SO YOU WANT TO BE A TEACHER...

A guidebook to becoming a teacher through the Teacher Preparation Program at Christopher Newport University
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the Guidebook</td>
<td>3</td>
</tr>
<tr>
<td>Mission and Shared Vision</td>
<td>3</td>
</tr>
<tr>
<td>Program Goals</td>
<td>6</td>
</tr>
<tr>
<td>Course of Study</td>
<td>7</td>
</tr>
<tr>
<td>Faculty and Administration</td>
<td>8</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Required Examinations</td>
<td>11</td>
</tr>
<tr>
<td>Exit Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>19</td>
</tr>
<tr>
<td>Newport News Public Schools</td>
<td>20</td>
</tr>
<tr>
<td>Expectations of MAT Students</td>
<td>21</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>23</td>
</tr>
<tr>
<td>Kappa Delta Pi Honor Society</td>
<td>25</td>
</tr>
<tr>
<td>Financing your Program</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>28</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>29</td>
</tr>
<tr>
<td>Computer Facilities</td>
<td>30</td>
</tr>
</tbody>
</table>
Library Services 30
Important Phone Numbers 31
Important Forms 32
Purpose of the Guidebook

This guidebook has been designed for students planning to enroll in the Teacher Preparation Program at Christopher Newport University. It is meant to guide the students in general program information. Specific course information can be found in the Graduate Catalog, published each summer. The Graduate Catalog is available online at cnu.edu/gradstudies/gradcat/. Updates of special events, program changes, and scholarship opportunities can be found on the Master of Arts in Teaching (MAT) website, http://teacherprep.cnu.edu. Field experiences are described in detail in the Field Experiences handbook, which can be downloaded from the MAT website.

I. The CNU Teacher Preparation Program

Mission

The primary mission of the teacher preparation program is the development of new, liberally educated teachers who are well prepared to teach in both content and pedagogy.

Shared Vision: Theory into Practice

The overarching concept of the Christopher Newport University Teacher Preparation Program (TPP) is the model of “theory into practice.” This phrase, first coined by Madeline Hunter in 1976, describes the process of learning that creates deep understanding and can then be translated into effective practice. In the CNU program, the university designs classes to teach the theories of learning and behavior, the content knowledge of the disciplines, and research-based, current educational and pedagogical strategies. Both during and after program coursework, candidates implement the newly-learned theory into practice through in-class laboratory simulations and field experiences. School personnel monitor and provide feedback for candidates as they practice their craft in the field classrooms. Experienced and newly certified teachers alike see clinical experiences as a powerful—sometimes the
single most powerful--element of teacher preparation (Ingersoll, 2001). The targeted outcomes of these experiences are that students will become knowledgeable professionals, effective collaborators, reflective practitioners, and classroom leaders.

**Knowledgeable Professional**

As students move from theory into practice, they are taught to be knowledgeable professionals. Teacher candidates need to learn both content knowledge and pedagogy to be the best possible teachers (Shulman, 1986). The program seeks to have students go beyond mere identification of theoretical models to demonstration of a full repertoire of instructional skills. A knowledgeable professional from CNU’s MAT program will excel in the following areas:

- **Content Knowledge**- Research shows a positive connection between teachers’ preparation in their subject matter and their performance and impact in the classroom (Ingersoll, 2001). Rigorous content examinations verify candidate knowledge.
- **Knowledge of Educational and Psychological Theories**- Candidates must know the theoretical constructs on which the profession is based (Voss, Kunter & Baumert, 2011).
- **Knowledge about Instruction**- Candidates must know many instructional strategies in order to meet the varied needs of their students (Carter, 2008).
- **Knowledge of Current Technology**- The appropriate use of technology ensures K-12 students are prepared for the demands of the 21st century (Cooper, Lockyer, & Brown, 2013).

Formative and summative evaluation of practice during the student teaching internship assesses and affirms the candidates’ ability to apply instructional, psychoeducational, and technology knowledge.
Effective Collaborator

CNU candidates are expected to develop the practice of effective collaboration. Leggett and Hoyle (1987) state that “a spirit of camaraderie as well as a higher level of teaching skills is often the result of collaboration.” Collaboration can help teachers improve their own performance as well as the performance of their students. The CNU program provides many opportunities for its students to begin practicing this important skill.

Candidates learn to collaborate with their cooperating teachers, supervisors and grade level colleagues during the practica and internship to build curriculum units, develop and administer common assessments, interpret assessment data and begin to take personal and collective responsibility for student successes, all of which Marshall (2009) cites as being key elements of effective instruction. Additional ways candidates are encouraged to build effective collaboration is through internal and external professional partnerships, attending workshops and joining professional education organizations, creating positive learning communities within their classrooms and schools and videotaping their teaching to discuss with experts plans for improvement. All of these will help to foster the community of learning that is necessary for student and teacher success.

Reflective Practitioner

The CNU Teacher Preparation Program operates from the stance that effective teaching rests on the ability of its teacher candidates to become effective reflective practitioners. Novice-to-expert literature, beginning with Dewey (1910; 1933) and extending through Schön (1983) and others (Berliner, 1988; Kagan, 1992), suggests that teachers who deliberately engage in reflective acts are more akin to experts than those who do not. Further, novices require direct approaches to assist them in their thinking and in sharing that thinking (Burn, Haggar, Mutton, & Everton, 2003). To that end, from the earliest onset of
their program experiences, CNU teacher candidates are afforded numerous opportunities to engage actively and thoughtfully in reflective practices and to share those thoughts with others. Through journals, blogs, exit slips, reflection papers, and many other course-based assignments, candidates reflect and receive feedback that directs their thinking.

**Classroom Leader**

The CNU Teacher Preparation Program, building on CNU’s tradition of and curriculum for leadership, is based in the understanding that teachers must be leaders. Classroom leaders create stimulating environments where children and teachers can explore multiple ways of learning and doing, using a variety of media and strategies (Krisko, 2001). Classroom leaders have dispositions and skills allowing them to achieve challenging goals, stay focused and calm even in difficult situations, and exhibit resiliency and persevere even in the face of failure (Phelps, 2008).

Classroom leaders exhibit strong communication skills, self-confidence, the ability to direct and reinforce positive behaviors, and a willingness to embrace change (Danielson, 2006). Classroom leaders motivate their students to reach their maximum potential, setting the stage for lifelong learning. Several of the dispositions that are required for TPP program entry and continuance emphasize flexibility, perseverance, and continued search for professional growth. During multiple field experiences, candidates are given increased opportunities to lead the classroom, culminating in the student teaching internship. At that point, they assume control of all teacher responsibilities.

**Program Goals**

Students who complete the Teacher Preparation Program at Christopher Newport University will demonstrate competence in these areas:
1. Planning and preparing for instruction based on knowledge of content, resources, and students;

2. Creating a safe, orderly and nurturing environment that creates high expectations for all while recognizing and respecting diversity;

3. Delivering and assessing instruction to meet state-mandated and district objectives, adjusting methods as needed to engage and teach every child; and

4. Professional responsibilities of dress, collegial behaviors, engagement with families, administrative duties, and self-directed growth.

Meeting these goals, through a successful completion of coursework, field experiences, and passing scores on state-mandated assessments, will result in the candidate’s recommendation to the State Board of Education for a Virginia professional teaching license.

Course of Study

Students may become teachers through the Christopher Newport University Teacher Preparation Program by enrolling in one of three separate tracks. In the Bachelor’s to Master’s five-year teacher preparation program, students will apply as undergraduates in their junior year. They will earn a bachelor’s degree, a master’s degree, and a recommendation for a license to teach in the state of Virginia. In the MAT track, students who already have earned a bachelor’s degree enroll in a graduate program only, the Master of Arts in Teaching. Upon completion, they will receive a master’s degree and a recommendation for a license to teach. In the initial licensure track, students who already hold bachelor’s degrees enroll as non-degree students in a reduced number of graduate classes. Upon completion, they will be recommended for a license to teach.
Endorsement areas of licensure include the following:

Biology (6-12)
Chemistry (6-12)
Elementary (PK-6)
English (6-12)
English as a Second Language (PK-12)
History and Social Science (6-12)
Mathematics (6-12)
Music, Choral (PK-12) * 5-year program only
Music, Instrumental (PK-12) * 5-year program only
Physics (6-12)
Spanish (PK-12)
Visual Art (PK-12)

Courses of study for each program can be found in the graduate catalog at:

Program course advising sheets can also be obtained from the Office of Teacher Preparation, McMurrnan Hall 253 and 255, or from departmental advisors.

II. Faculty and Administration

Dr. Geoffrey Klein
Vice Provost for Research, Graduate Studies and Assessment
geoffrey.klein@cnu.edu Newport Hall 416
757-594-7477

Ms. Lyn Sawyer
Associate Director, Graduate Admission and Records
gradstdy@cnu.edu Trible Library 243
757-594-7544
The Office of Teacher Preparation, located in McMurrnan Hall 253 and 255, provides advising, applications for the teacher preparation program, and program assessment information. In addition, the Office provides information about field experiences, including assistance in identifying paid or volunteer opportunities prior to student teaching.

The Teacher Preparation Program is governed by an interdisciplinary council of faculty representatives from 11 departments at CNU, as well as Newport News Schools personnel and CNU student representatives. Faculty members on the Council in instructional departments are available for advising students in the content areas.

III. Admission Requirements for the Teacher Preparation Program

The requirements for admission to the graduate program include:

1. GPA of 3.0 at time of application (Initial Licensure Only students require a 2.8)
2. Passing scores on Praxis Core Exams. Traditional MAT program and Initial Licensure candidates must also submit passing scores on the appropriate PRAXIS II examination.
3. Three recommendation forms (two for 5-Year Program)
4. Completion of professional essay questions
5. Resume
6. Criminal Background Clearance through Newport News Schools*
7. Certificate of Release from Military Duty (as appropriate)
8. All prerequisite and support courses except two must be completed prior to beginning the graduate program. Applicants planning to take courses prior to entry must submit a proposed plan of study showing how all prerequisite and support courses will be met.

Admission Deadlines:

5-Year Program:
February 1

MAT/Initial Licensure-Only Programs:
Spring October 15
Summer December 10

Applications for the 5-Year, MAT or Licensure-Only programs can be found online at http://cnu.edu/gradstudies/prospective/admissions.asp. Select the tab for Application Forms.

*In order to have a fingerprinting/background check completed, candidates must do the following:

1. Visit the MAT office (McM 253) to schedule the background check.

2. Pick up and fill out several forms, including a TB screening form. Candidates must take the forms to the background check appointment.
3. Obtain a cashier's check or money order for $47, payable to Newport News Public Schools, and take it to the background check appointment. No cash, credit cards, or personal checks will be accepted. All background checks are performed at the Newport News Public Schools Human Resources office on the corner of Warwick Boulevard and Wellesley Drive.

IV. Required Examinations

PRAXIS Core

The Praxis Core assessment is a nationally-normed academic skills test required for program entrance requirement. Any individual test may be taken once within each testing window.

Praxis Core Score Requirements

Reading 156  Writing 162  Mathematics 150

Ways to take the Praxis Core

Online Computer Based Testing is offered on an individually scheduled basis through the Prometric Testing Centers throughout Virginia. The closest center to CNU is located at

660 Independence Parkway
Battlefield Corporate Park, Suite 300
Chesapeake VA  23320
757-277-9877

Register online at http://www.ets.org/praxis/register/computer/.

Old Dominion University also offers Praxis tests at their testing center. Registration is at https://www.odu.edu/testing-center
Substitute Tests for Praxis Core (for 5-Year applicants only)

**SAT** as a substitute test for the Praxis Core

*SAT taken after April 1, 1995* - a score of 1100 with at least 530 on the verbal and 530 on the mathematics

**ACT** as a substitute for Praxis Core

*ACT taken after April 1, 1995* - a composite score of 24, with the ACT mathematics score no less than 22, and an ACT English Plus Reading score no less than 46

**Fees**

Online Computer Based Testing: Praxis Core Math - $85

**Fee Waivers**

To be eligible for a waiver, candidates must: 1) be currently receiving financial aid, 2) be enrolled in an undergraduate or graduate program, 3) meet eligibility income guidelines, and 4) be required by the university program to take the Praxis test. If the candidate qualifies for a fee waiver, it will cover test fees for up to three Praxis Core tests and one Praxis II test.

To apply, print the waiver form from the ETS website at [www.ets.org/praxis/about/fees/fee_waivers/](http://www.ets.org/praxis/about/fees/fee_waivers/). After completing the main section of the application, take it to the Financial Aid Office, where they will complete the financial aid section, sign, and affix the school seal. The completed form should then be mailed to –

ETS – The Praxis Series  
PO Box 6051  
Princeton, NJ 08541-6051

As there are deadlines for applying, ETS must receive the application several months in advance of the test date. For
example, candidates who plan to take the Praxis Core test in the fall of the junior year must apply for the fee waiver in the spring of the sophomore year.

Planning for the PRAXIS Core

Five-Year students should take the test in the summer after the sophomore year or the fall of the junior year. Below are some tips to help students pass the PRAXIS Core exam.

1. Arrange to obtain study materials for the Praxis Core test, available in book stores, such as Barnes and Noble, libraries, and online. Praxis Core study materials may be on reserve in the Trible Library under SOC 314L, and some Praxis Core study materials are available online from Praxis at www.ets.org/praxis under “Tests at a Glance.” Numerous sources for Praxis Core are available from Amazon.com, from $10-20.00 for new books and under $10 for used.

2. Go to www.praxismath.com and take the free math test.

3. Attend the SVEA Praxis Core exam review held in early September.


5. Have all Praxis Core scores forwarded to CNU, as well as to the student.

If the Praxis Core test is not passed on the first attempt, then:

1. Continue to study all Praxis Core study materials, paying particular attention to those areas listed as areas of strength/weakness on the Praxis Core score report. Try to acquire different study guides
or online help, since different materials may be helpful to different people.

2. Schedule a tutorial with a tutor in the CNU Center for Liberal Learning, Trible Library 240. Bring the test prep materials and review with the tutor as many times as possible.


4. For mathematics content, purchase Praxis I Math

VCLA (Virginia Communication and Literacy Assessment)

The Virginia Communication and Literacy Assessment is an admissions test required for all students seeking a teaching endorsement through the CNU Teacher Preparation Program. The VCLA is composed of two subtests—reading and writing. The reading subtest contains multiple choice questions; the writing subtest includes multiple choice, short answer, and two writing assignments—a written summary and a written composition. The test assesses comprehension and analysis of readings; development of ideas in essay form; outlining and summarizing; interpretation of tables and graphs; and mastery of vocabulary, grammar and mechanics. For entry, the required score for passing is at least 235 on each subtest. For exit, a combined score of 470 is acceptable.

The test is offered via computer testing sites. For more information or to register, visit http://www.va.nesinc.com/. A study guide for the test is also available at this website.

Fees

Computer-based testing registration fee $50
VCLA reading subtest $40
VCLA writing subtest $40
How to Study

Visit the VCLA Study Guide website: http://www.va.nesinc.com/ VA_studyguide_opener.asp

Praxis II

Praxis II content tests are required for licensure and program completion. Students applying to the traditional MAT or Initial Licensure programs must take this test prior to program admittance. 5-Year applicants will take this test during the fifth year.

Elementary teachers take content tests covering the four core areas: language arts, mathematics, social studies, and science. Secondary and specialty area teachers are required to take Praxis II in their area of endorsement. The only exception is ESL, which currently has no identified Praxis II test. All of the Praxis II Subject Assessments are offered as computerized tests. Registration is available online at www.ets.org/praxis.

The Praxis II is also offered for computer-based tests through the Prometric Testing Centers across Virginia. The closest center to CNU are located at

660 Independence Parkway
Battlefield Corporate Park, Suite 300
Chesapeake VA  23320
757-277-9877

Old Dominion University also offers Praxis tests at their testing center. Registration is at
https://www.odu.edu/testing-center

Fees for Praxis II

The fees for Praxis II vary with endorsement area. For more information see http://www.ets.org/praxis/about/fees/.
Ways to study for Praxis II

• Candidate should read the appropriate “Test at a Glance” booklet for their selected area of testing and answer all sample questions to test their level of confidence. The Test at a Glance is available in downloadable format from the Praxis Series website (www.ets.org/praxis).

• Once the candidate becomes familiar with the areas that will be tested, review any textbooks, class notes, and course readings that relate to these topics. Textbooks from K-12 levels are available in the learning resources section of the Trible library; these may be helpful.

• The candidates should develop a realistic study plan that works best for them. Remember that this is a licensure test and covers a great deal of material. Plan to review carefully.

• Candidates may purchase a study guide in their content area from the ETS website at www.ets.org/praxis.

HOW TO REGISTER: Registration is available online at https://www.ets.org/praxis/register

PRAXIS II Score Requirements – Elementary
<table>
<thead>
<tr>
<th>Specialty Area Test</th>
<th>CDT (computer) Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>BIOLOGY: Content Knowledge</td>
<td>5235</td>
<td>155</td>
</tr>
<tr>
<td>CHEMISTRY: Content Knowledge</td>
<td>5245</td>
<td>153</td>
</tr>
</tbody>
</table>

* To pass the Elementary Education: Multiple Subjects test, you must receive a passing score on each subtest. If you fail one of the sections, you may retake just that subtest again for a reduced fee.

**PRAXIS II Score Requirements – Secondary and PK-12**

Please note: These tests often change frequently, so candidates are advised to contact the Office of Teacher Preparation for updated information on entry and exit tests.
| ENGLISH LANGUAGE ARTS: Content Knowledge | 5038 | 167 |
| MATHEMATICS: Content Knowledge (on-screen graphing calculator provided) | 5161 | 160 |
| MUSIC: Content Knowledge | 5113 | 160 |
| PHYSICS: Content Knowledge | 5265 | 147 |
| SOCIAL STUDIES: Content Knowledge | 5081 | 161 |
| SPANISH: World Language | 5195 | 168 |

**RVE (Reading for Virginia Educators)**

The Reading for Virginia Educators assessment (5304) is required for all students seeking the elementary (PK-6) endorsement. The test contains multiple choice items as well as constructed-response items, distributed across the following domains: assessment and diagnostic teaching; oral language and oral communication; reading development; and writing and research. It is recommended that all students take this test at the completion of their reading course lab, PSYC 5211, Reading Acquisition and Development, usually given in January.

Fee - $130
Passing score on the RVE – 162

The dates of administration, fees and online registration can be found at [http://www.ets.org/praxis/register](http://www.ets.org/praxis/register).

**V. Exit Requirements for the Teacher Preparation Program**
The requirements for exiting the MAT or Licensure programs successfully include:

1. Maintaining a GPA of 3.0 with no more than two Cs in graduate courses

2. Effective teaching skills as evaluated by:
   University Supervisor
   Cooperating teacher
   Administrator

3. Satisfactory Impact Study evaluated by University Supervisors

4. Passing scores on the appropriate state-required examinations (see pages 11-18).
   Please contact the Office of Teacher Preparation for updated information on entry and exit tests.

5. Successful attendance/completion of three workshops/conferences. Workshops/conferences must be in the areas of curriculum, instruction or management and be at least two hours in length. Proof of attendance is required.

6. Successful completion of the ETS ethics module, taken during the internship.

7. Submission of the Intent to Graduate form to the Office of the Registrar before deadline. Form can be found at http://cnu.edu/gradstudies/pdf/intent2grad_graduate.pdf.

VI. Field Experiences

There are three types of field experiences in the CNU Teacher Preparation Program. First, there are the classroom experiences attached to certain courses. These might entail observation, tutoring, working with students in
small groups, or other activities such as creating bulletin boards or learning centers. For example, SOC 314, Education, Culture and Society, requires a 1 credit lab, SOC 314L, which includes 30 hours of observation and a journal that describes these observations.

The second field experience is a required 120 hours in the schools between the times candidates are accepted into the program and the beginning of student teaching. This can be paid or volunteer experience. The associate director of field experiences can help candidates apply for a paid position as a substitute, assistant, or tutor during the fall of the professional year. Candidates will need to present proof of the 120 hours to the associate director prior to student teaching.

The third type of field experience is the internship. This is a required 14 weeks of student teaching in Newport News public schools, two weeks at the beginning of the school year and twelve weeks during the spring semester. During that 14 weeks, candidates will be assigned to a classroom (PK-12 endorsements require two different placements, one at elementary and one at middle or high school). Candidates must attend every day for all school hours. Over the 14 weeks, candidates will gradually assume all duties of a classroom teacher, including lesson planning and delivery, grading, parent conferencing, and so on. They will have an assigned university supervisor who will visit at least every eight days and evaluate your progress. A complete handbook for the student teaching experience will be provided. A complete handbook on field experiences is available at http://cnu.edu/teacherprep/field/.

VII. Newport News Public Schools

Newport News Public Schools, the partner school of the CNU Teacher Preparation Program, educates approximately 31,500 children in five early childhood centers, 24 elementary schools, seven middle schools, and five high schools. All teachers receive laptops, which enables them
to integrate technology into the classroom, communicate with parents in new ways, and streamline administrative tasks.

Most importantly, the school division enjoys strong community support reflected by the more than 92,000 hours volunteers contributed to schools last year, as well as by the almost 300 businesses that participate in the school partnership program.

For more information on Newport News Public Schools, visit their website at http://sbo.nn.k12.va.us.

VIII. Expectations of MAT Students

During all times, MAT students are expected to conduct themselves as professionals. This includes the following behaviors:

- Observe the proprieties of courtesy and politeness.
- Accept suggestions and feedback on how to improve behavior, attitudes, or skills in a professional manner, and attempt to implement suggestions.
- Do all assigned out of class readings.
- Show initiative in seeking out many opportunities for further study and professional growth.
- Engage professors in dialogue outside of class.
- Assume a proactive stance in acquiring needed information and resources to complete assignments.

When assigned to a school for observation or assistance, students must:

- Dress professionally every day.
• Immediately notify the classroom teacher and (if applicable) the university professor or supervisor if unable to attend a scheduled visit.
• Maintain confidentiality rights of students and teachers. No student or teacher names should be used away from the school site.

Students may be removed from a field experience for failure to meet the requirements of the field experience. Any report indicating unprofessional conduct is immediate grounds for removal from and failure of the field experience.

In addition, MAT students are expected to demonstrate the following dispositions:

1. Passion and enthusiasm for teaching and working with children
2. Integrity and honesty; meets ethical expectations
3. Flexibility and responsiveness to change
4. Ability to work collaboratively with peers, colleagues, and families
5. Commitment to continued learning, reflection, and self-assessment
6. Value student achievement and learning of all students
7. Ability to focus during learning process and respond positively to suggestions for improvement
8. Punctuality, attendance, and ability to meet deadlines
9. Determination; persistence in overcoming obstacles
10. A positive attitude

Upon completion of a MAT course, the Office of Teacher Preparation will send out a survey to faculty members asking them to verify these dispositions for MAT students.
IX. Student Organizations

As prospective MAT students, it is highly recommended that candidates become involved in activities related to the education field outside of course work. Candidates will be required to attend three conferences or workshops during their program of study. There are several educational organizations that candidates can become involved with on campus. Candidates should try to join during their freshman year.

Student Virginia Education Association (SVEA)

The Student Virginia Education Association (SVEA) is a statewide organization based on 37 college campuses. The SVEA is a part of the Virginia Education Association, which is in turn part of the National Education Association. The SVEA has been actively involved on the CNU campus since the late 1980s. The SVEA provides members with liability insurance that is essential for student teaching. Being a member of the SVEA allows students to travel statewide to educational conferences and conventions to meet other prospective and experienced teachers. Student members also receive special rates on credit cards and discounts; a rebate on VEA dues once they start teaching; and four educational publications, NEA Student, NEA News, VEA Journal, and VEA News. As SVEA members, students will be able to participate in workshops on and off campus that provide them with additional skills and know-how in effective teaching. The CNU chapter of the SVEA is the most active chapter in the state with members serving on the state board of directors. Many leadership opportunities are always available to members. All majors, licensure areas, and class levels are welcome. For more information and/or applications, please contact the SVEA at svea@cnu.edu.

Students of the Virginia Association for the Teaching of English (S-VATE)
CNU S-VATE is the Christopher Newport University affiliate of the Students of the Virginia Association of Teachers of English, which is a state affiliate of the National Council of Teachers of English.

Membership in CNU S-VATE is open to all CNU students who are interested in teaching language arts. For five dollars per year, members receive the following benefits: an opportunity to be a club officer; discounts at state conferences; a chance to present or chair sessions at the state conference; membership in S-VATE, the state affiliate; discussions with experienced teachers and administrators; involvement in local schools; and two S-VATE publications, The Virginia English Bulletin and The Needle’s Eye. In other words, CNU S-VATE brings together students interested in language arts instruction on all grade levels, preschool through college. For a membership application or for further information, contact Roark Mulligan, English Department, McMurrnan Hall, mulligan@cnu.edu.

**National Association of Future Music Educators (NAFME)**

The CNU chapter of NAFME is comprised of instrumental and choral music education majors preparing to teach music in the public schools. The CNU chapter plays an active role in recruitment for the University by providing assistance at CNU open houses, entrance auditions, and selected music events held on the CNU campus. In addition, the chapter assists the Department of Music by offering tutorials in music theory, ear training, music history, and techniques. The chapter also assists in the assembling and mailing of information packets and announcements of music events to the public schools and prospective music majors. Chapter members attend the annual state conference of the Virginia Music Educators Association and visit area public schools to assist these directors and to promote the Department of Music. Each semester, the chapter presents the “Apple Award” to students who perform an outstanding jury. The chapter also awards a scholarship each spring to a music major who wishes to take applied music lessons in an area other than
his or her major. For membership applications or for further information, please contact the Music Department at 594-7089.

- Information about other organizations is available on the Teacher Prep website, http://cnu.edu/teacherprep/organizations/.

Kappa Delta Pi Honor Society

Kappa Delta Pi Honor Society was organized in 1911 at the University of Illinois. Currently, more than 40,000 men and women are members of Kappa Delta Pi. Kappa Delta Pi founders chose to name their honor society from the Greek words to represent knowledge, duty, and power. Their mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. CNU graduate students who have a graduate GPA of 3.85 or above are nominated for membership in January of their professional year.

X. Financing the MAT or Licensure Program

TUITION: Unlike undergraduate programs, tuition for the MAT graduate program is on a per-credit basis. For information about the current cost of tuition, please see the following website: http://cnu.edu/businessoffice/studentsparents/tuition.asp

For information about in-state/out-of-state and payment options, see the graduate catalog at http://www.cnu.edu/public/index.asp

LOANS: Stafford loans are recommended.

MAT
- Graduate level
• Maximum $20,500 per year up to cost of attendance
• Max $8,500 subsidized
• Based on Free Application for Federal Student Aid (FAFSA)

Bachelor’s to Master’s 5-Year Program
• Undergraduate until Bachelor’s received
  o Eligible for Federal and State Grants
  o Loan eligibility according to grade level
  o Based on FAFSA
• Graduate upon acceptance into MAT
  o All graduate students are considered independent
  o Eligible for graduate level loans – max $20,500 up to cost of attendance
  o Max $8,500 subsidized

TPP (Initial Licensure)
• Undergraduate
• Dependent – max $5,500 per year
• Independent – max $10,500 (max $5,500 subsidized)
• Based on FAFSA

GRANTS:

TEACH grant subsidized by the U.S. Department of Education
• May obtain $8000 as a graduate student ($2000 for four semesters)
• Must teach for four out of eight years in critical shortage area AND in a Title I school
• If conditions are not met, reverts to loan with interest

LOAN FORGIVENESS PROGRAMS:

Stafford Loan Forgiveness Program for Teachers
• After 5 consecutive years as full time teacher may have $5,000 - $17,500 forgiven
  • Based on teaching in critical shortage area OR in low SES schools

Southside Virginia Tobacco Loan Forgiveness Program

• Based on locality of student
• Requires work commitment

Virginia Teaching Scholarship Loan Program

• Scholarship/Loan that may be forgiven after 4 semesters in VA schools
• Students recommended by Office of Teacher Preparation
• Must be in critical shortage area or minority, including males in elementary

OFFICE OF TEACHER PREPARATION SCHOLARSHIPS

Blechman Scholar Program

• $2500-3500 for professional year
• Based on NNPS critical shortage area
• Preference for those intending to teach in NNPS schools

For any form of financial assistance, complete a FAFSA form (online) now... and VISIT THE FINANCIAL AID OFFICE FOR AN APPOINTMENT BY APRIL 1:

Newport Hall, First Floor
Hours: 8:00 a.m. – 5:00 p.m.

A – B  Jahaira DeLaPaz, Loan Coordinator
        jdelapaz@cnu.edu

C – F  Veronica Cook, Financial Aid Coordinator
        vcook@cnu.edu
XI. Graduate Assistantships

A few graduate assistantships are available each year; the pay ranges from $1000 to $2000 per term. Graduate assistants work 6 to 12 hours per week. Candidates must have been accepted to the graduate program in order to apply. Applications are available in McMurran 253.

XII. Student Responsibilities

Graduate students have the following responsibilities:

- Submit written work that is free from grammatical and spelling errors, organized and formatted according to APA or MLA standards, and conceptually and intellectually sound
• Meet with assigned advisor each semester to select appropriate courses

• Complete and submit forms as required by specified dates

• Coordinate with University Bookstore to arrange for graduation regalia

• Comply with University policies in the Graduate Catalog

XIII. Student Support Services

Students may obtain their CNU student I.D. at the David Student Union, Room 391 main information desk. Bring proof of tuition payment to obtain the I.D. The CNU I.D. is required to procure a personal email account and to use library services (see details in the next sections on Computer Facilities and Library Services).

The Office of Career and Counseling Services (OCCS) serves and supports students in their educational, career, and personal development at CNU. Counseling support services are available to assist students in learning more about themselves, identifying and coping with the demands of the University, and other concerns. Students are encouraged to visit the David Student Union, Room 3100, to investigate the many offerings from OCCS.

Parking decals are required for parking vehicles on campus. To obtain a decal, go to the Parking Services office in the Parking Garage.

Music, theater, and art events are many and varied on CNU’s campus. Please visit: http://calendar.cnu.edu/MasterCalendar.aspx.
Those interested in intercollegiate athletics may obtain schedules for these events by visiting the Freeman Center or cnusports.com.

**XIV. Computer Facilities**

The University is committed to realizing the vision of the “University of the 21st Century” as described by the Commonwealth of Virginia. Locations on the campus network with access to the INTERNET are Santoro Hall, McMurrann Hall, Trible Library, and the networks in the departments of business, psychology, history, music, physics, computer science, chemistry, and biology. Two electronic classrooms are also on the campus network. All currently enrolled students will be given computer accounts with access to the INTERNET and electronic mail. Students should obtain a CNU email address to receive news and updates on the Teacher Preparation Program. To receive personal account information, students are asked to present their CNU I.D. at the Trible Library Computer Center during regular business hours.

**Hours of operation for the computer labs are:**

- **Monday – Thursday**: 7:30 a.m. – 12 midnight
- **Friday**: 7:30 a.m. – 8:00 p.m.
- **Saturday**: 12 noon – 6:00 p.m.
- **Sunday**: 12 noon – 12 midnight

**XV. Library Services**

The Trible Library maintains an open stack policy for most of its almost 330,000 volumes and 1,480 periodical titles. It owns approximately 169,000 microform and software items and has special facilities for viewing and copying microforms, videotaping and playback, microcomputer use, and sound recording. There are numerous electronic databases including ProQuest for General Periodicals, Business Information, and Social Sciences, First Search, MLA, and Expanded Academic ASAP.
The library’s online catalog, the Navigator, can be accessed through the CNU website at http://www.cnu.edu. The current information explosion has enabled Trible Library to develop new links to library and information networks. The most recent, the Virtual Library of Virginia (VIVA), a consortium of 39 academic libraries, facilitates the sharing of library collections and electronic resources.

Numerous publications can be obtained at the library reference desk to help access database resources from computers on campus or at home. The reference librarian on call can also provide information at 594-7132.

Library hours of operation during regular semester sessions are:

Monday - Thursday       7:30 a.m. – 1:00 a.m.
Friday                    7:30 a.m. – 8:00 p.m.
Saturday                  9:00 a.m. – 5:00 p.m.
Sunday                    1:00 p.m. – 1:00 a.m.

To establish borrowing privileges, establish an account at the library circulation desk. Bring your CNU I.D.

XVI. Important Phone Numbers

CNU Information Desk       594-7000
Director of Teacher Preparation 594-7388
(Dr. Marsha Sprague)
Associate Director of Field Experiences 594-7538
(Dr. Deborah Farina)
Admission Application & Registration Support 594-7297
(Ms. Zena Mageras)
Associate Director of Graduate Admission and Records 594-7544
(Ms. Lyn Sawyer)
XVII. Important Forms

Important forms can be downloaded from the Office of Graduate Studies website at http://www.cnu.edu/gradstudies/current/index.asp. Select the tab for Forms.

In addition, forms required for field work, including SOC 314L and the student teaching internship, are available on the MAT website, http://teacherprep.cnu.edu, under “In the Field.”