

TNTC
The National Teachers College

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**THE NATIONAL
TEACHERS COLLEGE**

**Graduate Bulletin
2022-2024**

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P.O. Box 21395
Cleveland, Ohio 44121
216-382-8343 www.thenationalteacherscollege.org

On behalf of The National Teachers College it is my pleasure to extend a warm welcome to you. From its inception, The National Teachers College has represented vision and innovation. Born out of an unparalleled commitment to the education of teachers and K-12 students, the College was founded specifically to implement its unique, site-based teacher apprentice program for initial teacher preparation and to further the expertise of current classroom teachers.

The College's flagship program is the Resident Teacher Apprentice Program—designed as a teacher residency, apprenticeship program leading to both a Master's Degree in Education and a state teaching license. Unique partnerships with select area schools provide the backdrop for unprecedented preparation of newly licensed teachers. Additionally, the College offers a Fellows Program—custom designed for the working teacher. This program is run as a two year, cohort model that leads to the master's degree. Both programs offer the most recent, evidence-based education through innovative models that emphasize immersion in the classroom and hands-on learning.

Viewing all education as a transformative process, we draw on three principle tenets as the core of our mission: scholarship, commitment and passion. These tenets apply to the broad spectrum of education that is brought to us by our collaborations with schools and by the children, young people and adults with whom we work. Those of us at the College have extensive experience with classroom teaching, as well as with this kind of program. Together, we form a powerful and supportive team that is committed to your success.

You have chosen a unique program for your graduate studies and we hope that your experiences here will be challenging, enjoyable and rewarding.

Denise K. Davis, Ed.D.
President, The National Teachers College

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THE NATIONAL TEACHERS COLLEGE

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ACCREDITATION AND MEMBERSHIPS

The National Teachers College is a private, 501 (c)3 non-profit, institution of higher education. The College is authorized by the Chancellor of the Ohio Department of Higher Education to offer its graduate degree programs.

Appropriate authorization has been achieved in each state where the College offers graduate programs and teacher licensure. Licensure programs are determined by each state, but generally, initial licensure program are offered in early childhood (grades PK-3), elementary education (grades PK-5/6), middle childhood (grades 4-9), and high school education (grades 7-12).

The College is taking the appropriate steps to achieve regional accreditation from the Higher Learning Commission (HLC).

The National Teachers College is a member of several professional associations, including:

- American Association of College for Teacher Education (AACTE) the
- American Educational Research Association (AERA)
- National Association for the Education of Young Children (NAEYC)
- National Middle School Association (NMSA)
- National Council of Teachers of English (NCTE)
- National Council for the Social Studies (NCSS)
- National Association of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Association of Independent Schools (NAIS)

MISSION OF THE COLLEGE

“Dedicated to the education of k-12 learners, the mission of The National Teachers College is to enrich the professional practice of existing classroom teachers and to provide an innovative, site-based, apprenticeship program for the initial preparation of teachers. We believe this is best accomplished in settings where the school classroom serves as the learning laboratory and in an environment that fosters scholarship, commitment and passion.”

The College is an institution committed to excellence in teaching. We believe that teaching for meaningful learning is the goal of education, whether one is teaching children or graduate students, or providing professional development to a wider educational community. We offer two master’s degree programs. The Teacher Apprentice Program is designed for those entering the teaching profession and the Fellows Program provides a master’s degree program for the practicing teacher.



The College's Resident Teacher Apprentice Program and Fellows Program are based on nearly twenty-five years of experience working in schools with practicing teachers and with teacher resident site-based, apprenticeship models. The Resident Teacher Apprentice Program is designed as a graduate program for individuals who are seeking a master's degree with initial state teacher licensure. The Fellows Program provides the practicing teacher with advanced studies in education. Viewing education as a transformative process for all who participate in these programs, the programs provides cutting edge thinking and practice within the context of a carefully mentored experience within the school. To accomplish this, the College establishes partnerships with area public, charter, private or Catholic schools that embrace teacher preparation and teacher development as part of their mission and that espouse 21st Century learning goals. Graduate students enrolled in the Resident Teacher Apprentice Program carry out their apprenticeships in one of these partner schools. Graduate students enrolled in the Fellows Program carry out assignments with their own students in their own classrooms.



HISTORY

Founding a college is a serious and complex endeavor. The commitment of those who established The National Teachers College have a long-standing interest in and dedication to the education of children and adolescents. The research is clear that the single, most significant variable in improving the education of children is to place highly qualified, well-prepared teachers in their classrooms. The Founder, Administrators and Faculty of the College bring decades of experience in education and in teacher preparation to this initiative. Their work is driven by their commitment to the education of teachers and their belief that this College and its master's programs represent one of the most powerful ways educators might respond to the national call for reform in teacher education and for better prepared teachers.

The following excerpts provide the historical context and the current trends that support the mission of The National Teachers College.

The U.S. Department of Education recognized that "...we need to make dramatic changes in the ways we recruit, prepare, license, and provide ongoing support for teachers" (2000, p. 30).

At the state level, Ohio's Governor's Commission on Teaching Success drew the following conclusions:

Hundreds of universities and school districts across the nation have collaborated to create professional development schools. Housed in existing elementary schools, middle schools and high schools, professional development schools are to the teaching profession what teaching hospitals are to the medical profession. Like all P-12 schools, professional development schools are sites for teaching children and adolescents, but their mission also includes preparing teachers-in-training and advancing the professional practice of experienced teachers and college and university faculty. In professional development schools, veteran teachers, college and university faculty and teachers-in-training work collaboratively within the school setting to confront the challenges of teaching and learning.

Meeting these kinds of recommendations provides an exciting challenge. The National Teachers College's master's programs respond to and reflect these kinds of recommendations. As a single purpose institution of higher education, the mission of the College is directed solely at creating, implementing and maintaining programs that reflect these recommendations and what we know to be best practice in education.

CONCEPTUAL FRAMEWORK

We know so much more, now, about how students learn and, therefore, about how they should be taught. We have different conceptualizations of knowledge. Further, the culture of America has changed dramatically over the past 100 years. These graduate programs, and our site-based model of delivery, is designed to bring the latest, research- and evidence-based knowledge about teaching and learning to both the professional teacher and the teacher-in-training. The success of these programs is enhanced by using one's own classroom as a learning laboratory – whether for the practicing teacher or for the resident apprentice who is placed in a setting that immerses him or her in the culture of a school. The 2011 national standards of the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS) and the Council for the Accreditation of Educator Preparation (CAEP), along with each state's standards and the many recommendations made by national organizations, provide standards and guidance for designing and implementing the master's programs.

Foundational Elements of the Graduate Programs

Knowing the Adult Learner

The graduate programs take into account what is known about adult learners and are designed with that in mind. School is not a new experience to adults; therefore, each person brings to the setting one's own beliefs, attitudes, knowledge, and memories. The program is designed for the adult learners to become aware of these and then use them and move beyond them to a deeper and broader understanding of the educational process. The adult can achieve the critical distance necessary

to test assumptions and continually revise an educational philosophy as experience dictates. The capacity to analyze and revise marks the professional teacher and is especially important for those who have been working in the profession.

The Development of Reflective Practitioners

Recent research and examination of learning suggest that students (and teachers) learn through interaction with people and materials, constructing their own personal meanings. A commitment to the reflective process will help teachers internalize the disposition and the ability to study their practice and to become more effective over time. They become committed to taking responsibility for their continued professional development.

To this end, the experiences offered during the program, with its emphasis on utilizing the classroom as a learning laboratory, will invite reflection upon academic work and life within the classroom. This will ensure that meaningful activities and real life events will enrich the learning environments in which they work.

Advisement

Advisement is one of the important components of the graduate programs at The National Teachers College. While informal conversations and impromptu meetings with the Director and faculty will be part of the fabric of life for the graduate students, a formal advisement program is built into the program. These advisement sessions prove invaluable in providing personal support to each graduate student during this rigorous program.

GENERAL POLICIES AND PROCEDURES

The students enrolled in The National Teachers College are bound by the policies outlined in the Program Manual and in this Graduate Bulletin. Each student is responsible for understanding the policies and requirements of the degree program as stated in this Bulletin.

Questions regarding policies and procedures related to the College or to the degree program should be addressed with the student's advisor or with the Program Director.

STUDENT SERVICES

Student Services, including admissions, advisement, financial aid information, and registration will be located in the College Admissions Office.

Advisement

Each Program Director is responsible for advising applicants, graduates and each current cohort of graduate students. An informal advisement component is also required as part of the program. Graduate students enrolled in the Teacher Apprentice track must meet with their Director twice each semester to discuss personal and professional aspects of her or his work. Students enrolled in the professional teacher Fellows Program must meet with the Director once a semester.

Financial Aid

The Financial Aid Office is located in the Registrar's Office at The National Teachers College's offices in Cleveland, Ohio. The Financial Aid Office will assist students with applications for loans and scholarships, and will conduct exit interviews for students who have loans.

Registration

The College Registrar oversees registration for courses and will maintain official academic records of current and former students, will issue grades, maintain the schedule of classes, register students every semester, certify graduating students, provide official transcripts, and verify attendance for financial aid purposes. All questions regarding registration should be directed to the Registrar.

Writing Support

Often, returning students need help bringing their writing skills to standard. The National Teachers College implements support services for all students. Writing Center services are available by referral and include individualized sessions focused on tutorials that cover all aspects of writing: content, organization and mechanics.

LIBRARY SERVICES

Part of the orientation for each new class of students will include use of libraries, media centers and computer laboratories at the partner school site and off-site. Orientations will include an introduction to library research, selecting and searching electronic databases, and using the internet as a research tool.

Graduate students will have access to the Cleveland Public Library, whose mission is: “We are the ‘People’s University’ the center of learning for a diverse and inclusive community.”

They will also have access to the Cuyahoga County Public Library whose mission is: “To provide our community open access to resources that inform, entertain and enrich.”

These libraries offer access to full-text articles from periodic journals, magazines and newspapers through a number of databases, including ERIC, Index Copernicus (science), Google Scholar, Microsoft Academic Search, PubChem, RePEc (economics) and science.gov. Additionally, graduate students of The National Teachers College will have access to a professional library through the College’s partnerships with local public libraries serving each site.

Details for library services are program specific and are provided by each Program Director.

ALUMNI SERVICES

One of the goals of The National Teachers College is to encourage and support an ongoing relationship between the College and its graduates. The College is committed to playing a role in the continued professional development of teachers and sponsors a variety of professional development activities, workshops, and institutes.

The College maintains a database on all graduates, including contact information, and communicates with alumni on a regular basis.

As the College continues to grow in scope and influence, the work of College alumni will play a significant role in furthering the education of children and young people around the country.

For more information about alumni opportunities, please contact the College at info@thenationalteacherscollege.org or at 216-382-8343.

ACADEMIC POLICIES AND PROCEDURES

The College expects each student to take responsibility for understanding and meeting the requirements for the degree program.

Academic Load

Full-time status at the graduate level is defined as a minimum of six semester hours of credit. Anything less than six semester hours of credit is considered part-time.

Academic Honesty

The National Teachers College expects students to adhere to the highest standards of ethics and honesty. Transgressions, including plagiarism, are treated as the most serious acts of misconduct and will result in commensurate consequences, including the possibility of dismissal from the program.

Faculty members address situations of plagiarism with the student. A student who disagrees with the faculty member's decision should follow the grievance procedures outlined in this Graduate Bulletin.

Elective Courses

The National Teachers College supports a number of centers that offer courses and workshops as electives for the professional development of non-degree seeking students. Courses are offered from one to three semester hours of credit. To be eligible for taking elective courses, the student must consult the College and declare non-degree status.

Registration for elective courses must be approved by the Provost or his/her designee.

Prior Learning Experience

Degree seeking students who are currently enrolled at the College may apply for credit through prior learning assessment. Prior learning experience is defined as learning that has occurred outside the traditional classroom setting for which the student has not received previous college credit.

Students may apply for prior learning experience through the College's Admissions Office. The maximum number of semester hours a student may apply for using prior learning experience is nine semester hours. There is a \$30.00 fee for each application for prior learning experience. Credit granted through prior learning experience may be applied toward prerequisite requirements or program requirements.

Transfer of Credit

A maximum of six semester hours of graduate course credit with a grade of B or better and earned within ten years of application to The National Teachers College may be transferred from another higher education institution in partial satisfaction of the requirements for a master's degree. Course transfers apply only to course requirements in the program in which the student is enrolled. The Program Director makes decisions regarding transfer of credit. Students who wish to take one or more

courses at another institution must receive approval from the Provost or his/her designee.

College Level Exam Program (CLEP)

The National Teachers College permits students to earn credit by taking subject area exams through the College Board's College Level Examination Program (CLEP). These credits can be used to fulfill prerequisite course requirements in the content areas as designated by the Department of Education in the state where licensure will be granted. CLEP is a national, standardized testing program. Preparation for these exams is the responsibility of the student. Students earning the minimum required exam score for passing (equivalent to a grade of "C") are granted course credits based on the recommendations of the American Council on Education. Interested students should contact the Admissions Office of Program Director for exam centers, licensure requirements and CLEP options in their area(s) of licensure.

Course Cancellation

The National Teachers College reserves the right to cancel any course for which there is insufficient enrollment or to limit the enrollment of any course.

Dropping and Adding Courses

A student may elect to drop or add courses during a semester. Courses may be dropped or added by the end of the first week of the semester. Course change forms can be obtained from the College website or from the Program Director. The student and the Program Director must sign the course change form. A \$25 processing fee is charged for dropping or adding a course.

Withdrawal from a Course

Students who wish to withdraw from a course must advise the Program Director and the College Registrar in writing. Students are designated as in attendance for a course until withdrawal procedures are completed. Students may withdraw with a "W" at any time before 75% of the course has been completed. The date for withdrawing from a course is listed on

the semester schedule. Students withdrawing after this date will receive a grade for the course. In this instance, a grade of “F” may be designated.

Withdrawal from the Graduate Program or from the College

Students who wish to withdraw from the graduate level Resident Teacher Apprentice Program, or the graduate level Fellows Program, or from the College must advise the appropriate Program Director and the College Registrar. Students will use the drop/add form which can be obtained from the Program Director or from the College website.

Students who fail to inform the College of their intent to withdraw from the Graduate Program or from the College will receive a grade of “F” in all courses in which the student is currently enrolled.

The College reserves the right to dismiss a student whose academic standing, conduct, or health indicates that continued attendance would be detrimental to the student and/or to other members of the College community.

The College reserves the right to dismiss a student with a disability or medical condition if the student cannot perform the essential requirements of the program even with reasonable accommodations.

Standards of Work

To remain in good standing, a graduate student must maintain a 3.0 grade point average. A student who cannot meet this standard must raise the GPA to a 3.0 within one semester. A student who is not making satisfactory progress toward a graduate degree or who cannot raise the GPA to a 3.0 may be put on academic probation or dismissed from the College. The progress of a student on probation is monitored by each Program Director.

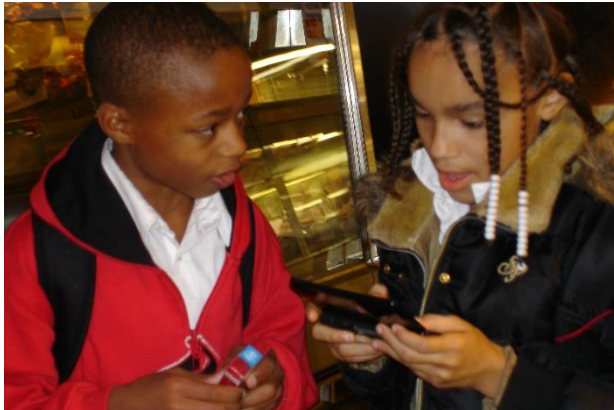
Students must retake any course in which they receive a grade of “F.” If students retake a course in which they received an “F”, the “F” will remain on the student’s transcript but will not be calculated in the student’s GPA.

Grading System

Grades are assigned in quality points on a 4.0 scale

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	Failing
I	Incomplete
P	Passing - not counted toward the GPA
	A grade of Pass "P" represents a grade of C or above.
NC	No Credit
W	Withdraw with permission
AD	Audit

Although grades of "D" may be given for individual assignments, a grade of "D" is not given for courses.



The Grade of “Incomplete”

On occasion a student may not be able to complete the required coursework within the designated time frame. In these instances, it may be necessary for a student to be given a grade of “Incomplete” for the coursework. In such circumstances, the following procedures are to be followed:

The student must confer with the instructor of the course about the requirements and the need for an Incomplete. The instructor will determine whether or not the Incomplete will be granted.

If the instructor is willing to grant an Incomplete, the student must obtain an Incomplete Form from the Program Director or the College website.

The student and instructor determine the appropriate course of action and the timeframe for completing the required work. The date of completion is recorded on the form, along with the signatures of the student and the instructor.

The form is to be submitted to the Provost or the Provost’s designee.

In rare cases, an extension of the Incomplete may be warranted. The student will obtain an Extension Form from their Program Director or from the College website and, after conferring with the instructor, submit the request for extension to the Provost or his/her designee.

Work required for Incompletes must be completed by the end of the following semester. If the work for the incomplete is not completed by the deadline which was recorded on the Incomplete Form, the grade will convert to an “F.”

Matriculation

For continued matriculation in the program, a student may receive a grade of “C” for a maximum of two courses. Courses for which a grade of “C” or below is received must be repeated for credit. Students must maintain an overall GPA of 3.0 to maintain continued matriculation.

Academic Appeals/Grievance Process

The National Teachers College reserves the right to dismiss any student who fails to meet the academic or professional standards required for continued enrollment. The College regards a faculty member’s evaluation of a student’s academic work as final.

A grievance process is guaranteed to all TNTC graduate students who wish to appeal decisions made by graduate faculty or classroom mentors. Initial dissatisfactions and questions should first be directed to the person who has made the decision.

Should a student disagree with an instructor’s evaluation, that student should first consult with the instructor and do so within thirty days of the issuance of the grade or evaluation. If, after consultation with the faculty member, the student is still not satisfied, the student may present his or her grievance to his or her Program Director. This presentation must be made in writing and within two weeks of initial contact with the course instructor. The Program Director will respond in writing within one week and will make the final decision.

Graduate students with grievances other than those involving an academic issue should follow the process identified above.

Appeals

Should the Program Director be the faculty member in question, or if the student is dissatisfied with the decision reached during the program-level hearing, the student may file a second written petition with the President of the College. The petition should outline the student’s concerns and provide a rationale of why the decision made was in error, requesting a hearing with the President. If involving a course grade, the burden is on

the student to demonstrate that an error has occurred or that a non-uniform standard was applied in the evaluation or in the assignment of the course grade.

The President's Assistant will schedule the hearing in an expedient time frame. The President will review the student's appeal and determine whether the appeal will be upheld or denied. Following the hearing, the President will issue a written statement to the student with her decision regarding the petition. The decision of the President is final and not subject to further review or appeal.

Application for the Degree

To become a candidate for the Master in Education degree, the student must meet the following criteria:

- The student must have completed, or will complete by the specified graduation date, the required coursework, exams, theses or projects leading to the Master in Education degree.
- The student must have an overall GPA of 3.0 or above in all graduate coursework.

Students who have a maximum of six hours to complete the requirements for their master's degree may participate, with the approval of the President, in the May commencement exercises.

Conferring of the Degree

Degrees are formally conferred at the Commencement exercises in May. Students who have completed the requirements for the degree prior to the May commencement exercises can request a letter to that effect from the President of The National Teachers College.

Information about graduation and the May Commencement is provided to students in January.

Equal Opportunity Policy

In keeping with its commitment to diversity, equity and inclusion, The National Teachers College maintains and enforces a policy of equal educational opportunity and does not discriminate on the basis of

religion, race, color, ethnic or cultural origin, social level, political affiliation, gender, national origin, sexual orientation, gender expression or physical ability respecting its policies of admissions and treatment of its students. This policy, originally developed and enforced as a voluntary expression of the guiding philosophy of the College, is now required in many of its particulars by federal and state laws, to which The National Teachers College is committed and does adhere.

Nondiscrimination Statement

The faculty at The National Teachers College maintain a stance of nondiscrimination on the basis religion, race, color, ethnic or cultural origin, social level, political affiliation, gender, national origin, sexual orientation, gender expression or physical ability. The students who participate in courses and programs at the College are expected to adhere to this same standard.

Family Educational Rights and Privacy Act

The National Teachers College affords students all rights under the Family Educational Rights and Privacy Act.

REGISTRATION

The Registrar oversees all student registrations. Required courses for each licensure program are identified in the Application Packet. Registration information and specific procedures can be obtained from the College.

DEGREES

The degree conferred upon completion of the approved program of graduate study is the Master of Education degree – the M.Ed.

FINANCIAL INFORMATION

The College sets tuition and fees at the end of each academic year. The schedule of current tuition and fees can be obtained on the College website or by calling the College at 216-382-8343.

Payment Schedule

Tuition and fees are payable by the semester upon receipt of a tuition statement from the College.

Checks should be made payable to The National Teachers College and sent to Admissions, The National Teachers College, P.O. Box 21395, Cleveland, Ohio 44121.

Online payments are available from the TNTC website.

For information regarding payment please contact the Admissions Office at info@thenationalteacherscollege.org or 216-382-8343.

Scholarships and Fellowships

As is possible, limited incentive scholarships are available for students enrolled in the Resident Teacher Apprentice Program who are committed to teaching in urban settings or who represent an underrepresented population. Limited Fellowships are available to practicing teachers accepted into the Fellows Program. Scholarship availability and information are published annually on the college website.

Financial Aid

Educational loan information is available for all candidates. For information please contact each Program Director or the College at 216-382-8343.

Refunds

The following tuition refund schedule applies to students who must withdraw from the summer semester:

100%	after the first day of classes
75%	after the second day of classes
50%	after the third day of classes
25%	after the fourth day of classes
0%	after the first week of classes in the summer semester

The following tuition refund schedule applies to students who must withdraw from the fall or spring semesters:

100%	through Friday of the first week of classes of the semester
75%	through Friday of the second week of classes of the semester
50%	through Friday of the third week of classes of the semester
25%	through Friday of the fourth week of classes of the semester
0%	after four weeks of classes.

A withdrawal is official upon receipt in writing of notification that the student is withdrawing from the course/program. The date of withdrawal is determined by the date upon which the written notification is received from the student by the College.

Refunds for workshops, symposia, lectures, seminars, etcetera are determined on a session-by-session basis and posted with registration information for each offering.

ADMISSIONS

The registrar will oversee admissions, financial aid and registration. Program Directors at each site will be responsible for admitting students and for conducting transfer-of-credit and life experience evaluations for students as they are admitted.

Admissions

Persons seeking admission to the Resident Teacher Apprentice Program (masters with licensure) or the Fellows Program (masters for the professional teacher) must meet the following requirements:

- Completed application form
- Original transcripts from all institutions attended
- A recommended undergraduate GPA of 3.0.
- Three letters of recommendation
- An original essay related to the career change (Resident Program)
- Initial interview with the Program Director

Visit/tour of the school and classrooms with informal interviews with current mentors and apprentices for those applying to the Resident Teacher Apprenticeship Program
Final panel interview for those applying to the Teacher Apprenticeship Program

Students interested in more information about the graduate programs may apply online or request a packet of information from the College.

The formal application process begins with a personal interview with the appropriate Program Director and the completion of an application file. The file includes a completed application form, a resume, an essay, official transcripts from all previously attended institutions, and three letters of recommendation.

Students applying to the Fellows Program will receive notification from the Program Director regarding their admissions.

Students applying to the Resident Teacher Apprenticeship Program will be invited to visit the college's partner schools that participate as field site schools for the apprenticeship. The nature of a yearlong apprenticeship program virtually mandates that there is a good "fit" for both the school and the candidate. This visit includes an interview with the Program Director of the site, a tour of the building, visits to classrooms in the grade level of desired licensure, and informal meetings with several mentors and current graduate student teacher apprentices.

Mentors and current graduate student teacher apprentices complete feedback forms on the applicants with whom they have met. All materials are compiled and reviewed for those completing this process.

Strong candidates are asked to return to the site for a third and final interview. This is a panel interview composed of three to five people and includes the Program Director, mentors and representative graduate faculty.



Final acceptance determinations are made by this committee. The Program Director will inform applicants of the decision of this committee.

Admissions Appeals Process

Applicants can appeal the decision made by the admissions committee to the Provost or the Provost's designee. The appeal must be made in writing to the Provost within 14 days of the date of the admissions letter. The applicant can provide additional material or information related to the application. The Provost's decision is final.

All inquiries about and applications for admission to The National Teachers College should be directed to The National Teachers College, P.O. Box 21395, Cleveland, Ohio 44120; info@thenationalteacherscollege.org; or by telephone: 216-382-8343.

COURSE REQUIREMENTS

Students enrolled in the Resident Teacher Apprentice Program must complete the following sequence of courses:

High School Grades 7-12 Licensure Program

<i>Courses</i>	<i>Semester Credit Hours</i>
EDA 500 Foundations of Education	3
EDA 502 Instructional Technology	2
EDA 510 Introduction to Human Development & Learning	3
EDA 513 Advanced Studies in Development & Learning	3
EDA 524 Reading & Literacy in the Content Areas	3
EDA 527 Addressing the Diverse Learner	3
EDA 540A Curriculum/Methods I	1
EDA 540B Curriculum/Methods Content Studies 1	2
EDA 541 Curriculum/Methods II	3
EDA 543 Curriculum/Methods III	3
EDA 550 Professional Development Seminar I	3
EDA 551 Professional Development Seminar II	3
EDA 565 Teaching Internship High School	6
Total Hours:	38

Elementary Grades PK-5/6 Licensure Program

<i>Courses</i>	<i>Semester Credit Hours</i>
EDE 500 Foundations of Education	3
EDE 502 Instructional Technology	2
EDE 510 Introduction to Human Development & Learning	3
EDE 511 Advanced Studies in Development & Learning	3
EDE 520 Appropriate Phonics	3
EDE 521 Reading and Assessment	3
EDE 523 Balanced Literacy	3
EDE 525 Reading & Literature in an Integrated Classroom	3

EDE 527 Addressing the Diverse Learner	3
EDE 530 Curriculum/Methods I	1
EDE 531 Curriculum/Methods II	3
EDE 533 Curriculum/Methods III	3
EDE 550 Professional Development Seminar I	3
EDE 551 Professional Development Seminar II	3
EDE 560 Teaching Internship High School	6
Total Hours:	45



Students enrolled in the Fellows Program must complete the following sequence of courses:

M.Ed. Fellows Program for Practicing Teachers

<i>Courses</i>	<i>Semester Credit Hours</i>
ED 500 Foundations of Education	3
ED 505 Educational Research	3
ED 510 Review of Human Development & Learning	2
ED 511 Advanced Studies in Development & Learning Early Childhood, or	3
ED 512 Advanced Studies in Development & Learning Middle Childhood, or	3
ED 513 Advanced Studies in Development & Learning High School	3
ED 527 Addressing the Diverse Learner	3
ED 550 Professional Development Seminar I	3
ED 551 Professional Development Seminar II	3
ED 630 Applied Principles of Curriculum & Assessment For Independent and Parochial School Teachers, or	3
ED 631 Applied Principles of Curriculum & Assessment For Public School Teachers	3
ED 640 Teachers as Leaders and Facilitators of Change	3
ED 645 Master's Capstone Project	3
ED 650 Master's Seminar	3
Total Hours:	32

COURSE DESCRIPTIONS FOR THE RESIDENT TEACHER APPRENTICE PROGRAM

EDE/EDA 500 Foundations of Education (3)

This course encompasses a critical, reflective inquiry into the philosophical underpinnings, historical ideologies, and sociological theories that affect educational practice within the socio-cultural milieu of educational institutions. With the success of every learner at the core of inquiry, students explore these foundational theories and paradigms as they begin the formulation of their own sense of what the purpose of schooling should be.

EDE/EDA 502 Instructional Technology (2)

This course is designed to address the basic technology skills which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will promote the use of existing information and help-resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student's ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching.

EDE/EDA 510 Introduction to Human Development and Learning (3)

Designed to introduce graduate students in all licensure areas to the theoretical frameworks of learning, this course provides a foundation of learning and developmental theory in the cognitive, social, emotional, moral and physical domains.

EDE/EDA 511/513 Advanced Studies in Development and Learning (3)

Designed for the Elementary or Adolescent to Young Adult licensure areas, this course builds on the theoretical studies of EDE/EDA 510. It provides continued theoretical background and substantive field experience. Students deepen their understanding of developmental theories, multiple intelligence theory, emotional intelligence, the research on the brain and learning, and gender-based research on learning. Students apply their knowledge of learning and development through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive case study of a student is the cornerstone of the course and becomes the vehicle through which theory and practice is explored.

EDE 520 Appropriate Phonics in Integrated Language Arts (3)

This course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and within meaning-centered reading and writing processes. Current research regarding phonics instruction will be extensively explored. Students will learn how to integrate a comprehensive phonics program into the language arts program. The use of strategies and materials for applying theoretical perspectives and instructional strategies in the teaching of reading will be included, as will effective verbal, nonverbal and media communications for fostering active inquiry, collaboration and supportive interaction in the classroom.

EDE 521 Reading and Assessment in Elementary Education (3)

EDE 521 involves the application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and his/her needs and on the integration of reading, writing, and the language arts. Attention to issues of cultural, linguistic, and ethnic diversity, emergent literacy, word attack skills, vocabulary development, levels of comprehension, critical and creative reading, and reading in content areas. Age appropriate instruction, strategies and study skills in content areas will be explored. Apprentices will be exposed to trade

books, literature-based basal series as well as developmentally appropriate expository materials.

EDE 523 Balanced Literacy (3)

In this course, Apprentices work to develop a comprehensive understanding of reading and literacy and how to develop a balanced literacy program that incorporates all of the language arts to meet the needs of diverse learners. Emphases include reading for meaning and comprehension, writing to learn and understand, content area reading, research strategies and study skills, establishing a balanced language arts program in the classroom, and an introduction to assessment.

EDE 525 Reading and Literature in an Integrated Classroom (3)

The study of literature and its use in an integrated, theme-based language arts program is the focus of this course. Apprentices learn to demonstrate their own understanding of the interrelationships among culture, language and thought and the function of the home language in the development of young children. They demonstrate their own affirmation and respect for culturally and linguistically diverse children, and for home language preservations. They then learn how to select and use literature that promotes these same qualities among their children. They learn to develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity while promoting anti-bias approaches through the learning environments and experiences they create.

EDA 524 Reading and Literacy in the Content Area (3)

Designed especially for those seeking the Adolescent to Young Adult license, this course introduces reading theory with specific emphasis on strategies to use with 7-12 students as they read in their areas of content.

EDE/EDA 527 Addressing the Diverse Learner (3)

This course orients apprentices to the range of diversity among learners. Diversities studied include cultural, linguistic, sexual orientation, learning disabilities, special education, and various exceptionalities. Apprentices learn to create and modify environments and experiences to meet the

individual needs of all students, including those with disabilities, developmental delays, and specific abilities.

EDE 530, 531, 533 Curriculum, Methods & Materials Block and Content Area Students for Grades PK-6 (7)

In keeping with the mission of the College and the Program, this sequence of courses emphasizes the teacher as scholar by threading theories of learning, best practice, child development, content and language acquisition and expression throughout daily practice in the classroom. A commitment to each learner's success is the core around which content, instruction, and assessment are developed. Each Apprentice's passion for teaching in all its dimensions is encouraged through the application of best practice principles and the integrated, concept-based curriculum designed by each apprentice. These courses, which span the school year, involve the apprentices in at least two elementary grade levels.

EDA 540 (A/B), 541, and 543 Curriculum, Methods & Materials Block and Content Area Studies for Grades 7-12 (9)

The methods-curriculum block begins in the summer with a one semester credit introduction to models of teaching followed with a clinical practicum.

The summer course is then extended in include a two credit independent study for each apprentice in the content area(s) he/she will be working with during the year.

As the graduate apprentices practice models of instruction during the fall semester in their classroom placements, a survey of curriculum theory and design guides beginning lesson and curriculum planning. Building 21st Century learning goals into the curriculum is a central focus. The courses progress with in-depth study of content areas with an interdisciplinary emphasis and culminate with the teaching of the interdisciplinary concept-based unit that apprentices have designed and written. Instructional strategies for developing critical thinking, problem solving, and performance skills are practiced.

Apprentices learn to differentiate curriculum and to design authentic, performance-based assessments. Special methods, peer observation, video-tape analysis, and individual conferences are features of this series.

EDE/EDA 550/551 Professional Development Seminar (6)

Three philosophical themes are woven through this year-long seminar: purpose of schooling, pedagogy, and success. Throughout the year, as these resident apprentices observe, practice, and reflect, they do so within the context of exploring the content and meaning of curriculum, of how learning goals are achieved, and with a commitment to the success of every learner. Individual advisement is a critical component of the seminar and serves as a vehicle for professional growth. Resume writing, job placement, urban and public school experience, the state mandated exams, and the comprehensive master's examination are included components.

EDE 560 / EDA 565 Teaching Internship (6)

The practicum represents a fifteen week intensive student teaching experience. Each resident apprentice plans and teaches a comprehensive unit and assumes full teaching responsibility for at least six weeks within the school culture. Advising and one-on-one conferences with the apprentice's mentor and the curriculum/methods instructional team are critical to the success of the internship. Teaching during the intensive builds from practice to cycles of full responsibility and team teaching throughout the semester.

COURSE DESCRIPTIONS FOR THE FELLOWS PROGRAM

ED 500 – Foundations of Education (3)

This course lays the philosophical and conceptual foundations of the program. It encompasses a critical inquiry in the philosophical, historical and sociological foundations of education. This includes achieving an

understanding of multiple historical, philosophical, and social foundations that apply to the education of all students, especially adolescents, with and without special needs, and how these foundations influence current thought and practice. Study of sociological theory and labeling theory emphasize the importance of cultural knowledge and participation in multilingual communities at home and around the world. It also lays the theoretical foundation for the Graduate Fellows Program.

ED 505 – Educational Research (3)

The goal of this course is for the practicing teacher to become not only an informed consumer of research, but to achieve the foundations of conducting research. The course focuses on two paradigms that currently dominate the research community. Therefore, the course is divided into two parts. The first part focuses on postpositivism, or what people refer to as “quantitative” research. The second half of the course focuses on interpretivism, one of the “qualitative” approaches to research.

ED 510 – Review of Human Development and Learning (2)

This course was designed to provide graduate students with a review of the knowledge base in human development and an introduction to some of the latest developments and research. Primary focus will be given to the years between birth and the end of adolescence, particularly the years of formal schooling (approximately ages 5 through 18). Children’s cognitive, social, emotional, moral, and biological development will be studied. Many theories of development will be discussed. In particular, the course will familiarize graduate students with the seminal work of Jean Piaget, widely regarded as the “father” of developmental research and theory; with the work of stage theorists such as Kohlberg and Erikson; and with gender-based development, epitomized by theorists such as Carol Gilligan. The course will emphasize ways to integrate developmental theory with pedagogy, in order to enhance the practicing teacher’s professional efficacy.

ED 511 – Advanced Studies in Development and Learning: Early Childhood (3)

Building upon the theories of human development and learning encompassed in ED 510, this course delves into deeper understanding of

those theories and how they are applied with students in PK-grade three classroom settings. More in-depth study of aspects affecting learning are studied, including learning styles, multiple intelligence theory, research on the brain and learning, emotional intelligence, gender-based learning, and differentiated instruction. Graduate students observe, record, and assess student's cognitive, social-emotional, communication, motor adaptive and aesthetic development and learning, and engage students in self-assessment for purposes of planning appropriate curriculum. Inquiry and research are emphasized, including a case study of a student, to utilize effective practice for encouraging the intellectual, social, moral, and personal development of students.

ED 512 – Advanced Studies in Development and Learning: The Middle Child (3)

Building upon the theories of human development and learning encompassed in ED 510, this course delves into deeper understanding of those theories and how they are applied with students in middle school, grades four through nine. More in-depth study of aspects affecting learning are studied, including learning styles, multiple intelligence theory, research on the brain and learning, emotional intelligence, gender-based learning, and differentiated instruction. Graduate students observe, record, and assess student's cognitive, social-emotional, communication, motor adaptive and aesthetic development and learning, and engage students in self-assessment for purposes of planning appropriate curriculum. Inquiry and research are emphasized, including a case study of a student, to utilize effective practice for encouraging the intellectual, social, moral, and personal development of students.

ED 513 - Advanced Studies in Development and Learning: Adolescent to Young Adult (3)

Building upon the theories of human development and learning encompassed in ED 510, this course delves into deeper understanding of those theories and how they are applied with students in the high school, grades seven through twelve. More in-depth study of aspects affecting learning are studied, including learning styles, multiple intelligence theory, research on the brain and learning, emotional intelligence, gender-based learning, and differentiated instruction. Graduate students observe,

record, and assess student's cognitive, social-emotional, communication, motor adaptive and aesthetic development and learning, and engage students in self-assessment for purposes of planning appropriate curriculum. Inquiry and research are emphasized, including a case study of a student, to utilize effective practice for encouraging the intellectual, social, moral, and personal development of students.

EDA 527 - Addressing the Diverse Learner (3)

This course orients apprentices to the range of diversity among learners. Diversities studied include cultural, linguistic, learning disabilities, special education, and various exceptionalities. During the year, candidates work with students representing a wide range of cultural, learning and developmental diversities to help develop and use different instructional opportunities adapted to learners from diverse cultural backgrounds and exceptionalities. Apprentices learn to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and specific abilities. They have opportunities to work over time with students of diverse ages, with students with diverse abilities, and with students reflecting culturally and linguistically diverse family systems.

ED 550/551 – Professional Development Seminar I & II (6)

Three philosophical themes are woven through this two course seminar: purpose, pedagogy, and success. Throughout the program, as graduate students observe, practice, analyze and reflect, they do so within the context of exploring the content and meaning of the curriculum, of how learning goals are achieved, and with a commitment to success for every student. The courses build on the background of ED 505 and begins with teaching skill in observation, analysis, interpretation, reflection, and dialogue. As student understanding of the complexity of the classroom increases, the seminar becomes a forum for problem-solving- involving analysis, synthesis, evaluation and reflection. Students engage in inquiry that links these endeavors with notions of purpose and education, where these practicing teachers are encouraged to find personal connections that become transformative.

The courses are designed as a seminar to allow for tailoring additional readings, assignments and discussion around issues that are germane to the cohort group of graduate students in the class. Further, this course is the forum for emphasizing the development of the teacher as scholar practitioner. The use of theory to inform practice is crucial and the program emphasizes the importance of viewing education from a constructivist approach where learning becomes most meaningful through pedagogy that is experiential, cooperative, and integrated.

Foundational work on the written responses to the National Board for Professional Teaching Standards (NBPTS) will be also be part of these seminars.

ED 630 – Applied Principles of Curriculum & Assessment for Independent & Parochial School Teachers (3)

This method /curriculum course emphasizes teaching and learning in independent or parochial school settings. The course aims to help each practicing teacher enhance the curriculum in his or her classroom in ways that are consistent with the school's mission and with each teacher's own goals. At the same time, the course will enhance the graduate student's understanding of the latest thinking in curriculum design and instructional choice. Demonstrated understanding of constructivist theory, the application of developmental learning theories, integration of 21st Century Learning Goals and integration of state and national standards in curriculum design, instruction and assessment are central to the course. Special methods in the content areas, peer observation, video-tape analyses, reflective essays, and conferencing are features of the course. Skill in self-analysis, problem-solving, reflection and dialogue are foci of assignments and class sessions.

ED 631 Applied Principles of Curriculum & Assessment for Public School Teachers (3)

This methods/curriculum block emphasizes teaching and learning in public school settings. The course aims to help each practicing teacher enhance the curriculum in his or her classroom in ways that are consistent with the school's mission and with each teacher's own goals. At the same time, the course will enhance the graduate student's understanding of the

latest thinking in curriculum design and instructional choice. Demonstrated understanding of constructivist theory, the application of developmental learning theories, integration of 21st Century Learning Goals and integration of state and national standards in curriculum design, instruction and assessment are central to the course. Special methods in the content areas, peer observation, video-tape analyses, reflective essays, and conferencing are features of the course. Skill in self-analysis, problem-solving, reflection and dialogue are foci of assignments and class sessions.

ED 640 Teachers as Leaders and Facilitators of Change (3)

Teachers are asked to lead in many ways. They serve on grade level teams, on multiple committees in the school, as deans and department chairs. In these capacities, teachers have the opportunity to influence their schools – from practice to policy. If we are to make meaningful and important changes in education, teachers must be part of the process. This course invites these practicing teacher o explore and develop a critical understanding of approaches, challenges and dimensions of leadership for teachers, illuminated through the professional literature and their own practice. This will include a critical examination of their school culture in relation to leadership. Through research, reading, field study, and direct interaction with many kinds of school leaders, graduate students begin to construct possibilities for change in their professional lives, in their students' lives and in their schools.

ED 645 Master's Capstone Project (3)

The master's capstone project represents one component of the master's examination for the proposed degree. The course has two goals: one is to give students the opportunity to engage in the processes of developing community among their peers and of developing leadership skills as explored in ED 640; the second goal is to engage students in scholarship. To achieve these goals, the practicing teachers will develop one of their areas of interest during the course. This could involve taking an idea from the Educational Research course and exploring it in an actual study with ones' students. It could involve designing a curriculum component that reflects the theme-based principles studied during the program, and then teaching it. It could involve preparing application materials for

National Board Certification or it could involve developing a piece for publication. The criteria are that the project further one's academic scholarship, study and exploration; that it involves application; and that its results have a direct impact upon the professional practice of the graduate student.

ED 650 Master's Seminar (3)

This seminar, taken in the last semester of the program, provides a forum for bringing together the studies and experiences of each graduate student. The conceptual core of the program revolves around the five core propositions of the National Board for Professional Teaching Standards (NBPTS) which include a constructivist approach to teaching and learning. During the seminar, each teacher works to complete the requirements for the master's degree which includes the capstone project, a written component that addresses the NBPTS Core Propositions, and an oral defense. Additionally, the seminar, which is the last course of the program, is also viewed as a springboard for each student's professional growth. That direction should be evident in the work for these culminating tasks.

PARTNER SCHOOLS FOR THE RESIDENT TEACHER APPRENTICE PROGRAM

The National Teachers College realizes that the success of its Resident Teacher Apprentice Program depends on establishing meaningful partnerships with schools that value the education of teachers and that endorse the philosophy and principles of best practice that are central to the College's master's programs.

This partnership is implemented as a Professional Development School model where school administration, school teachers and College faculty work together to create and implement this program. This model holds great promise – not only for the preparation of new teachers – but for the transformation of the school itself.

The College is very pleased to seek out and establish partnerships with area schools that will offer an exceptional experience of teacher training to the graduate students who apprentice there.

ADMINISTRATION

The National Teachers College is governed by a Board of Trustees.

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GRADUATE FACULTY

Commensurate with the College's commitment to providing an exceptional educational experience for its students, the College hires a team of faculty for each school site. Faculty are charged with bringing best practice theory to their courses, with exemplifying best practices in their teaching and with sustaining a high level of academic sophistication and rigor. Faculty adhere to the conceptual framework of the College by using

its master syllabi while customizing the curriculum to meet the needs of each site's student population. See the College website for most current information on faculty employed by the College.

CONTACT INFORMATION

Please contact the College at info@thenationalteacherscollege.org or 216-382-8343.

