

Requirements at Each Checkpoint for Candidates in the Primary Baccalaureate Program

Concentrations	Admission	Checkpoint 1 Admission to teacher education	Checkpoint 2 Admission to student teaching	Checkpoint 3 Completion of student teaching	Checkpoint 4 End of first in-service year
<ul style="list-style-type: none"> <li>* Early Childhood</li> <li>* English</li> <li>* Math/Science</li> <li>* Arabic/ Social Studies/ Islamic Studies</li> </ul>	<ul style="list-style-type: none"> <li>• For admission to the university: <math>\geq 75\%</math> graduation score for graduates from independent schools</li> <li>• Must be:               <ul style="list-style-type: none"> <li>- Full time</li> <li>- Female</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completion of EDUC 310 &amp; 312, with grades of <math>\geq 2.0</math> and Cumulative <math>GPA \geq 2.0</math></li> <li>• No grade lower than C in any education course with field hours</li> <li>• <math>\geq 70\%</math> on Lesson Plan in EDUC 312</li> <li>• English proficiency required for English concentrations <math>\geq 500</math> on TOEFL or equivalent measure</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of all course work except for student teaching with cumulative <math>GPA \geq 2.0</math></li> <li>• No grade lower than C in any education course with field hours.</li> <li>• <math>\geq 70\%</math> on Micro-teach in designated course for concentration area</li> <li>• Comprehensive test score <math>\geq 80\%</math></li> <li>• Dispositions section of CEES completed by instructor(s) of EDUC 316 A minimum of 6/8 dispositions at satisfactory or above)</li> <li>• <i>Under special conditions, candidate may take a maximum of one course concurrent with student teaching, with prior permission from the program coordinator.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passing grade in student teaching that includes the following:               <ul style="list-style-type: none"> <li>a) <math>\geq 70\%</math> on unit plan</li> <li>b) <math>\geq 80\%</math> on portfolio</li> <li>c) CEES (dispositions section 7/8 at satisfactory or above (<math>\geq 3.0/4.0</math>) and classroom performance section 7/8 Learning Outcomes at satisfactory or above (<math>\geq 3.0/4.0</math>))</li> </ul> </li> </ul>	<p>Post-Graduation Survey</p> <ul style="list-style-type: none"> <li>a) Graduate</li> <li>b) Current supervisor /employer</li> </ul>

Requirements at Each Checkpoint for Candidates in the Secondary Baccalaureate Program

Concentrations	Admission	Checkpoint 1 Admission to teacher education	Checkpoint 2 Admission to student teaching	Checkpoint 3 Completion of student teaching	Checkpoint 4 End of first in-service year
<ul style="list-style-type: none"> <li>• English</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Mathematics</li> <li>• Arabic</li> <li>• Islamic Studies</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• University requirement: <math>\geq 75\%</math> graduation score</li> <li>• Full time</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of EDUC 310 &amp; 312 with grades of <math>\geq 2.0</math> and cumulative <math>GPA \geq 2.0</math></li> <li>• No grade lower than C in any education course</li> <li>• <math>\geq 70\%</math> on Lesson Plan in EDUC 312</li> <li>• Math or science concentration: (1) <math>\geq 500</math> on TOEFL or equivalent or pass Foundation Program (2) <math>SAT \geq 550</math>, <math>ACT \geq 24</math>, or pass Foundations Program</li> <li>• English concentration: <math>\geq 500</math> on TOEFL or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of all course work except student teaching with cumulative <math>GPA \geq 2.0</math></li> <li>• No grade lower than C in any education course</li> <li>• <math>\geq 70\%</math> on Micro-teach in designated course for concentration area</li> <li>• Comprehensive test score <math>\geq 80\%</math></li> <li>• Dispositions section of CEES completed by instructor(s) of EDUC 316 A minimum of 6/8 dispositions at satisfactory or above)</li> </ul> <p><i>Under special conditions, candidate may take a maximum of one course concurrent with student teaching, with prior permission from the program coordinator.</i></p>	<ul style="list-style-type: none"> <li>• Passing grade in student teaching that includes:               <ul style="list-style-type: none"> <li>a) <math>\geq 70\%</math> on unit plan</li> <li>b) <math>\geq 80\%</math> on portfolio</li> <li>c) CEES (dispositions section 7/8 at satisfactory or above (<math>\geq 3.0/4.0</math>) and classroom performance section 7/8 Learning Outcomes at satisfactory or above (<math>\geq 3.0/4.0</math>))</li> </ul> </li> </ul>	<p>Post-Graduation Survey</p> <ul style="list-style-type: none"> <li>a) Candidate</li> <li>b) Current supervisor /employer</li> </ul>

Requirements at Each Checkpoint for Candidates in the Post-Baccalaureate Programs

Post-Baccalaureate Diplomas	University Admission – Program specific Requirements	Checkpoint 1 Admission to teacher education	Checkpoint 2 Admission to Internship	Checkpoint 3 Completion of internship	Checkpoint 4 End of first year of teaching
<ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Special Education</li> <li>• Primary Education</li> <li>• Secondary Education</li> </ul>	<ul style="list-style-type: none"> <li>• Baccalaureate GPA <math>\geq 2.0</math></li> <li>• TOEFL <math>\geq 450</math> or equivalent measure (for math/science/English concentration only)</li> <li>• Passing score (<math>\geq 80</math>) on content tests</li> <li>• Successful personal interview and original writing sample</li> <li>• Passing score (<math>\geq 70</math>) on CED--ICT Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of EDUC 500, 502, &amp; 503 with GPA <math>\geq 2.5</math></li> <li>• No grade lower than C in any education course</li> <li>• <math>\geq 70\%</math> on Lesson Plan in EDUC 502</li> </ul>	<p>Completion of all coursework except EDUC 504 and internship with GPA <math>\geq 2.5</math></p> <ul style="list-style-type: none"> <li>• No grade lower than C in any education course</li> <li>• <math>\geq 70\%</math> on Micro-teach in designated course for concentration area</li> <li>• Disposition section of CEES completed by instructors of a designated course*. A minimum of 6/8 dispositions at satisfactory or above (3.0/4.0)</li> </ul>	<ul style="list-style-type: none"> <li>• Passing grade in internship that includes:               <ul style="list-style-type: none"> <li>a) <math>\geq 70\%</math> on unit plan</li> <li>b) <math>\geq 80\%</math> on portfolio</li> <li>c) CEES (dispositions section 7/8 at satisfactory or above (<math>\geq 3.0/4.0</math>) and classroom performance section 7/8 Learning Outcomes at satisfactory or above (<math>\geq 3.0/4.0</math>))</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post Graduation Survey               <ul style="list-style-type: none"> <li>a) Candidate</li> <li>b) Current supervisor (example: principal or academic vice principal)</li> </ul> </li> </ul>

\*: Early Childhood: EDEC 511; Special Ed.: SPED 521; Primary Ed.: EDPR 544/ EDPR 541/ EDPR 542; Secondary Ed.: teaching methods II.

Requirements at Each Checkpoint for Candidates in the Graduate Programs

Graduate Programs	University Admission – Program specific requirements	Checkpoint 1 Upon completion of 18 credit hours	Checkpoint 2 Admission to Internship	Checkpoint 3 Completion of internship	Checkpoint 4 Post Graduation One year after program completion
M.Ed. in Educational Leadership  M.Ed. in Special Education	One of the following: <ul style="list-style-type: none"> <li>• Baccalaureate or higher degree with GPA<math>\geq</math>2.8/4.0</li> </ul> or Baccalaureate with one of the following: <ul style="list-style-type: none"> <li>• 21 credits from Diploma program with GPA<math>\geq</math>2.8/4.0</li> <li>• <math>\geq</math>151 on the verbal reasoning section of the GRE revised General Test</li> <li>• TOEFL<math>\geq</math>520 or IELTS <math>\geq</math>6.0 or graduated from English taught program</li> <li>• Successful personal interview</li> <li>• <i>Meeting these criteria qualified candidates to be admitted, but does not guarantee admittance due to limited cohort size.</i></li> </ul>	<ul style="list-style-type: none"> <li>• GPA<math>\geq</math>3.0</li> <li>• Portfolio – at least 4 Learning Outcomes <math>\geq</math>3.0/4.0</li> <li>• Completion of disposition survey: Faculty: EDEL 605 for EDEL or EDUC 606 for SPED; at least 80% of items scored at satisfactory level (<math>\geq</math>3.0/4.0)</li> </ul>	<ul style="list-style-type: none"> <li>• GPA<math>\geq</math>3.0</li> <li>• Comprehensive Exam <math>\geq</math>80%</li> <li>• Educational Research Project, total score <math>\geq</math>3.0/4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Passing grade on internship which includes:                             <ul style="list-style-type: none"> <li>– Portfolio - All Unit Learning Outcomes <math>\geq</math>3.0/4.0</li> <li>– Supervisor -Proficiency on each SPA standard and Unit Learning Outcome satisfactory or above on supervisor score by final evaluation)</li> <li>– Supervisor evaluation of dispositions; all dispositions <math>\geq</math>3.0/4.0</li> <li>– Final Project grade of <math>\geq</math>80%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post-Graduation Surveys                             <ul style="list-style-type: none"> <li>– Supervisor</li> <li>– Graduate</li> </ul> </li> </ul>