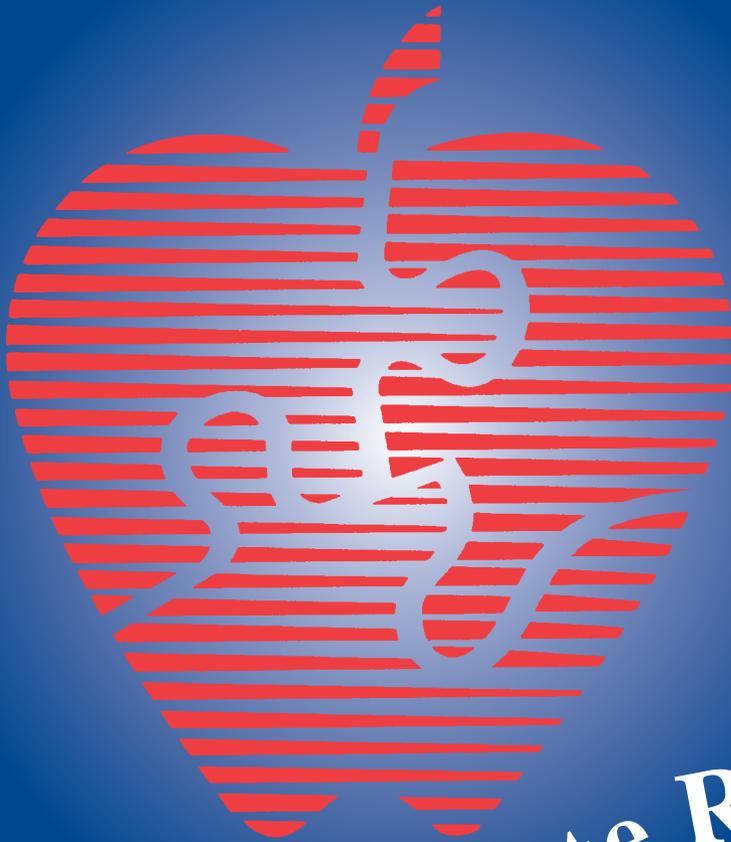




State of Connecticut
Department of Higher Education



The Alternate Route to

Certification

Program Information 2009

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I. Overview

Connecticut's Alternate Route to Certification Program – ARC, as it is commonly known – prepares talented, well-educated adults to become certified as teachers in Connecticut's public schools. ARC was created in 1986 by the Connecticut state legislature to encourage mid-career adults with strong subject area backgrounds to become teachers. Today ARC also focuses on helping Connecticut address teacher shortages in specific subject areas.

ARC is authorized by the Connecticut State Department of Education to prepare individuals to become certified as teachers in Connecticut. The program is not credit-bearing and is offered under the auspices of the Connecticut Department of Higher Education.

Over its 20-year history, ARC has prepared more than 3,800 teachers. The average ARC student is 38 years-old. Each applicant must already have earned a bachelor's degree; however, on average, more than 50 percent of ARC students have earned master's or doctoral degrees. ARC teachers bring a wide variety of work experience and life experience to classrooms across the state. Admission to the ARC Program is highly competitive. On average, the admission rate is 30-50 percent depending on the number of applicants in a subject area.

ARC graduates are teaching in schools across Connecticut, and many have been honored for their teaching. Connecticut's 2007 Teacher of the Year is an ARC graduate, class of 2001. Others have been named building and/or district teacher of the year and have been selected for the Milken Family Foundation Award, Presidential Award in Mathematics and Science, fellowships and other honors. Still others have become district and school administrators and consultants.

The ARC Program is very demanding because it is so time-condensed. ARC runs two different program cycles each year. ARC I is a nine-week summer program that is full-time, five days a week, eight hours a day from June 8 to August 7. ARC II is a weekend program that runs from October 23 through May 7. Weekend classes meet on average three out of every four weekends each month, with classes held on Friday night and all day Saturday. Faculty members are exemplary public school teachers and scholars from Connecticut public schools, colleges and universities.

The subjects and grade levels offered vary from ARC I to ARC II. Consult the table on page 3 for a list of areas offered in each program cycle. Also, note that ARC reserves the right not to offer preparation in a subject area if sufficient numbers of qualified applicants are not available. If a subject area cannot be offered, the application fees for those who applied for that subject will be refunded.

Mission Statement

The mission of Connecticut's Alternate Route to Certification Program is to provide a time-condensed pathway to teaching credentials for adults who have a strong desire to become teachers and who possess strong academic and content backgrounds as well as a wide array of life and professional experiences. ARC is designed to support adult learning styles.

Dispositions for Teaching

Teacher preparation programs are required to identify the “dispositions for teaching” that will be the foundation for all aspects of their programs. According to the National Council for Accreditation of Teacher Education, dispositions for teaching are “those values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth.” A teacher preparation program should reflect these dispositions. Thus, during the admission process, ARC looks for applicants who most strongly reflect its six dispositions for teaching, which are:

1. Effective teachers have a passion for teaching that makes them committed to being the best teachers possible.
2. Effective teachers believe that all children can learn and thus a quality education should be accessible to all children.

3. Effective teachers possess a positive, caring attitude towards all children and recognize that children learn in many different ways.
4. Effective teachers respect and appreciate diversity among their students, colleagues and the community at large.
5. Effective teachers are committed to their own continued learning so that they can become even more effective teachers.
6. Effective teachers believe that educators must be committed to and exhibit the highest levels of moral and ethical behavior.

Program Components – Once an applicant is accepted into ARC, he/she will be expected to complete the following four major components of the program:

Component 1 – Pre-Program Activities

1. Orientation – An orientation session is required of all students and is usually held one month prior to the start of the Program. At the orientation session, students are given assignments that must be completed prior to beginning the Program.
2. Pre-Program Observation – Each student must spend a day in a school observing teachers in the subject and at the grade level which the student is planning to teach. Each student must complete a reflective journal based on this observation.
3. Pre-Program Reading and Writing – Students are required to complete a series of readings that focus on the philosophy of education and a written assignment in response to the readings.

Component 2 – Program Activities

1. Core Sessions – Large-group workshops/presentations are used to provide the foundations of education and to cover topics that all teachers of all subjects must understand. These presentations focus on areas of teacher preparation that are mandated by state statute or the regulations of the State Department of Education. Educational experts present/facilitate these sessions.
2. Methods Classes – The methods classes are subject-specific and have a strong focus on planning instruction, instructional methodology, classroom management and assessing student learning.

Component 3 – Clinical Experiences

1. Pre-Program Observation – see “Pre-Program Activities” above.
2. Micro-Teaching – Each student must present mini-lessons in the methods class to practice skills and timing. Some of these exercises are videotaped. Peer and instructor feedback provide guidance for the presenting student. The indicators of the Connecticut Competency Instrument (CCI) are used to evaluate the lessons.
3. Student Teaching – Each student in the ARC Program must student teach for a minimum of four weeks, with a cooperating teacher. The student works with the cooperating teacher in a school district and is observed and evaluated by that teacher and a supervisor from the ARC Program. The time frame for student teaching can be found on pages 3 and 16. Please note that some school districts require student teachers be fingerprinted before student teaching can begin. If so, the ARC student will be responsible for paying for the fingerprinting. Also note that ARC cannot guarantee that a student teaching placement will be close to the ARC student’s town of residence.

Component 4 – Initial Teaching Position

Students who successfully complete the ARC Program are eligible to receive a “Temporary 90-Day Certificate” from the State Department of Education once they have secured a teaching position in a public school. The 90-day certificate provides the opportunity for ARC graduates to be employed in a district while receiving additional support to help them make the transition to teaching. The district is required by state regulations to provide “a special plan of supervision” for the ARC-prepared teacher. ARC also provides a coach to help the teacher make the transition and who plays no role in the evaluation of the teacher.

Program Schedule and Offerings

The table below provides information about when and where the ARC Program is offered and which subjects are taught in each session.

Applicants should note that attendance is carefully monitored during the ARC Program because ARC is so time-condensed. Students can be excused only due to extraordinary circumstances such as serious illness or family emergency. Applicants to the ARC I Summer Program also should note that the Program begins in early June, and students must be prepared to begin the Program on the first day. Applicants to the ARC II Weekend Program should note that four weeks of full-time student teaching (Monday through Friday) are required of each ARC student.

All applicants should carefully review the Program calendar in this catalog to assure their availability for the entire Program, including the required orientation program.

	ARC I	ARC II
Schedule	June 8 to August 7 Monday-Friday, 8:00 a.m. to 4:00 p.m.	October 23 to May 7 Three weekends each month Fridays 6:00 to 9:00 p.m. and Saturdays 8:00 a.m. to 4:00 p.m.
Program Location	61 Woodland Street Hartford	61 Woodland Street Hartford
Certification Fields (subject to change)	K-12 world languages (Chinese, French, Latin, Spanish) Middle Grades 4-8 English, general science, mathematics Secondary 7-12 English, history/social studies, mathematics, science (biology, chemistry, earth science, general science and physics)	Pre-K-12 art, family and consumer sciences, music, technology education K-12 world languages (Arabic, Chinese, French, German, Italian, Japanese, Latin, Spanish, and all other languages) Middle Grades 4-8 history/social studies Secondary 7-12 English, mathematics, science (biology, chemistry, earth science, general science and physics)
Student Teaching Dates	July 6 – July 31, 2009	March 29 – April 30, 2010*

*The ARC II student teaching requirement consists of four full-time weeks within this five-week period. The four-week schedule will be determined by the placement district's April vacation schedule.

It is strongly recommended that ARC I applicants *not* be employed during the duration of the summer Program due to the intensity of the requirements and student teaching. ARC reserves the right to not offer a subject area if there are not sufficient qualified candidates to fill a class.

Title II – Higher Education Act

Section 207 in Title II of the Higher Education Act, as amended, requires each state receiving funding under the Act to report annually on the quality of teacher preparation in the state. The ARC Program holds a high standard of expectation for all candidates regarding program performance, assessment, and completion in response to Title II requirements. For more information regarding the ARC Program's performance in alignment with Title II standards via reporting that is submitted and maintained by the Connecticut State Department of Education, please visit <https://title2.ed.gov/default.asp>.

II. Admission Process

Steps to Admission

- Step 1: Eligibility Review – Review of all applications by ARC central office staff to check for completeness and to assure eligibility both for Program admission and state certification requirements.
- Step 2: Evaluation of Application – Analysis and ranking of applications by two Program Specialists, based on ARC’s admission criteria to identify those applicants who will be interviewed.
- Step 3: Interview – If needed, interviews by Program Specialists to determine those who will be recommended for admission to the Program. Not all qualified applicants will be called for interviews.
- Step 4: Offer of Admission – Letter of admission will be sent by the ARC Program.

Criteria for Admission

1. **Eligibility Requirements** – To be eligible to apply, an applicant must have:
 - A minimum of a bachelor’s degree from an accredited institution with a major in, or closely related to, the intended teaching field. Applicants must also meet any specific course requirements for certification in their subject area as established by the State Department of Education (see pages 6-8).
 - A minimum grade point average of “B” (3.0 on a 4.0 scale) in their undergraduate program or the same minimum average in 24 semester hours of graduate study. Waivers may be granted in some extenuating circumstances (see pages 8-9).
 - Passing scores on all sections of the PRAXIS I examinations (reading, writing and math) or a waiver from the State Department of Education based on SAT or ACT or PAA or GRE scores (see page 9 for more information about the Praxis I waiver).
 - World Language applicants may also be required to take the Oral Proficiency Interview (OPI) from ACTFL as a requirement for eligibility (see page 7 under “World Language” for more details).
 - Access to email and the internet, as only online applications are considered. In addition, ARC communicates with its students on an ongoing basis chiefly via email, and posts messages for its students on the ARC portal.
2. **Application Requirements**
 - Completed “Application for Admission” – available at www.ctdhe.org/arc-online.
 - Current resume (sent along with the signature page and application fee via regular mail).
 - Three sealed letters of reference along with the reference forms which are part of the online application. Reference letters must be mailed to ARC in sealed envelopes.
 - Praxis I scores sent directly to ARC from the Educational Testing Service or a copy of the Praxis I waiver approved by the State Department of Education and then sent to ARC by the applicant (see pages 5-6 for more information).
 - OPI scores for world language applicants, if required (see page 14).
 - College transcripts for undergraduate and any graduate work, sent directly to ARC by the colleges in sealed envelopes. If you have transcripts sent to you and they are in sealed envelopes, you may submit the sealed envelopes to ARC.
 - If your bachelor’s degree was earned at a school outside of the United States, you will need to have a review of your transcript conducted by an approved agency (see page 9).
 - GPA waiver request, if required, submitted as part of the online application (see pages 8-9).
 - “Experience Working with Youth” waiver request, if required, submitted as part of the online application (see page 9).

3. **Review of Applications** – ARC Program Specialists review the applications of eligible applicants, based on the following admissions criteria:
 - *Academic Strength and Subject Knowledge* – The transcript is reviewed for evidence of the applicant’s academic strength and for breadth, depth and currency of content knowledge. Reference letters also are checked for information about the applicant’s academic strength.
 - *Work Experience* – The application and resume are reviewed for work experience and career development that indicate that the applicant possesses the maturity and drive necessary to succeed in the ARC Program.
 - *Experience Working with Youth* – The application is reviewed for the applicant’s experience working with youth in an ongoing, organized activity. This experience can take various forms, such as substitute teaching, coaching, religious education, etc. An applicant may request a waiver of this requirement (see page 9).
 - *Communication* – The application and the applicant’s personal essay are read closely for content and writing skills. The care shown in the completion of the application also is noted.
 - *Personal Attributes and Motivation* – The letters of reference and the personal statement are read with a focus on the potential for the applicant’s success in the Program as well as for success as a teacher.
4. **Interview** – In-person interviews of the highest-rated applicants may be conducted by Program Specialists if additional information is required to make a final decision. Interviews will take place as needed, and not all qualified applicants will be called for an interview.

Non-Discrimination Policy

The Alternate Route to Certification (ARC) Program recognizes and values the inherent worth and dignity of every person and strives to foster tolerance, sensitivity, understanding, and mutual respect among all students and staff. ARC believes that diversity among its students and staff is a critical component in preparing teachers for Connecticut’s schools. Thus, no student in ARC will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination on the basis of race, color, religious creed, age, gender, marital status, sexual orientation, national origin, ancestry, and/or physical disability.

III. Praxis I – Pre-Professional Skills Test

State law requires that all applicants to teacher preparation programs must pass a test of basic reading, writing and mathematical skills. The Praxis I Pre-Professional Skills Test (PPST) assesses these essential skills and must be passed before an application can be considered by ARC. However, applicants may qualify for a waiver of the PPST exam based on conditions outlined in the “Waivers” section of this catalog on pages 8-9. Note that the following also may be used to fulfill this requirement:

- A passing score on the CONNCEPT exam, or
- A CONNCEPT waiver granted before January 1, 1995, or
- A passing score on the Praxis I CBT exam taken before December 31, 2005.

The CONNCEPT and CBT exams taken after these dates cannot be used. CONNCEPT and Praxis I CBT results may be obtained by contacting the Connecticut Department of Education at teacher.cert@ct.gov.

The PPST exam can be taken in either a computer-based or traditional written format. Thompson ProMetric Learning Center (ProMetric.com) offers the computer-based test, and has locations in Glastonbury (860/633-7236), Hamden (203/287-9677), and Norwalk (203/847-0031). The PPST also is offered in a computer-based format in East Longmeadow, MA (413/525-4901); Warwick, RI (401/738-9172) and White Plains, NY (914/289-0437). Call 800/853-6773 to schedule an appointment at any of these locations. The computerized version of the PPST is available six days a week at these sites.

All three exams (reading, writing and mathematics) may be taken at the same time or scheduled separately. The computerized PPST may be taken up to six times in a 12-month period and no more than once per

calendar month. The written format of the PPST is available on six dates throughout the academic year. Registration for the written format may be done online at www.ets.org/praxis/index.html or by completing the registration application that accompanies the “Praxis Series Registration Bulletin.” Request the registration bulletin by contacting Educational Testing Service (ETS) at 800/772-9476 or email your request to praxis@ets.org.

An application to ARC cannot be considered unless the applicant has passed all sections of the Praxis I or has been granted a waiver by the Connecticut State Department of Education. Applicants must be certain to request on the test application form that the results be sent to both the ARC Program (code R3007) and the Connecticut State Department of Education (code R7050). Note that it takes on average 2-3 weeks to receive the results of the written portion of the Praxis I, so applicants are encouraged to take the exam well in advance of the ARC application deadline.

The score range for each Praxis I exam is 100-200 points. Passing scores are 171 for mathematics, 172 for reading and 171 for writing. Two helpful resources for preparing for the Praxis I are:

- A free “Test-at-a-Glance” booklet which can be downloaded from ETS at www.ets.org.
- Handbooks for the “Pre-Professional Skills Test – Reading, Writing, Mathematics” may be purchased from the ETS Online Store (www.ets.org).

IV. Subject-Specific Course Requirements for ARC Applicants

In addition to having at least a bachelor’s degree and passing all mandated testing requirements, ARC applicants must meet the following coursework requirements prior to being considered for admission. All courses must be from regionally accredited colleges or universities.

Secondary School Subjects, Grades 7-12

A subject area major in the appropriate area of study (mathematics, biology, earth science, physics, chemistry, English, history, political science, economics, geography, sociology or anthropology) OR 30 semester hours of credit in the subject or a closely related subject (except for general science which requires 39 semester hours).

The following areas have specific requirements:

English applicants must present courses in composition, American literature and British or world literature. No more than nine semester hours of credit in the related areas of drama/theatre, speech and/or mass communication may be applied toward the 30 credit hour requirement.

General Science applicants must present a total of 39 semester hours of science credit which includes at least one course in each of the following areas: biology, chemistry, physics and earth science. General science applicants must also have a minimum of 12 credits in at least one of the four science areas.

History/Social Studies applicants who have history majors must present a minimum of 18 semester hours of credit in history, including at least one course from each of the following areas: U.S. history, non-western history and western civilization or European history. In addition, applicants must have at least one course in each of three of the following social science areas: anthropology, economics, geography, political science and sociology.

Applicants with social science majors must present a minimum of 15 semester hours of credit in history, including at least one course from each of the following areas: U.S. history, non-western history, and western civilization or European history and two or more courses in a second area of a social science other than their major.

Applicants with psychology majors must present a total of 39 semester hours of credit in history, psychology and social sciences. This must include a minimum of at least 18 credits in history, including one course from each of the following areas: U.S. history, non-western history and western civilization or European history. In addition, applicants must have at least one course in each of four of the following social science areas: anthropology, economics, geography, political science and sociology.

Mathematics applicants must have earned a minimum of three semester hours of credit in calculus and three semester hours of statistics, or a related course of study.

NOTE: Engineering, accounting and finance majors must present a minimum of 21 semester hours of credit in mathematics courses along with a maximum of nine hours of related courses which can be applied toward the 30 credit requirement. ARC staff determines whether the related courses will be accepted toward the credit requirement.

Middle School Subjects, Grades 4-8

A subject area major in the appropriate area of study (mathematics, biology, earth science, physics, chemistry, English, history, political science, economics, geography, sociology or anthropology) OR an interdisciplinary major in integrated sciences, humanities and history/social studies/psychology OR 24 semester hours of credit in a subject area major and 15 semester hours of credit in a second subject, including a second academic area, special education or related subject.

The following areas have specific requirements:

English applicants must present courses in composition, American literature, and British or world literature. No more than nine semester hours of credit in the related areas of drama/theatre, speech and/or mass communication may be applied toward the 24 credit hour requirement.

General Science applicants must present courses in three of the four sciences: biology, chemistry, earth science and physics.

History/Social Studies applicants must present a minimum of 12 semester hours of credit in history, including courses in U.S. history, western civilization or European history, and non-western history (or a related area of study) in addition to courses in two additional social science subject areas (i.e., anthropology, economics, geography, political science, or sociology).

Mathematics applicants must have earned a minimum of three semester hours of credit in calculus and three semester hours of statistics, or a related course of study.

NOTE: Engineering, accounting and finance majors must present a minimum of 15 semester hours of credit in mathematics courses along with a maximum of nine hours of related courses which can be applied toward the 24 credit requirement. ARC staff determines whether the related courses will be accepted toward the credit requirement.

Pre-K-12 Art, Family and Consumer Science, Music, Technology Education and K-12 World Languages

Applicants for these specialized areas of study must present a related major in the subject area or a minimum of 30 semester hours of related credit in the subject area.

The following are guidelines to help meet requirements in certain areas:

Art applicants may present a maximum of 12 semester hours of credit in related art mediums such as photography and/or graphic design.

Music applicants must present a minimum of 30 semester hours of credit in music studies.

World Language applicants who do not have a degree in the language to be taught must have 24 semester hours of college credit in the language(s) if the course of language study began with a course at the intermediate level. If the course of study began with a course at a level higher than intermediate, only 18 semester hours of college credit in the language are required. If the first courses of language study were at the introductory or elementary level, a total of 30 credits are required.

Applicants who do not have the required credits may be eligible for consideration for admission if they have taken the Oral Proficiency Interview (OPI), an examination administered by the American Council on the Teaching of Foreign Languages (ACTFL) and have achieved a score of “advanced-mid” or better. Native speakers of languages other than English often use the OPI exam result to establish their eligibility for the Program. For more information on the OPI, see page 14.

The following are specific course requirements for these subjects, and these courses will count toward the 30 semester hour requirement:

Family and Consumer Science (FCS) prepares middle and high school students to be healthy members of the family, community, workforce, and global society. Integral components of FCS instruction include child growth and development, consumer behavior, nutrition and wellness, and personal as well as home enhancement. At the high school level, FCS programs equip students with skills for leading productive lives and for pursuing careers in teaching, culinary arts and hospitality, human services, and early childhood education.

As part of the required 30 content credits, ARC applicants need an accredited college or university course in each of the following content areas: 1) nutrition, 2) food preparation, 3) child or human development, 4) personal finance or financial planning, and 5) textile design or interior design or clothing construction. These courses will count toward the 30 credit requirement for admission. An applicant may be admitted to ARC missing courses in up to four of the content areas, but the courses must be passed before the student can complete the ARC Program.

However, a course from a college or occupational school that is not accredited, or life/work experiences might be accepted in lieu of a course requirement for the following areas: 1) food preparation, 2) personal finance or financial planning, and 3) textile design or interior design or clothing construction. Individuals wishing to request a waiver of a content-specific requirement must do so as part of the online application, and the decision on a waiver request rests with the Program Specialists. Note that a course waiver or a life/work experience waiver will not count toward the 30 content credit requirement for ARC admission in this subject.

Technology Education prepares students for advanced study in fields of technology. Middle school and high school programs engage students in a variety of technical experiences that foster skills in creative problem-solving, innovation, analysis and teamwork. Instructional topics are typically drawn from the content areas of agricultural and related biotechnologies, construction technologies, engineering and design, energy and power technologies, information and communications technologies, and manufacturing technologies.

ARC applicants for this subject must have passed a college or university course in each of the following strands: 1) communication technologies, 2) engineering or design, and 3) construction or manufacturing technologies. An applicant may be admitted to ARC missing a course in one or two of the strands, but the course(s) must be passed before the student can complete the ARC Program.

V. Waivers

ARC applicants may petition for waivers of the following three requirements:

- GPA Requirement
- Experience Working with Youth
- Praxis I Pre-Professional Skills Test (PPST)

All information regarding waivers must be on file with the ARC Office by the application deadline.

GPA Waiver

The minimum Grade Point Average (GPA) requirement for ARC at the undergraduate level is a 3.00. If you have successfully completed 24 semester hours or more of graduate study with a cumulative GPA of 3.00 or better, a waiver for the undergraduate GPA requirement is granted automatically. Applicants with GPAs of *less than* 3.00 must submit a request for a waiver of the GPA requirement as part of their online application.

The waiver request must include a brief but detailed account of any limitations or extenuating circumstances which may have hindered academic performance at the undergraduate level and why, at this stage, you feel you are qualified to teach your intended subject matter. It also must describe any experience since obtaining a bachelor's degree that demonstrates your academic ability, content knowledge, and/or your ability to handle a demanding and challenging teacher preparation program.

Applicants with an undergraduate GPA of less than 2.67 must have compelling reasons for a waiver to be granted. If you have less than a 2.67 GPA, you are encouraged to take the PRAXIS II examination in your subject area before applying to the ARC Program to demonstrate that you have the content knowledge and academic ability to handle the program. A passing score on PRAXIS II will strengthen your application.

Experience Working with Youth Waiver

If you do not have relevant experience working with youth in an on-going, organized activity (e.g., substitute teaching, tutoring, coaching, leadership of a youth activity such as scouts, etc.), you must submit a request for a waiver of this requirement in which you describe your commitment to teaching and why you believe that you would be a good role model for youth. The waiver request is part of the online application form.

Praxis I Pre-Professional Skills Test (PPST) Waiver

A waiver is an alternative to taking and passing the essential skills test. The waiver application (ED 192) may be accessed at: www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf.

Be certain to include the State Department of Education's score report code number on the form. You will find the number in the directions at the State Department of Education's website. Also, be certain to send the waiver application to the State Department of Education and not to ARC.

SAT Waiver: A total score of 1,100 or more on the SAT from any test administration on or after April 1, 1995. A total score of 1,000 or more on the SAT, with no less than a score of 400 on either the verbal or the mathematics subtests, from any test administration prior to April 1, 1995, or

ACT Waiver: No less than 22 on the English subtest and no less than 19 on the mathematics subtest on the American College Testing (ACT) program assessment from test administrations on or after October 1989, or the equivalent ACT scores of no less than 20 on the English and 17 on the mathematics, from test administrations prior to October 1989, or

PAA Waiver: A total score on the Prueba de Aptitud Academica (PAA) equivalent to a combined score of 1,000 on the SAT with neither the mathematics nor the verbal subtest score below the equivalent of 400 points. In addition, a minimum score of 510 on the English as a Second Language Achievement Test (ESLAT) or the Test of English as a Foreign Language (TOEFL). A table to provide the SAT equivalency scores for PAA results is included with the waiver form on the Connecticut State Department of Education website.

GRE Waiver: A combined score of 1,000 or more on the Graduate Record Examination (GRE) quantitative and verbal reasoning tests, with no less than a score of 500 in quantitative reasoning and 450 in verbal reasoning, if the GRE was taken prior to October 1, 2002. If the GRE was taken after October 1, 2002, a combined score of 1,000 or more on the GRE quantitative and verbal reasoning tests, with no less than a score of 500 in quantitative reasoning and 450 in verbal reasoning, plus a minimum analytical writing score of 4.5.

Note that ETS only retains GRE test records for a period of five years. If you took the GRE more than five years preceding your application for the waiver, you must submit an official college transcript that shows the GRE scores or a copy of the GRE report you have in your possession.

VI. Foreign Credential Review

If you have completed any collegiate education outside of the United States, your credentials must be evaluated on a course-by-course basis by an agency approved by the Connecticut State Department of Education. We recommend using one of the following agencies:

Educational Credential Evaluators (ECE): 414/289-3400; www.ece.org

The Center for Educational Documentation: 617/338-7171; www.cedevaluations.com

World Education Services: 212/966-6311; www.wes.org

Request an application for a transcript evaluation. When completing the application, request the “Course-by-Course Evaluation Report.” On the application form, direct that one copy of your evaluation be mailed directly to the ARC Program. ARC must receive an official copy directly from the agency.

Note that the Connecticut State Department of Education accepts credential evaluations from other agencies if they are on its approved list. A complete list of the State Education Department’s approved foreign credential evaluators can be found at: www.state.ct.us/sde in the Certification section.

VII. Program Costs & Financial Assistance

Program Costs

The ARC Program is supported mostly by student tuition. Tuition for the 2009-10 ARC Program is \$3,750. Textbooks and other supplies average \$500. A non-refundable application fee of \$50 must accompany the completed application (or a \$30 fee to reactivate an existing file). If an applicant is admitted, a non-refundable deposit of \$500 is required to guarantee a spot in the Program, and this \$500 is deducted from the cost of tuition. The remaining tuition must be paid prior to the start of the Program.

Veterans Benefits

Connecticut tuition waivers for veterans may not be used to cover the costs of the ARC Program. However, applicants who are eligible for VA education benefits should contact ARC immediately after admission to certify their enrollment with the VA (www.gibill.va.gov).

Active Duty and Retired Military – TROOPS TO TEACHERS

Troops To Teachers is a federal program that helps eligible military personnel begin new careers as teachers in public schools where their skills, knowledge and experience are most needed. The program provides eligible participants with financial assistance up to \$5,000 to reimburse the costs associated with becoming certified to teach if the participants agree to teach for three years in a school located in a “high-need” district. An additional bonus is available to those who agree to teach for three years in a school that serves a high percentage of students from low-income families. The program also offers job referral and placement assistance.

To learn more about the program, contact Ken McCann at the New England Troops To Teachers office at 888/463-6488 or 866/888-0201, or at Kenneth.mccann@maine.edu. You also may consult the national Troops To Teachers website at www.ProudToServeAgain.com.

Financial Aid

A limited amount of financial aid is available for a small number of students, with a maximum award of \$1,000. Requests for financial aid must be submitted with the application. Admission and financial aid decisions are made independently of each other; a request for financial assistance has no bearing on admission decisions. To apply for financial aid, mail the following to ARC by the application deadline:

1. A letter requesting financial assistance in which you explain why you are making the request.
2. A statement of your household income for 2008 (anticipated or actual depending on when you submit this information) and your anticipated household income for 2009. List the amount of the income and the source. If you receive alimony or child support, include that information as well.
3. A list of current assets and estimated value (e.g., bank accounts, stocks/annuities, real estate, automobiles, other property, etc.).
4. A list of current debts with the amount of each debt (e.g., mortgage, college loans, other loans, credit card balances, etc.).
5. An overview of your monthly expenses (e.g., rent/mortgage, car payments, utilities, loan payments, child care costs, etc.).

6. A copy of your 2008 income tax return (including all pages and schedules). Note that ARC I – 2009 applicants have until March 31, 2009 to send postmarked copies of the tax returns to the ARC Office. ARC II – 2009 applicants should submit a complete packet of material for financial consideration by the May 15, 2009 application deadline.

Note that financial aid decisions will not be completed by the deadline for the payment of the deposit. All students offered admission to the Program will need to pay the \$500 deposit to guarantee their spot in the Program, and you should not apply to the Program assuming you will receive financial assistance.

CHESLA Loans

Loans provided by the Connecticut Higher Education Supplemental Loan Authority are available for accepted ARC candidates to assist with the cost of tuition. Complete information about the CHESLA Loan is available at www.chesla.org. Here are some features about this loan:

- Fixed interest rate loan disbursed directly to the ARC Program.
- Interest only payable while student is in the ARC Program and for a six-month grace period after the completion of the ARC Program.
- Fee is limited to a three percent reserve fee, paid from proceeds of the loan.
- A student and co-applicant(s) (if any) must be credit worthy, as determined by a commercial credit report.
- A student and co-applicant(s) (if any) must have monthly installment payments amounting to 40 percent or less of monthly gross income.
- A student and co-applicant(s) (if any) must have a minimum of \$20,000 gross annual income. There is no maximum income requirement.
- Applicants interested in the 2009 ARC I session should apply for the CHESLA loan by March 1, 2009. Applicants for the 2009-10 ARC II session should apply by April 1, 2009.
- The ARC Program must certify the student's enrollment and cost of tuition. (After an application is approved for credit worthiness, the loan servicer will send the ARC Program a certification form.)

ARC applicants are not eligible for Stafford loans from the U.S. Department of Education.

Anyone re-applying to ARC who wishes to be considered for financial aid must submit a new request, including new documentation.

VIII. Testing Requirements for Connecticut Certification

Praxis II Subject Matter Examinations

Praxis II is one of Connecticut's subject matter tests and is designed to ensure that prospective teachers are knowledgeable in their fields. Connecticut uses the Educational Testing Services (ETS) Praxis II test as its content exam for certification applicants in art, biology, chemistry, earth science, English, general science, history/social studies, family and consumer sciences, mathematics, middle school academic subjects, music, physics and technology education. There are no waivers or substitute exams for Praxis II.

Some areas of certification require more than one exam. Please see the chart on page 13 to confirm what testing requirements exist for your area/areas of certification. (Applicants seeking certification in any world language are required to take the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) described on page 14.)

Praxis II is administered seven times during the academic year. ARC applicants are not recommended for certification until all Praxis II exams are passed. Although Praxis II results are not required as part of the admission process, it is strongly recommended that all required exams are taken and passed in a timely manner to assist with securing employment upon completion of the ARC Program.

To register online for the Praxis II exam(s), please visit www.ets.org/praxis/index.html. You also may call 609/771-7395 to request a registration bulletin and a Praxis II registration form.

IMPORTANT: You must have your Praxis II scores sent by ETS to *both* ARC *and* the Connecticut State Department of Education. Use the following codes:

ARC – R3007

CT State Department of Education – R7050

2008-09 Praxis II Test Dates and Registration Deadlines

Test Date	Registration Deadlines
November 15, 2008	October 16, 2008
January 10, 2009	December 11, 2008
March 14, 2009	February 12, 2009
April 25, 2009	March 26, 2009
June 13, 2009	May 14, 2009
July 25, 2009	June 25, 2009

Preparation for the Praxis II Examinations

You may prepare for the Praxis II exam in various ways. Some helpful resources are:

- “Test-At-A-Glance” reviews are available at the ETS website, www.ets.org. These samples are free and provide test questions and test-taking strategies.
- Individual study guides and kits are available through ETS. These guides and kits include full-length sample tests, test-taking strategies, explanations of correct answers to each question and scoring keys and instructions. You can practice taking a real test. Kits also include a free copy of *General Information and Study Tips*. To order, call 609/771-7243 or order online at www.ets.org.

Other nationally-distributed study guides may be purchased at larger bookstores which carry preparation guides for standardized tests, including Amazon. Remember to focus on your subject matter. Review college textbooks and other materials related to your field of study.

Praxis II Exams Required for ARC Certification Offerings

Subject Area/ Test Code	Test Name	Required Passing Score
Art Education 20131	Art Making (Test takers are required to bring four photographs of their original artwork in two different media which cannot be returned.)	148
20132	Art Content, Traditions, Criticism & Aesthetics	130
10133	Art: Content Knowledge	157
Biology, 7-12 20235	Biology: Content Knowledge	152
Chemistry, 7-12 20245	Chemistry: Content Knowledge	151
30242	Chemistry: Content Essays	140
Earth Science, 7-12 20571	Earth Science: Content Knowledge	157
English, 7-12 10041	English Language, Literature & Composition: Content Knowledge	172
20042	English Language, Literature & Composition: Essays	160
General Science, 7-12 10435	General Science: Content Knowledge	157
30433	General Science: Content Essays	145
Family/Consumer Science 10121	Home Economics Education	168
Mathematics, 7-12 10061	Mathematics: Content Knowledge (graphing calculator required)	137
Middle Grades 4-8 10049	Middle School English/Language Arts	164
20069	Middle School Mathematics	158
10439	Middle School Science	162
20089	Middle School Social Studies	160
Music, Pre-K-12 10113	Music: Content Knowledge (contains listening section)	153
30111	Music: Concepts & Processes	150
Physics, 7-12 10265	Physics: Content Knowledge	141
30262	Physics: Content Essays	135
Social Studies, 7-12 10081	Social Studies: Content Knowledge	162
Technology Education, Pre-K-12 10050	Technology Education	640
World Languages	There are no Praxis II examinations in world languages. See the section below for testing requirements for languages. There are no testing requirements for Latin.	Not Applicable

ACTFL Language Testing

The Connecticut State Department of Education uses exams administered by the American Council on the Teaching of Foreign Languages (ACTFL) to evaluate the proficiencies of world language applicants (Oral Proficiency Interview or OPI and the Writing Proficiency Test or WPT). The OPI is offered in 59 languages while the WPT is offered in 12 languages. A list of available exams may be accessed at www.languagetesting.com. There are no examinations required for Latin.

OPI assesses an applicant's functional *speaking* ability. It takes the form of a carefully structured conversation between a trained and certified interviewer and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking ability of the person being tested. It is a face-to-face or telephone interview which lasts 10 to 30 minutes.

If the OPI is taken to meet ARC's entrance requirements for a world language, a minimum score of "advanced-mid" is required. This score will provide world language applicants who are native speakers or fluent in a second language the equivalent of 24 semester hours of academic credit, in cases of credit deficiencies. If the OPI is taken to satisfy the certification requirements for a world language, a minimum score of "intermediate high" is required.

WPT assesses an applicant's functional *writing* ability. It requires the examinee to read prompts in English and compose written responses in the target language without the aid of dictionaries or grammar references. The WPT takes the form of a carefully constructed assessment with four requests for written responses dealing with practical, social and professional topics that are encountered in informal and formal contexts. The examinee is given 90 minutes to read the directions and complete the test. A minimum score of "intermediate high" is required to meet Connecticut certification requirements.

Applicants pursuing certification in any world language must take and pass both the OPI and the WPT.

If the OPI is needed to meet ARC's entrance requirements, it must be taken and passed by the application deadline. Registration for the ACTFL exams is done through Language Testing International by phone (914/963-7110, extension 10) or online at www.languagetesting.com/acad_ct1.cfm.

IX. Employment upon Completion of ARC

Temporary 90-Day Certificate

Upon successful completion of the ARC Program, the graduate will receive a "Record of Completion" from ARC. This credential qualifies the ARC graduate for certification in any Connecticut public school pending the passing of the PRAXIS II subject exam(s) or the ACTFL world language exam(s) and the recommendation from the superintendent of the district that will employ the graduate. Once the graduate has the promise of a position, he/she must apply for the "Temporary 90-Day Certificate" from the Connecticut State Department of Education. This certificate will be granted only in the ARC area of study and only if all certification requirements have been met. At the end of the 90-day period, the graduate will be eligible for the Initial Educator Certificate if the district superintendent so recommends.

Finding a Teaching Position

ARC does not find or guarantee teaching positions for its graduates. However, on average, 85-90 percent of ARC graduates obtain teaching positions within six months of program completion. In most shortage areas, the hiring rate has been 95-100 percent.

Most subjects that ARC offers are considered shortage areas by the Connecticut State Department of Education or have been shortage areas in recent years. Finding a job may be more challenging and could take longer in a non-shortage area. During the past five years, the following subjects have been on the shortage list: English, family and consumer sciences, mathematics, music, science (biology, chemistry, earth science, general science, and physics), technology education, and world languages. Art and social studies are not shortage areas.

ARC does share via email and web portal postings information about job openings and annually runs a job fair for ARC candidates and graduates.

Information about Connecticut teaching vacancies:

- Connecticut Education Association (CEA) – www.cea.org
- Connecticut Regional Education Alliance Program (CTREAP) – www.ctreap.net

Support for Beginning ARC-Prepared Teachers

Each district employing an ARC-prepared teacher is required by state regulations to provide a special program of supervision to support the transition into teaching, and most beginning teachers are assigned a mentor by the district as part of the Beginning Educator Support and Training (BEST) program. In addition, ARC provides each of its graduates who so desire with a coach to assist in this transition. The coach is employed by ARC and does not report to the school in any evaluative manner. ARC also offers a series of support seminars for its beginning teachers, and these seminars are focused on issues unique to beginning teachers.

Social Security and Teaching in Connecticut

Connecticut teachers are part of the Connecticut Teacher Retirement System and are not allowed to contribute to Social Security. Connecticut teachers who also are eligible for Social Security benefits may have benefits reduced if they retire under the Connecticut Teacher Retirement System. Consult the Connecticut Teacher Retirement Board website (www.ct.gov/trb/lib/trb/formsandpubs/ss32001.pdf) for further information. These could be important considerations for individuals leaving job positions covered by Social Security.

X. The Application

You may access the application for ARC admission at: www.ctdhe.org/arc-online.

Applications can only be submitted electronically. You will be given a login code and password that will allow you to access and/or change your application anytime until you complete and submit it. This site will allow you to monitor ARC's receipt of the required supporting documents (i.e., transcripts, test scores, waivers, resume, and letters of reference).

Application Deadlines

- ARC I – 2009 (summer program) – January 16, 2009
- ARC II – 2009-2010 (weekend program) – May 15, 2009

Completed Applications

An application will not be considered eligible for consideration unless it is fully completed and all required documents have been received by ARC. Using their login codes and passwords, applicants should monitor their applications online to be certain that ARC receives all required documents by the application deadline.

XI. Helpful Resources & Contact Information

Information about the ARC Program

Alternate Route to Certification, Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326, 860/947-1300, www.ctdhe.org; arc@ctdhe.org

Education & Employment Information Center, Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326, 800/842-0229, www.ctdhe.org; eeic@ctdhe.org.

Information about teacher certification and other teacher preparation programs

Bureau of Certification and Professional Development, Connecticut State Department of Education, P. O. Box 150471 – Room 243, Hartford, CT 06115-0471, 860/713-6969, teacher.cert@ct.gov. (Responses to emails may take two weeks due to the volume of email the Bureau receives.)

XII. Key Dates

ARC I – 2009

See Praxis II administration dates on page 12.

- January 16, 2009** Application Deadline for the ARC I – 2009 Summer Program
(All Praxis I PPST and ACTFL OPI examinations, if applicable, must be passed by this date to be considered for the summer session.)
- April 14 - 17, 2009** ARC I Admission Notices mailed
- April 23, 2009** Required ARC I Student Orientation, 6:00 to 9:00 p.m.
- May 14, 2009** Job Fair for ARC Students, 5:30 to 8:30 p.m.
- June 8 - August 7, 2009** ARC I Summer Session, daily from 8:00 a.m. to 4:00 p.m.
- July 6 - July 31, 2009** Student Teaching Period, required of all students

ARC II – 2009-10

See Praxis II administration dates on page 12.

- May 15, 2009** Application Deadline for the ARC II – 2009-10 Weekend Program
(All Praxis I PPST and ACTFL OPI examinations, if applicable, must be passed by this date to be considered for the weekend session.)
- August 19 - 21, 2009** ARC II Admission Notices mailed
- September 24, 2009** Required ARC II Student Orientation, 6:00 to 9:00 p.m.
- October 23, 2009 -
May 7, 2010** ARC II – 2009-10 Weekend Program, Fridays 6:00 to 9:00 p.m.
and Saturdays from 8:00 a.m. to 4:00 p.m.)
- March 29 - April 30, 2010** Student Teaching Period
(20 full-time student teaching days are required of all ARC students during this period. The exact days of student teaching are dependent on school vacations and religious holidays.)

Notes

Alternate Route to Certification

Maria Davoodi, Interim Director
Teri Nixon, Consultant
Jan Skelton, Professional Assistant

Board of Governors for Higher Education

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Michael P. Meotti
Commissioner of Higher Education

The Alternate Route to

Certification

