Education requires at least 300 intensely supervised clock hours, 150 of which are defined as Required Actual Teaching in the student teaching placement. The teaching associateship (EDIS 588x) is the student teaching full-semester field experience that occurs in the fall of the final year. At this time, students work with an experienced cooperating teacher designated as a Clinical Instructor (CI). The semester begins when the teachers in the assigned school system return for
the pre-school teacher week. (Generally, this is early to mid-August, so teacher candidates must avoid summer commitments with schedule conflicts.) Physical education and dual endorsement students will complete two nine-week placements equally split in the semester block across 18 weeks. All other teacher candidates complete a single 16-week placement. The chart below provides additional information on the teaching associateship.

The Field Project (EDIS 7991) is the culminating experience of the TEd@Curry program. The intent of the field project is to provide a comprehensive experience that integrates the knowledge, skills, and professional attitudes acquired throughout the program. The Field Project course is not a thesis but does require a large independent effort to complete the task. EDIS 7991 is completed during the final semester in the TEd@Curry program. Teacher candidates who choose to accelerate their program and graduate a semester early must take this class in the summer session that immediately proceeds the teaching associateship and finish the project while completing their teaching associateship requirements.

<table>
<thead>
<tr>
<th>PG/MT Year</th>
<th>B/MT Year</th>
<th>Placement Focus</th>
<th>Evaluation Procedure</th>
<th>Related Course(s)</th>
</tr>
</thead>
</table>
| N/A        | 1<sup>st</sup> or 2<sup>nd</sup> | Observations of schools and children within community settings | Assignment completion  
Self-Assessment | EDIS 2880 – Field Experience  
EDIS 2010 – Introduction to Teaching |
| 1<sup>st</sup> | 3<sup>rd</sup> | Tutoring and specified classroom and child study with a focus on literacy, language and comprehension as well as classroom context for learning | Assignment completion  
Self-assessment | EDIS 388x – Field Experience  
EDIS 5221- Reading Development |
| 1<sup>st</sup> | 4<sup>th</sup> | 1<sup>st</sup> semester – Classroom observation and implementation of lessons  
2<sup>nd</sup> semester – Classroom observation and implementation of lessons or a unit  
Assignments for content-specific methods courses | Lesson and unit evaluations  
Faculty observation and feedback  
Clinical Instructor and Supervisor feedback and evaluation | EDIS 488x – Field Experience  
Elementary only : EDIS 4881 (split between lower and upper elementary grades)  
Content-specific methods classes |
<table>
<thead>
<tr>
<th>PG/MT Year</th>
<th>B/MT Year</th>
<th>Placement Focus</th>
<th>Evaluation Procedure</th>
<th>Related Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>5th</td>
<td>Semester-long Teaching Associateship experience beginning with pre-school teacher workweek. Culminates in either total responsibility for class or leadership responsibilities in a co-teaching arrangement.</td>
<td>Regularly scheduled supervision • Supervisor and Clinical Instructor feedback and evaluation - mid-placement evaluation - final evaluation • Collaborative Assessment Log</td>
<td>EDIS 588X – Teaching Associateship • EDIS 587X – Student Teaching Seminar (content specific)</td>
</tr>
<tr>
<td>2nd</td>
<td>5th</td>
<td>Field Project focusing on case studies to review data and reflect on practice.</td>
<td>Field Project paper and presentation</td>
<td>EDIS 7991</td>
</tr>
</tbody>
</table>

**General Expectations**

Curry enjoys positive partnerships with local school divisions, school administrators, and teachers. Clinical experiences are often the first opportunity that MT students have to practice their professional competencies as pre-service teachers – a time to move from the role of student to that of education professional. Expectations are that teacher candidates conduct themselves as professional educators at all times, meeting *Standard 6: Professionalism* in the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. Failure to do so may impact a teacher candidate’s program progress and will result in a *Performance Improvement Plan* used to determine continued enrollment or dismissal from the MT program.

Curry offers a number of opportunities to review expectations. The *Curry Professional Standards* aligns with *Standard 6: Professionalism*, mentioned above. These standards are reviewed and signed by all EDIS 388x and EDIS 488x students. A few key guidelines are:

- I will adhere to federal and state laws, school and division policies, and ethical guidelines both within and outside of the school building.
- I will arrive on time for my field experience and display professional ID (in provided neck wallet) at all times in a school setting. If I am ill, I will call the school to notify my clinical instructor that I will be absent.
- I agree to never be alone with individual students who are not under the supervision of teachers or school authorities without permission from authorized school staff.
- I will use only adult bathroom facilities.
- I will NOT contact students outside of school hours without permission from the students’ parents/guardians.
- I agree NOT to exchange telephone numbers, home addresses, e-mail addresses or any other social network information with students.

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**Expectations are that you will conduct yourself as a professional educator at all times.**
• I will maintain confidentiality regarding student work as well as regarding professional interactions with faculty, staff, supervisors, or school personnel. I will not disclose, use, or disseminate photographs or personal information about students or myself.

• I will seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of my work.

• I will demonstrate communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments.

• I will collaborate and communicate effectively within the U.Va. community as well as preK-12 educational settings to promote all students’ well-being and success.

Dress Code
Each school or school division will have an established dress code policy. Students should become familiar with this policy. The Curry School of Education, however, has a dress code policy that may be more stringent than the division policy and requires candidates to wear U.Va. neck wallets with UVA ID visible at all times in placement settings. Curry teacher candidates are expected to adhere to the Curry standard for dress. Candidates may be asked by their Clinical Instructors, University Supervisor or by program area faculty to change their attire if they are dressed inappropriately for their teaching content.

The purpose of the Curry dress code is to establish a clear standard for professional dress. In general, teacher candidates should have an appropriate, well-groomed appearance. Appearance reflects professional commitment to teaching and this is clearly communicated to the CI, classroom pupils, and other staff within the school environment. Inappropriate or exceptional dress or grooming can distract pupils and teachers, thus taking away from the candidate’s ability to teach successfully.

The Curry standard for dress and personal appearance requires that all students wear casual professional attire during their teaching associateships. Casual professional means wearing nice, neat, clean clothing that is not ragged, ripped, or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops or sneakers).

Students are not permitted to wear the following:

• Shirts that expose the bare midriff including, exposure when lifting one’s arms (e.g., reaching to write on the board).

• T-shirts (unless they are plain with no pictures or words) or jeans (except for special events or days – school spirit day).

• Pants that expose undergarments including when one bends or sits.

• Shirts with spaghetti straps or that are strapless, low cut, or sheer.

• Shorts (except for Health/PE during their P.E. teaching).

• Extremely short skirts.

• Inappropriate or distracting grooming includes:
  o Facial piercing including the tongue. Ear piercing is acceptable but students should use judgment in regard to excessive piercings.
  o Extremes in hair styling including unconventional hair colors or styling.
  o Exposed tattoos.
**Additional Student Teaching Policies**

All teaching associates must have a **verified negative TB screening on file** in the school division HR office (the test may be no older than 1 year). You may obtain the TB screening at Student Health, Community Health, or your family practitioner. Failure to submit a copy of the TB screening will result in delaying your participation in the Teaching Associateship.

**Failure to submit a copy of the TB test will result in delaying your participation in the Teaching Associateship.**

Teaching Associates are also required to **register as a substitute** if you are placed in a Charlottesville area school division or to complete the distant placement background screening/fingerprint requirements. The TA is responsible for scheduling this through the assigned school division HR office and for any costs associated with fingerprints and background screenings. The Curry policy on substituting allows a TA to substitute for his/her assigned CI only and to be compensated for such work, though the school division policy may not permit a student teacher to do so. If there is a discrepancy in policy, the TA must defer to the school division policy.

Teaching associates are to work on the school division’s approved calendar rather than the university calendar throughout the placement. This includes approved school holidays, teacher workdays, and Thanksgiving leave days. Teaching associates are not to take extra time prior to a school break without specific approval of the seminar instructor and should plan to make up missed days as directed by the seminar instructor.

**During the final week** of the Teaching Associateship, teaching associates should typically phase out of the teaching role by transferring responsibilities back to the CI. Teaching Associates remain in the assigned classroom for this final week. Allowance is given for some observations to be done in other classrooms in order for the associate to observe other master teachers. In most cases, these observations will be arranged by the CI and done in the same building as the placement. However, in some specific areas such as special education or a specific secondary area, an observation may be done at another school if and when arranged by the seminar instructor and field placement coordinator. All observations must be approved by the assigned clinical instructor and the university supervisor.

**Full-time enrollment is required for the Teaching Associate semester.** Teacher candidates in a single placement register for 12 credits in the single endorsement area plus 3 credits for the aligned Teaching Associate Seminar. Students completing dual endorsements enroll in 6 credits for the Teaching Associateship for each endorsement area plus 3 credits in one seminar class. Regardless of the location of their placement, students will be enrolled in on-grounds courses as part of the on-grounds MT program and will be charged tuition and fees accordingly. No refunds are made based on the location of the placement.

**No other classes** besides the Teaching Associateship and the TA seminar may be taken during the student teaching semester.

Additional expectations can be found in the *Teaching Associateship Handbook*, the required text for EDIS 588x. All fall Teaching Associates **must attend an orientation** during which specific details regarding student teaching are covered in a multi-program meeting, typically held the day after spring classes end (the reading day prior to final exams).
Placements
All clinical experience placements are at the discretion of the Curry Teacher Education Team. Requests for specific locations are taken through the Teaching Associate Application, but the nature of the program requires that placements occur with school programs with whom Curry has pre-established legal partnerships. Program directors work in conjunction with the Field Placement Coordinator to ensure a good fit between candidates’ needs and the available expertise in the schools.

Locations
While teacher candidates do not receive travel reimbursement, pre-student teaching placements include schools within walking distance or on bus lines, as well as those located within the Albemarle County and Charlottesville City school divisions that require transportation. The Office of Teacher Education places students in pairs and groups for carpooling considerations. The type of placement is determined by field placement course requirements and the resources available in schools.

EDIS 588x placements are considered local if they are within an hour from Grounds. Students complete a Teaching Associateship Application that helps determine the nature and location of the EDIS 588x placement. Distant placements are possible for some programs at schools that have pre-established partnerships with the Curry School. Curry advisors and the Teacher Education Team must approve a distant placement. Look for more information regarding current options when the Teaching Associateship Application is distributed in November.

Split Placements
Most EDIS 388x and EDIS 488x placements are split between Fall and Spring semesters based on MT program. EDIS 588x placements are split within the Fall semester when a program is endorsed at the K-12 level (e.g. Health & PE), when a student is seeking Special Education or other dual endorsement, or when an international school is part of the placement.

Frequently Asked Questions about Clinical Experiences
Q. I have other commitments that will need to be scheduled around my Clinical Experiences. Who should I discuss this with?
A. The EDIS 388x and EDIS 488x field placements generally have several options for scheduling due to the course schedules that vary between students. The EDIS 588x, however, is an intense, full-time commitment. DO NOT attempt to maintain a part-time job, take on the role of a Resident Advisor, or schedule any courses beyond the Teaching Associateship and its accompanying seminar. (Being a Resident Advisor is manageable in the 3rd or 4th year of the 5-year program.)

Q. I would prefer to move home for my student teaching experience and teach at my local school. How do I set that up?
A. The Curry Teaching Associateship takes places within schools that agree to a number of parameters in hosting our students. The balance of expectation and negotiation also involves supervision from the University. The few distant placements we have in place have involved meetings with school personnel at Curry to address philosophical expectations, as well as logistics. Further, Curry attempts to provide a broad range of experiences for MT students, and teaching at one’s alma mater puts a limit on those experiences. It is possible, however, if home is not far from one of the approved placement school divisions, to live at home and be placed in a nearby approved school. Indicate your preferences on the Teaching Associate Application.
Q. It would be more convenient to work in my child’s school in order to manage child care arrangements. Can I request that?
A. As an integral component of the teacher preparation program it is critically important that you are viewed as an emerging professional. We believe it is important to protect you in that singular role during your clinical experiences; and we want you to have the broadest possible latitude as a parent, guardian, spouse or interested party in schools where you have family members also situated. In order to accomplish both of these goals we strictly prohibit placements in settings where the two might be compromised. While we certainly understand the juggling act necessitated by balancing family, work, and school, we will not place you in a school where your family, significant other, or close friend works or attends. This protects you from potential conflicts of interest that may arise in the complex context of a school building.

Q. Can I speak with school personnel and make recommendations regarding with what teachers I might best work?
A. In the interest of fairness, quality, placement appropriateness to program requirements, and professional courtesy all placement coordination and communication must be between the Teacher Education Field Placement Coordinator and the School Division identified liaison. Teacher candidates may not speak with school personnel regarding their placement process.

Graduation
Congratulations on meeting your requirements! Before you enjoy an opportunity to walk the Lawn, you need to complete applications for both graduation and licensure.

B/MT
As a B/MT student, you will have two different degree applications to complete (Arts & Sciences and Curry School). You can “Self-Apply” for both through SIS. For the Master of Teaching degree it is necessary to also complete a separate Application for Graduation and have your Curry advisor review and sign it. To find the step by step degree application process instructions and forms online go to: http://curry.virginia.edu/resource-library/graduation-info. Select the Teacher Education link. Submit the completed form along with your Application for Virginia Teaching License to the TEd@Curry Office (326 Bavaro Hall). All forms must be turned in no later than February 1. (December graduates must submit applications by October 1.) Students must provide a copy of Praxis II, RVE (if in the elementary or special education programs) and VCLA test results with their application for graduation. In addition to verifying that students are clear for graduation (i.e. the SIS Advising Report indicates all requirements are satisfied), the Teacher Education Team also works with students to prepare a licensure application packet that will be ready once degrees are conferred.

December graduates must submit applications by October 1

PG/MT
As a PGMT student, you must complete a degree application. You “Self-Apply” through SIS to ensure that a diploma is printed. For the Master of Teaching degree it is also necessary to complete a separate Application for Graduation and have your Curry advisor review the application form. All Curry graduation forms are online. To find the degree application process online go to: http://curry.virginia.edu/resource-library/graduation-info. Select the Teacher Education link to access
the online form and instructions. Submit the completed form along with your Application for Virginia Teaching License to the TEd@Curry Office (326 Bavaro Hall). All forms must be turned in no later than February 1. (December graduates must submit applications by October 1.). Students must provide a copy of Praxis II, RVE (if in the elementary or special education programs) and VCLA test results with their application for graduation. In addition to verifying that students are clear for graduation (i.e. the SIS Advising Report indicates all requirements are satisfied), the Teacher Education Team also works with students to prepare a licensure application packet that will be ready once degrees are conferred.

**Frequently Asked Questions about Graduation**

**Q. Can I walk the Lawn after four years?**

A. Students in the B/MT and BSEd/MT programs know from the outset that this is a five-year program, with both diplomas being awarded in the fifth year. Students in the fourth year who have met all of the requirements for the BA may participate in Final Exercises on a limited basis. They are invited to “walk the Lawn” and, with the cooperation of the major department, may be recognized at the diploma ceremony as “B/MT students expected to receive both degrees in the following year.” In the fourth year they receive neither a diploma, nor graduation tickets, and their name does not appear in the program. Students who wish to avail themselves of this opportunity will obtain from the College Registrar (Monroe Hall), a statement of completed degree requirements and take that to the Director of Undergraduate Programs in the major Department. Departments may, but are under no obligation to, recognize these students during the diploma ceremony.

**Reminder:** Students requesting to walk the lawn after four years will not receive graduation tickets for seating on the lawn, so advise your family of the complete policy on this matter.

**Q. What happens if I change my mind about the dual degree B/MT program?**

A. If at any point you decide that teacher education is not an appropriate program for you, the bachelor’s degree may be completed without any consequence. Students who complete all course work for the B/MT program but do not complete the Teaching Associateship are not eligible for the Master of Teaching degree. Students may still, however, apply Curry course credits toward the 120 hours of the B.A. degree. The student must complete a Change of Status form in order to drop the MT program.

To apply Curry course credits toward a Master of Education (M.Ed.) degree, a student must have 30 credits (at the 5000 level or above) beyond any that were applied to the undergraduate degree. In addition, the student would need to complete a comprehensive examination. The student must be accepted into the M.Ed. program and complete a Change of Status form in order to make the switch.

**Q. After I graduate from Curry, who do I contact for help if I need it?**

A. As a Curry graduate, you may always contact the TEd@Curry Office for assistance with licensure and endorsement both in Virginia or another state. The Office will verify courses, credits, and degrees in the event that you need a form completed or a letter written.

You can also take advantage of the marvelous network that is found in the Curry Alumni Association. For ways to stay in touch, visit [http://curry.virginia.edu/my-curry/alumnus](http://curry.virginia.edu/my-curry/alumnus)
Financing the Degree
The dual degree program means that you will be charged undergraduate tuition for the first four years of the program, however, in the fifth year students will be billed at the graduate tuition rate for two semesters. The Tuition and Fee Schedule is available on the Student Financial Services page.

Financial Aid
B/MT students are eligible for undergraduate grants and financial aid for a maximum of four years. In the fifth year, B/MTs are classified as graduate students and must follow new procedures. Information and assistance can be obtained from the UVA Student Financial Aid Office (434-982-6000). If you have financial aid as an undergraduate student, be sure to check eligibility as you advance to graduate status.

In cases of great need, please let your advisor know of your situation. Occasionally, there are funds from department grants that can be applied. If you find yourself in a financial crunch at any point during the year, Student Financial Aid offers Lee Emergency Loans to students. Students may borrow up to $500.00 per year, interest free for thirty days. Simply go to the Financial Aid Office at Carruthers Hall (434-982-6000), fill out the form and they will write you a check. The Lee Emergency Loan is available only once a semester and is not available during the summer.

The Student Financial Services has a webpage dedicated to information for applying for aid for B/MTs. Financial Aid information for PGMTs is addressed in the “All Other Graduate Programs” section of the SFS site. Be sure to visit the SFS staff page to find contact information for those who can answer your questions.

Scholarships and Awards
The Curry School of Education Foundation sponsors over 40 awards and scholarships. Some awards and scholarships are by faculty nominations only, while others are open to both faculty and student nominations. As a general rule, the TED office gives preference when recommending students to those entering the last year of the program. Announcement of the award process is usually made late in the fall semester. For information on awards and scholarships check the Curry Foundation website at: http://curry.edschool.virginia.edu/curry/center/foundation/awards.htm.

Virginia Scholarship Loan Program
The Virginia Scholarship Loan Program sponsors several students annually with a scholarship of over $3,700.00 which can be paid back through service as a Virginia teacher in the years following graduation. Each year, the Virginia Department of Education identifies the qualifications, but at a minimum to apply for this program, a student must be a Virginia resident and maintain a 2.5 or better GPA. Usually, candidates seeking licensure and endorsement in a critical need area (often special education, math, foreign language, or science education), or males in elementary education, or minority students in any endorsement area are urged to apply. Announcement of this program will be sent to all MT students via email by the TEd@Curry Office. As a general rule, the TEd@Curry office gives preference when recommending students to those entering the last year of the program.
TEACH Grants
The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a program that provides up to $4,000 per year to students who intend to teach full-time in high-need subject areas for at least four years (within an eight-year period) at schools that serve students from low-income families. Grant highlights include the following:

- Undergraduates preparing to teach in a high-need subject area may receive up to four years of non-need grants of $4000 per year ($16,000 total).
- Graduate students in Curry licensure or endorsement programs focused on high-need areas are eligible for 2 years of funding at $4,000 per year ($8,000 total).
- Part-time graduate students preparing to teach in high-need areas are also eligible, but the maximum grant will be reduced.

The TEACH Grant actually functions like a loan with a forgiveness component. You receive the money like a grant while in school. If you do not fulfill the obligations of the grant, it will convert to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement. For more information, visit the webpage at http://www.virginia.edu/financialaid/TEACHGrant.php

Curry Community
Student Organizations
The Curry School sponsors organizations through which students may develop their interests and professional skills.

Education Council
The Education Council provides, through elected representatives, an avenue for direct student involvement in the life and academic affairs of the school. Ed Council sponsors such things as special social and academic events, financial awards for academic conferences, and student leaders as program mentors. For more information and contact information for Executive Committee members visit their website at http://curry.virginia.edu/academics/student-services/education-council.

Student Virginia Education Association
SVEA is a chartered student group under the National Education Association (NEA) and the Virginia Education Association. The Curry chapter has won state and national recognition for its outstanding programs in past years. SVEA sponsors workshops on teaching and educational issues, provides community programs, supports students in job searches, and provides social activities. SVEA events are well attended and this is a great way to get involved professionally. Dr. Ellie Wilson is the faculty sponsor. Please contact her at: evw2u@virginia.edu for more information.

University of Virginia Student Council of Exception Children (CEC)
This organization is the local CEC chapter providing opportunities to the community, learning about special education topics, and socializing with other special educators. Contact Dr. Paige Pullen (pcp4k@virginia.edu) for information.

Student Support Services
Curry’s Student Support Services daily activities are managed by Cheryl Gittens, who organizes information sessions and offers individual support for students with academic or other types of
challenges. For appointments, students may call 924-7834 or email cbg6n@virginia.edu. Drop-in visits are always welcome, too. Cheryl Gittens’ office is in the Student Services suite at Ruffner 102.

**Career Services**
In addition to University Career Services, specific educational career service support is given by the Curry School of Education. Hilary Kerner is available to meet with students. For appointments students may call 924-0738 or email ehk2x@virginia.edu. Support services include: resume writing, mock interviews, part-full-summer employment, career planning assessments and job fairs. A regular e-mail newsletter is distributed to all Curry students with opportunities and helpful hints. Hilary Kerner’s office is in the Student Services suite at Ruffner 102.

**Honor System**
The Curry School abides by the University of Virginia Honor System. The Curry representatives to the Honor Committee for the current academic year can be found by checking the Education Council page on the Curry website: [http://curry.virginia.edu/academics/student-services/education-council](http://curry.virginia.edu/academics/student-services/education-council)

**Bavaro Hall and Ruffner Hall**
The Curry School is open each weekday from 7 a.m. to 8 p.m. The buildings sometimes close on holidays, so check with the Curry Business Office to verify holiday hours. At 6 p.m. and on weekends, the doors to Bavaro and Ruffner Hall are locked and entrance is by a card swipe system at the lobby entrances. Students will occasionally prop the doors open if they leave the building after they are locked. This jeopardizes the safety of those inside as well as the condition of the building. Please be considerate when using the building late at night.

The location of major offices/meeting spaces:

<table>
<thead>
<tr>
<th>Department</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Johnson Center for Human Services</td>
<td>BAV Grnd Flr</td>
</tr>
<tr>
<td>Curry Admissions</td>
<td>RUF 102</td>
</tr>
<tr>
<td>Curry Student Services</td>
<td>RUF 102</td>
</tr>
<tr>
<td>Curry Dean’s Office</td>
<td>BAV 131</td>
</tr>
<tr>
<td>Curry Communications Office</td>
<td>BAV 335</td>
</tr>
<tr>
<td>Holloway Hall</td>
<td>BAV 116</td>
</tr>
<tr>
<td>Curry Foundation / Alumni Association</td>
<td>BAV 106</td>
</tr>
<tr>
<td>EDHS – Human Services</td>
<td>BAV 212</td>
</tr>
<tr>
<td>EDLF – Leadership, Foundations, and Policy</td>
<td>BAV 222</td>
</tr>
<tr>
<td>CLIC – Curry Library</td>
<td>RUF 3rd</td>
</tr>
<tr>
<td>CISE – Curriculum, Instruction, Special Education</td>
<td>BAV 312</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>BAV 326</td>
</tr>
</tbody>
</table>

**Troubleshooting**

**Who to Ask**
Even the best laid plans on occasion go awry. If you need assistance that you cannot find in this Handbook, feel free to reach out for:
Class issues: Speak to the course instructor first. If you still are concerned, you can follow-up with your advisor or the department chair.

Advising issues: Your advisor can most likely answer any questions or find the answers for you. If not, contact the program area coordinator.

Field placement issues: Your University Supervisor (US) should be your first contact regarding issues during student teaching. In the case where there is no US or you need further assistance, speak to your field placement course instructor. If there are still concerns, you can contact the Field Placement Coordinator or stop by the TEd@Curry Office (326 Bavaro Hall).

Program issues: All TED programs have a program area coordinator who should be the first contact concerning program issues. The TEd@Curry Administrative Manager is also available to help direct questions to the right person or group. In addition, all programs are under the direction of the Chair of the CISE Department, who you are always free to contact.

Other options: All students are welcome to contact the Assistant Dean for Admissions and Student Services, who can be reached through the Curry Student Services Office, Ruffner Hall 102 (924-0757).

Unsatisfactory Performance
As noted previously in this handbook, there are a number of expectations for entering and/or remaining in the TEd@Curry program. Some of which are:

- GPA of 2.7, major GPA of 3.0
- Earning cut scores on required tests
- Submitting required documentation in a timely manner
- Satisfactory evaluations in clinical experiences
- Meeting the Professional Performance Standards (Appendix B) as assessed by the faculty

When faculty suspect a student is in danger of failing to meet program requirements, the following course of action is taken:

1. The student is asked to meet with his/her advisor to discuss and remediate the concern.
2. In the case of continued low academic performance, the student may be asked to leave the program.
3. In other cases, the student may be placed on a Performance Improvement Plan or Contract. The contract will be created with the student by the advisor (and in the case of a teaching associateship, with the University Supervisor and seminar instructor), and signed by the CISE Department Chair. Failure to meet the terms of the contract typically results in the removal of the student from the program. The TEd@Curry Office maintains and tracks progress on the contracts.
4. In some cases, the student is encouraged to take a leave of absence to consider appropriate next steps. Students who return from leaves are typically placed on a contract to ensure past concerns are not repeated.

Students asked to leave the program have the following options:

- In the case of B/MTs, they may complete their undergraduate studies and graduate with a bachelor’s degree. Continued interest in teaching licensure may be pursued through a graduate program at another institution.
• In some cases, students have completed enough graduate level courses (especially in the case of PG/MTs) to consider changing to an M.Ed. program, with the understanding that eligibility for licensure is not earned in that program. Permission from the CTL program coordinator is needed to make this switch.

• Students have the option of pursuing alternative licensure options available from the state, although additional coursework may still be needed.

Grievance Procedures
Problems which occur in direct association with courses or advising should first be discussed with the Program Director or Departmental Chair. The Assistant Dean for Academics and Student Affairs, Joanne McNerney, serves as a student advocate and ombudsperson to assist all students. She is also the “first line of appeal” after the Department Chair. Please use the services of your advisor, the Teacher Education Office, or the Office of Student Affairs if you need special help of a personal or professional nature.
Appendix A: Add-on Endorsement Requirements

Gifted Education
The Virginia Department of Education endorsement in Gifted Education requires that recipients take 12 semester hours of graduate credit plus a six-credit practicum/internship experience in Gifted Education. The state does not specify the courses that must be taken to receive the endorsement, but rather specifies the topics the courses must address.

Those topics are:
- Integration of gifted students into the total school environment
- Characteristics of gifted students
- Specific techniques for identification of gifted students and diagnostic/prescriptive approaches to instruction
- Educational models, teaching methods, strategies, selection of resources and materials
- Curriculum development and program evaluation,
- Contemporary issues and research in gifted education.

The specified competencies can be met through the following graduate-level courses in gifted education. Courses noted (*) are required courses. Others listed are highly recommended but not required.

- EDIS 7220 Introduction to the Gifted (*) (3 cr.)
- EDIS 7230 Curriculum for Gifted and Talented (*) (3 cr.)
- EDIS 7250 Models and Strategies for Teaching the Gifted (*) (3 cr.)
- EDLF 7280 Creativity and Problem Solving
- EDLF 7390 Differentiated Instruction OR EDIS 7260 Differential Instruction for the Gifted (*) (3 cr.)
- EDIS 8987 Masters Internship: Gifted (*) (6 cr.)...alternatively, with prior permission of the Gifted Education program advisor and the Teacher Education Field Placement Coordinator, this requirement may be met with an approved component of the student teaching experience.

There are four specific goals for the internship portion of the endorsement series. Students are strongly encouraged to develop additional goals to further tailor the internship experience to their specific teaching context and learning needs.

a) To reflect in practice the concepts and strategies that students have learned in the course sequence;

b) To recognize and document the learning needs and environmental considerations of gifted students;

c) To evaluate the effectiveness of instructional practices in meeting the needs of gifted learners; and

d) To articulate how the curricular and instructional responses align with the documented needs of gifted students and to make recommendations for a more aligned fit if necessary.

For further information:
Carolyn Callahan, Bavaro Hall 320B, 434/924-0791, cmc@virginia.edu
Algebra I
For students who are seeking an endorsement in a field other than Mathematics (6-12), and who wish to add an endorsement to teach Algebra I, the TEd@Curry program is approved to offer a series of coursework and field experience that leads to an Algebra I add-on endorsement.

In order to qualify for the add-on endorsement, students must confer with and gain approval from the Mathematics program advisor and complete 18 credit hours in mathematics, a secondary math methods course, and a practicum. Requirements include:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course options to meet competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED MATH COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 1310 Calculus I (4 cr)</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>MATH 1210 Applied Calculus I (3 cr)</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>MATH 3351 Elementary Linear Algebra (3 cr)</td>
</tr>
<tr>
<td>Geometry</td>
<td>MATH 1150 The Shape of Space (3 cr)</td>
</tr>
<tr>
<td></td>
<td>or</td>
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<tr>
<td></td>
<td>MATH 2700 Euclidean and Noneuclidean Geometry (3 cr)</td>
</tr>
<tr>
<td>Discrete Math</td>
<td>MATH 1110 Probability/Finite Mathematics (3 cr)</td>
</tr>
<tr>
<td>Probability / Statistics</td>
<td>STAT 1100 Chance: an Intro to Statistics (3 cr)</td>
</tr>
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<td></td>
<td>or</td>
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<tr>
<td></td>
<td>STAT 1120 Introduction to Statistics (3 cr)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CS 1110 Introduction to Programming (3 cr),</td>
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<tr>
<td></td>
<td>CS 1111 Introduction to Programming (3 cr),</td>
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<td></td>
<td>CS 1112 Introduction to Programming (3 cr),</td>
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<td></td>
<td>or</td>
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<td></td>
<td>CS 1020 Introduction to Business Computing (3 cr)</td>
</tr>
<tr>
<td><strong>OTHER REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>EDIS 5450 Teaching Mathematics in Secondary Schools (3 cr)</td>
</tr>
<tr>
<td>Practicum</td>
<td>Field Experience to include Algebra I in either EDIS 488x or EDIS 588x</td>
</tr>
<tr>
<td>PRAXIS II</td>
<td>Middle School- Mathematics (5169) with a score of 165</td>
</tr>
</tbody>
</table>

For further information:
Joe Garofalo, Bavaro 206E, 434/924-0845, jg2e@virginia.edu

**Early Childhood for Three- and Four-Year-Olds**
Only students pursuing the elementary education (PK-6) endorsement are eligible for this add-on endorsement which is designed to demonstrate that teacher candidates have additional training preparation in early childhood.
In order to qualify for the add-on endorsement, students must confer with and gain approval from the ECSE program advisor and complete 9 credit hours in early childhood coursework, plus 45 instructional hours in a supervised public school setting. Requirements include:

- EDIS 2012: Foundations of Early Childhood Education (3 cr.)
- EDIS 3880: Field Experience: Early Childhood (1 cr.)
- EDIS 5022: Early Childhood Assessment and Instruction (3 cr.)
- EDIS 5170: Social Issues Affecting Early Childhood Children and Families (3 cr.)

For further information:
Tina Stanton-Chapman, Bavaro 218H, 434/982-2638, tls6n@virginia.edu

**English for Speakers of Other Languages (ESOL)**

All students enrolled in the Curry School of Education Five-Year B/MT or PG/MT Program have the opportunity to add the ESOL Endorsement to their Collegiate Professional license upon graduation. This program is not a primary endorsement for licensure in the Curry Teacher Education program.

B/MT students wishing to add this endorsement before graduation must apply for enrollment in ESOL before the end of the third year of the dual-degree program. PG/MT students must apply for enrollment in ESOL during the first semester of PG/MT coursework. Requests require the approval of the student’s advisor, the ESOL program area coordinator, and the Teacher Education Team. Dual endorsements are granted on a space available basis.

<table>
<thead>
<tr>
<th>Competencies (hours required)</th>
<th>Course options to meet competencies</th>
<th>Schedule Availability</th>
</tr>
</thead>
</table>
| **Reading (6 credits)**       | **Elementary Program Only:** EDIS 5221 Reading Development  
                                 | EDIS 5300 Language Block I  
                                 | EDIS 5310 Language Block II  
                                 | **Secondary Program Only:** EDIS 5221 Reading Development  
                                 | EDIS 5710 Reading in the Content Area  
                                 | **Special Education Program Only:** EDIS 5222 Reading Development for Special Populations  
                                 | EDIS 5230 Reading Diagnosis and Remediation for Reading Instruction  
                                 | EDIS 5231 Reading Diagnosis and Remediation for Special Ed Teachers Lab | Spring  
                                 | Fall  
                                 | Spring  
                                 | Fall or Spring  
                                 | Fall  
                                 | Spring  |
| **English Linguistic (3 credits)** | EDIS 5210 Introduction to Language                                                                 | Spring/Summer         |
| **Cross Cultural (3 credits)** | EDLF 5711 Globalization, Childhood and Culture or EDLF 5000 Multicultural Education             | Fall  
<pre><code>                             | Fall/Spring               |
</code></pre>
<table>
<thead>
<tr>
<th>Competencies (hours required)</th>
<th>Course options to meet competencies</th>
<th>Schedule Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language (6-14 credits)</td>
<td>College of Arts and Sciences courses in various departments.</td>
<td>Fall/Spring/Summer</td>
</tr>
<tr>
<td>ESOL methodology (3 credits)</td>
<td>EDIS 5480 Methods of Foreign Language Instruction</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>ESOL Assessment and Curriculum Design (3 credits)</td>
<td>EDIS 5470: ESOL Assessment and Planning Practicum (Field Experience)</td>
<td>Spring after Student Teaching</td>
</tr>
</tbody>
</table>

For further information:
Ruth Ferree, Bavaro Hall 325, 434/924-0853, rf2c@virginia.edu
APPENDIX B: Professional Performance Rubric

Professional Performance Rubric

Student Name:________________________

<table>
<thead>
<tr>
<th>DOES THIS STUDENT:</th>
<th>YES</th>
<th>NO</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate in a clear and effective manner?</td>
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<tr>
<td>2. Communicate in a positive and respectful manner?</td>
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<tr>
<td>3. Engage appropriately with class activities?</td>
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<tr>
<td>4. Attend class regularly &amp; on time staying for the full session?</td>
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<td></td>
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<tr>
<td>5. Attend the field placement regularly &amp; on time staying for the full session?</td>
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<tr>
<td>6. Complete assignments in a timely and adequate manner?</td>
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<tr>
<td>7. Accept feedback and incorporate changes?</td>
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<td></td>
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</tr>
<tr>
<td>8. Dress appropriately in professional settings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Display appropriate affect and demonstrate enthusiasm when speaking or teaching?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Demonstrate appropriate social and professional decision-making skills?</td>
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<td></td>
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<tr>
<td>11. Show evidence of self-management skills such as timeliness, responsible behavior, alertness, etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment upon any item for which you responded “NO”

Instructor: __________________________________________

Course #: ____________________________________________

Semester (circle): F   Sp   S   Year:_______________
APPENDIX C: CLEP Exams

What are CLEP Exams?
College-Level Examination Program (CLEP) exams, developed by College Board, are part of a credit-by-examination program designed to test mastery of college-level material acquired in a variety of ways--through general academic instruction, independent study or extracurricular work. Curry approved CLEP exams (which are computer based and 90 minutes in length each) can help Curry MT students meet licensure requirements by using a qualifying score as a substitute for taking a course in order to meet licensure requirements.

It is important to understand that:
- In no cases will college credit be granted for CLEP exams. Licensure requirements ONLY may be met with successful scores. College area requirements cannot be met with CLEP exams.
- No score less than a 50 will be accepted to meet requirements.
- There are no limits on how many requirements may be satisfied via CLEP examination.
- Score reports must be submitted in order to satisfy a requirement (with either the GSR, CSR, or Policy Exception form, depending on the requirement).
- While there are 33 CLEP exams, Curry currently only approves the following 19 to be used to fulfill licensure requirements

CLEP Exam Options for CURRY MT Students:

History & Social Sciences
1. American Government
   - Can be used to meet Social Science gen ed req.
   - Can be used to meet Politics content studies for Social Studies Ed
2. History of the United States I: Early Colonization to 1877
   - Can be used to meet Am Hist gen ed req.
   - Can be used to meet Am Hist I content studies for Social Studies Ed
3. History of the United States II: 1865 to the Present
   - Can be used to meet Am Hist gen ed req.
   - Can be used to meet Am Hist II content studies for Social Studies Ed
4. Principles of Macroeconomics
   - Can be used to meet Social Science gen ed req.
   - Can be used to meet Economics content studies for Social Studies Ed
5. Principles of Microeconomics
   - Can be used to meet Social Science gen ed req.
   - Can be used to meet Economics content studies for Social Studies Ed
6. Western Civilization I: Ancient Near East to 1648
   - Can be used to meet Western Civ I content studies for Social Studies Ed
   - Can be used to meet Western Civ gen ed req. (Classes 2014 and earlier)
7. Western Civilization II: 1648 to the Present
   - Can be used to meet Western Civ II content studies for Social Studies Ed
   - Can be used to meet Western Civ gen ed req. (Classes 2014 and earlier)
Composition & Literature
8. American Literature
   • Can be used to meet Humanities gen ed req.
9. Analyzing and Interpreting Literature
   • Can be used to meet Humanities gen ed req.
10. College Composition
    • Can be used for Composition gen ed req. (equiv to 1st writing req)
11. English Literature
    • Can be used to meet Humanities gen ed req.
12. Humanities
    • Can be used to meet Humanities gen ed req.

Science & Mathematics
13. Biology
    • Can be used to meet Science/Math gen ed req.
    • Can be used to meet Biology content studies for Chem, Physics, or Earth Sci Ed
14. Calculus
    • Can be used to meet Science/Math gen ed req.
    • Can be used to meet Calculus requirement for Alg I add-on endorsement
15. Chemistry
    • Can be used to meet Science/Math gen ed req.
    • Can be used to meet Chemistry content studies for Bio, Physics, or Earth Sci Ed
16. College Algebra
    • Can be used to meet Science/Math gen ed req.
17. College Mathematics
    • Can be used to meet Science/Math gen ed req.
18. Natural Sciences
    • Can be used to meet Science/Math gen ed req.

Business
19. Information Systems and Computer Applications
    • Can be used to meet Comp Sci requirement for Alg I add-on endorsement