

University of Mobile
School of Education
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Graduate

Teacher Education Handbook

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Graduate Teacher Education Handbook

The policies, procedures, guidelines, suggestions, and recommendations included in this handbook are tentative and designed to serve only as guidelines. It is the responsibility of each student, with the assistance of the adviser, to design individual needs, interests and special capabilities. All programs are under constant study and revision in an effort to provide programs of the highest quality while retaining the flexibility needed for meeting a wide range of interests and needs. All requirements included in this manual are subject to change. Students and faculty will be notified immediately of any changes.

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INTRODUCTION AND OVERVIEW

The University of Mobile is a Christian institution of liberal arts and a science affiliated with the Alabama Baptist State Convention and is committed to providing educational programs of the highest quality to its students. Its primary emphasis is establishing and maintaining a tradition of excellence in undergraduate studies as well as in professional, graduate, continuing education, and specialized degree-granting programs. Whereas research is encouraged, all educational programs are student-oriented, designed for the intellectual, spiritual, cultural, and personal growth of students in their search for meaningful careers and in their future lives as responsible, informed members of a global society. As a Christian institution, the University of Mobile explicitly seeks to combine critical pursuit of knowledge with the cultivation of religious awareness and to unite academic excellence with dedication to service at the local, state, national, and international levels.

In response to the University's commitment to Christian higher education through programs in the liberal arts and sciences, it has adopted the following goals, which serve as the standards for all University activities and programs.

1. To establish and maintain a tradition of excellence in all academic programs and administrative operations.
2. To reflect in all academic programs and administrative operations those ideals and standards consistent with the Christian faith.
3. To provide exceptional undergraduate and graduate academic programs to maintain a balanced emphasis on both education for career benefits and the breadth and depth of knowledge consistent with a liberal arts and science experience.
4. To graduate students who are able to think critically and to express themselves clearly, correctly, and succinctly, both orally and in writing.
5. To provide the qualified faculty and administrative services necessary to allow for the efficient and effective operation of the University and the fulfillment of its goals.
6. To provide curricular and extra-curricular activities that encourage each student to fully develop his or her physical, intellectual, cultural, social, spiritual, and leadership capacities.
7. To provide opportunities for students to interact with the economic, cultural, political and human services sectors of the local and/or international community and to

- encourage each student to develop a personal commitment to community service in the appropriate region.
8. To develop and maintain mutually beneficial relationships with business, civic, and political leaders of the region.
 9. To develop continuing education and special degree-granting programs which are deemed appropriate, timely, and useful.
 10. To secure the external resources needed to implement fully the academic programs and to provide the facilities necessary for the orderly growth and development of the University.

The School of Education at the University of Mobile has been preparing teachers since 1965.

The School of Education, in collaboration with the arts and sciences faculty, offers a variety of programs for undergraduate and graduate teacher candidates.

Educator Certification Programs Offered at the Class A (Graduate) Level:

- Early Childhood Education (P-3)
- Elementary Education (K-6)

The University of Mobile is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501), to award Associate's, Bachelor's and Master's Degrees. The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools. Post-bachelor's degree coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' *Principles of Accreditation*, section on Educational Programs. **290-3-3-.42(2)(a); 290-3-3-.44(2)(c)2.(ii)** If an institution loses regional accreditation at one or more levels, the unit must notify candidates individually and in writing. **290-3-3-.02**

All graduates of a teacher education program are eligible to apply for state certification in their respective fields.

The Educator Preparation Program (EPP) at the University of Mobile consists of the traditional program components. The early childhood and/or elementary education major has four components to complete: (1) general education (2) professional education (3) teaching field and (4) internship. The emphasis in teacher education at the University of Mobile is on quality. The University has designed a unique EPP to meet the needs of individuals and

society by preparing highly qualified competent, caring, committed and capable teachers who will make a contribution to the field of education.

Purposes of Alternative Class A Programs

The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program, including content knowledge, teaching and learning, literacy, diversity, and professionalism. **290-3-3-.44 (1)**

Purposes of Traditional Class A Programs for Teaching Fields

Class A educator preparation programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program. **290-3-3-.42(1)**

EARLY CHILDHOOD/ELEMENTARY

CONCEPTUAL FRAMEWORK

The Conceptual Framework developed and adopted by the School of Education at the University of Mobile is based on the University's philosophy, mission, goals as well as essential knowledge, national professional standards, research, and sound teaching principles.

The Conceptual Framework includes the theme, purpose, mission, vision, philosophy, and goals for the School of Education. The theme, purpose, mission, vision, philosophy and goals are shared, articulated, and supported throughout the curriculum, in field experiences, and during student teaching/internships. The Conceptual Framework also includes the knowledge, skills, and dispositions that teacher candidates should acquire in order to become effective teachers. The components of the Conceptual Framework were developed after examining the following sources:

- Educational/Professional literature
- Professional State and National Standards
- The University mission, philosophy, and goals
- The School of Education philosophy, purpose, goals, and mission
- The 2013 Specialized Professional Organization (SPA) approved State programs for the School of Education
- National Board for Professional Teaching Standards (NBPTS)
- Interstate New Teacher Assessment and Support Consortium (INTASC)

Faculty attended weekly meetings to write, reflect, compile and revise the Conceptual Framework. Copies of the Conceptual Framework Draft were shared with adjunct faculty, arts and sciences faculty, the Teacher Education Council, and students in selected classes so that all stakeholders could be involved in its development.

THEME

Preparing competent, committed, and caring teachers to change the world one student at a time.

PURPOSE

The purpose of the School of Education is to offer programs leading to class B certification in the areas of early childhood education (P-3), elementary education (K-6), music education (P-12), physical education (P-12), and Health (6-12) and Physical Education (P-12). Approved secondary class B certification areas (6-12) are biology, English language arts, history, mathematics, and social science. Class A and Alternative Class A certification is offered in early childhood education (P-3) and elementary education (K-6).

MISSION

The mission of the School of Education is to prepare competent, committed, and caring professionals who foster academic, physical, social, and spiritual development in every student.

VISION

The School of Education at the University of Mobile promotes a vision for all teacher education candidates to become competent, committed, caring, lifelong learners who:

- understand and use a variety of instructional strategies
- practice critical thinking and reflective thinking
- communicate effectively
- use and integrate technology to enhance student learning
- understand and respect the diversity of students and all persons within the learning community
- use formal and informal assessment strategies
- know subject matter

PHILOSOPHY

The School of Education, in keeping with the general philosophy of the University of Mobile, seeks to equip students for their future profession through rigorous academic preparation and spiritual transformation.

The primary concern of this school is to provide quality academic programs that encourage **self-development** and enable our graduates to develop **professionally** in an environment that emphasizes Christian ethical values.

Self-development encourages and guides the student in 1) developing a positive self-concept; 2) understanding and accepting others; 3) improving communication skills; and 4) developing and refining those attributes that enhance one's effectiveness in a caring approach to teaching and/or working with others.

Professional development guides the student in 1) developing a philosophy of education; 2) acquiring knowledge of the principles of human growth and development; 3) acquiring knowledge of the principles of learning and teaching; 4) acquiring skill in design and use of varied evaluation techniques; 5) developing competence in content and content strategies; 6) recognizing and providing for individual needs; and 7) developing professional attitudes.

Teachers must recognize and support the role of parents as children's first teachers. They must foster the development of empathy, social skills, and conflict resolution strategies that will enable students to work and live harmoniously with other people. Further, teachers need to nurture the development of a full range of emotions and their appropriate expression.

Teachers must provide music, drama, play, block building, and unstructured art activities through which muscle development and creativity evolve. In a similar manner, they must recognize individual differences in children and provide materials and activities that are developmentally appropriate for each of the children in their classrooms. Teachers need to skillfully use questioning techniques and firsthand experiences that enable children to construct their own knowledge as well as develop reasoning ability and divergent thinking.

SCHOOL OF EDUCATION GOALS

Goals are long-lasting guides that provide direction and denote desired and valued competencies (Ornstein & Levin, 2006).

The faculty in the School of Education at the University of Mobile are competent, caring, committed, lifelong learners who:

1. Demonstrate content knowledge for effective teaching and learning
2. Demonstrate commitment to students and their learning
3. Implement a variety of research-based teaching strategies
4. Integrate technology in classroom instruction
5. Think reflectively and critically to improve teaching
6. Communicate effectively which includes verbal, nonverbal and written techniques
7. Utilize appropriate assessment and evaluation strategies that result in more effective instructional decisions
8. Value and participate in activities that promote personal and professional growth and lifelong learning
9. Understand and accommodate diverse learners
10. Conduct research to advance knowledge
11. Provide professional services to the community
12. Promote a mutually beneficial relationship with the community
13. Demonstrate a Christian worldview

TEACHER CANDIDATE GOALS

To ensure that undergraduate and graduate teacher candidates in the School of Education at the University of Mobile are competent, caring, committed, lifelong learners, the teacher candidates shall be able to:

1. Demonstrate content knowledge for effective teaching and learning
2. Develop teaching skills that foster an environment conducive to learning for all students
3. Implement a variety of teaching strategies
4. Use and integrate technology across the curriculum
5. Think reflectively and critically to improve teaching and learning
6. Communicate effectively, which includes verbal, nonverbal and written techniques
7. Utilize appropriate assessment and evaluation strategies that result in more effective instructional decisions
8. Value and participate in activities that promote professional growth, lifelong learning, and community service
9. Demonstrate and promote respect for diverse learners
10. Model caring, cooperative, democratic procedures
11. Make connections between subject matter and a Christian worldview

KNOWLEDGE AND SKILLS

Competent and qualified teachers are essential to student learning. They must know the subjects they teach, know about teaching and learning and the development of skills and dispositions to help students learn. Teacher candidates must understand how to motivate students, manage classrooms, work and communicate with parents and colleagues, assess learning, and use a variety of teaching strategies (Johnson, Musial, Hall, Gollnick, & Dupuis, 2005).

To ensure that undergraduate and graduate teacher candidates in the School of Education at the University of Mobile are competent, committed, caring, lifelong learners each is required to demonstrate knowledge, skills, and competence as follows:

1. Know the subjects they teach
2. Know how to teach their subjects
3. Understand and use a variety of developmentally appropriate, research-based instructional strategies
4. Use and integrate technology to enhance student learning
5. Practice critical thinking and reflective thinking
6. Communicate effectively by using appropriate nonverbal, verbal, and written skills with parents, students, teachers, and others
7. Use formal and informal assessment strategies to improve learning
8. Demonstrate professional and ethical responsibility
9. Understand and respect the diversity of students and all persons
10. Understand growth and development for children and adolescents
11. Demonstrate commitment to the profession and to their students
12. Manage and organize groups of students in a classroom setting
13. Become instructional leaders who demonstrate a variety of skills
14. Make connections between the school, home, family and community

DISPOSITIONS

Competent teachers care about their students. Competent, caring teachers understand, and respect students. Competent, caring teachers create productive learning environments that include safety, effective instruction, classroom order, and motivation. Competent, caring teachers are reflective practitioners who are thoughtful and analytical. Competent, caring teachers communicate effectively with parents, colleagues, and others (Kauchak & Eggen, 2005).

Dispositions are the distinguishing qualities, values, belief, behaviors and professional ethics that define the personality of the School of Education, the faculty, and the undergraduate and graduate teacher candidates at the University of Mobile.

The following are the dispositions that the faculty at the University of Mobile considers necessary for faculty and teacher candidates:

1. Be committed to quality teaching which includes good planning, good assessment strategies, and knowledge of content area
2. Be enthusiastic about teaching and learning which includes creative expression, and critical and reflective thinking
3. Be committed to knowing and practicing professional ethics and standards
4. Be lifelong learners which includes research and reflection
5. Value and respect individual differences and personal needs of all students
6. Communicate and encourage high expectations in a democratic school environment
7. Apply faith to the profession

(4) Standards Applicable to Traditional Class A Educator Preparation Programs for Onsite Reviews Conducted Fall Semester 2017 and Thereafter. The following standards are based on the Council for Accreditation of Educator Preparation's Standards for Advanced Programs and are applicable to all teaching fields.

(a) Content and Pedagogical Knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-ready standards.

1. Candidate knowledge, skills, and professional dispositions. Candidates demonstrate an understanding of the Alabama Core Teaching Standards at the appropriate progression level(s). (See Rule 290-3-3-.03.)

2. Provider responsibilities.

(i) Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 students' progress and their own professional practice.

(ii) Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Alabama, and, if they choose to do so, Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), or other discipline-specific, national accrediting bodies.

(iii) Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

(iv) Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

(b) Clinical Partnerships and Practice. The provider ensures that effective partnerships and high-quality clinical practices are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

1. Partnerships for clinical preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

2. Clinical educators. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance-evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

3. Clinical experiences. The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Rule 290-3-3-.42(4)(a)1., that are associated with a positive impact on the learning and development of all P-12 students.

(c) Candidate Quality, Recruitment, and Selectivity. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting Rule 290-3-3-.42(4)(a).

1. Plan for recruitment of diverse candidates who meet employment needs. The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of Alabama's P-12 students. The provider demonstrates efforts to know and address Alabama needs for hard-to-staff schools and shortage fields.

2. Admission standards indicate that candidates have high academic achievement and ability. The provider sets admission requirements, including CAEP minimum criteria or Alabama's minimum

criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates.

3. Additional selectivity factors. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

4. Selection at completion.

(i) Before the provider recommends any completing candidate for certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

(ii) Before the provider recommends any completing candidate for certification, it documents that the candidate understands the expectations of the profession, including the Alabama Educator Code of Ethics, professional standards of practice, and relevant laws and policies.

(d) Program Impact. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

1. Impact on P-12 student learning and development. The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures required by Alabama for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

2. Indicators of teaching effectiveness. The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

3. Satisfaction of employers. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

4. Satisfaction of completers. The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

(e) Provider Quality Assurance and Continuous Development. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

1. Quality and strategic evaluation.

- (i) The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all Alabama standards and CAEP standards, if the latter are applicable.
- (ii) The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

2. Continuous improvement.

- (i) The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
- (ii) Measures of complete impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
- (iii) The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

(5) Requirements for Class A Certification for Teachers. Readiness to serve on the Class A level as a teacher shall include:

- (a) At least a valid Class B Professional Educator Certificate. Additional information is provided in Rule 290-3-3-.42(3)(b).
- (b) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (c) A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

FIELD EXPERIENCES

Pre-service field experiences are an essential component in the preparation and development of competent teachers in today's society. Achieving professional competency as a teacher requires the assistance and teamwork of the School of Education at the University of Mobile; the cooperating school system administrators, supervisors, and teachers; and the students in the Educator Preparation Programs. Field experiences provide the prospective teacher the opportunity to translate the student's educational background and theoretical knowledge into actual classroom experiences under the direction of an experienced teacher. Students are also given opportunities to attend State Board meetings and participate in other education related events.

It is the responsibility of students to conduct themselves as guests of the local school during all field experiences. The following procedures should be observed for initiating field experiences:

- 1) The Director of Field Experiences places the student in a school assignment.
- 2) The student reports to the principal for teacher assignment.
- 3) The student signs in/out at the local school each visit (if required by school).
- 4) The student will wear a name tag.
- 5) The student records each experience in a log.
- 6) The student provides an evaluation form for the cooperating teacher.

Field experiences are scheduled to assist the student in: (1) identifying and understanding the behavior of children of various situations; and (2) using these understandings in planning learning experiences for children. Requirements and activities for field experiences vary among classes.

1. Field experiences.

(i) All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.

(ii) The majority of field experiences must occur in P-12 schools.

(iii) At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.

(iv) For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start programs.] **290-3-3-.02(e)1.(i – iv).**

The University of Mobile has endeavored to create an image of professional as well as academic and pedagogic preparation for future teachers, superior to other institutions of higher education. Because of these high standards, the School of Education requires a strict code of conduct and dress for preservice teacher education students. Students are required to adhere to a dress policy that reflects a professional demeanor. This requires male students to be attired in dress slacks, shirts, ties, and appropriate matching shoes. Hair length and facial hair must be conservative and neat. Cologne or after shave lotion should be used conservatively.

Female students will wear dresses, skirts, or dress slacks with blouses, sweaters or jackets (no denim). **NO** jeans of any kind, **NO** tight pants, **NO** capri pants or leggings will be allowed at any time. Skirt length, hair, make-up, and jewelry will be conservative. Perfume should be used sparingly due to allergies. Shoes should be appropriate and **FLIP FLOPS are not** appropriate. Special situations should be discussed with the university supervisor (such as wearing jeans to a petting zoo or working in the classroom for workdays).

Any questions concerning dress will be addressed to the Dean of the School of Education.

Keep up with your field observations hours each semester – this information will be required with your Student Teaching Application.

Descriptions of Courses with Field Experiences

MUST have Fingerprint Clearance BEFORE going to any P-12 School

- CE 501 Effective Practices in Early Childhood Education
Provides a comprehensive view of research, principles, programs, theories, strategies, curricula, and organization in early childhood education. Explores historical, philosophical, psychological, and sociological foundations of early childhood pedagogy. Directed experiences **required (14+ hours of professional field experiences in school setting)**. *Credit, three hours.*
- CE 503 Issues in Early Childhood Education
Analyzes issues facing early childhood educators. Research, writing, and discussion are based on current professional literature. Directed experiences **required (14+ hours of professional field experiences in school setting)**. *Credit, three hours.*
- CE 599 Practicum in Early Childhood Education
Provides an interdisciplinary study focused on early childhood practices, theories, history and philosophy, and research in the field of early childhood education. Directed experiences **required (50+ hours of professional field experiences in school setting)**. *Credit, three hours.*
- TE 504 Introduction to Exceptional Children and Youth
Introduces and surveys areas of exceptionality. Emphasizes cause-and-effect relationships relating to exceptional children and youth in the classroom. An elective will be required if this course was taken for undergraduate credit. Directed experiences required. Directed experiences **required (7+ hours of professional field experiences in school setting)**. *Credit, three hours.*
- TE 505 Computer-Based Instructional Technologies
OR
TE 508 Computer-Based Instructional Technologies
Emphasizes the interdependency of technology with the educational system in a historical and social contexts. Provides opportunities for the acquisition of knowledge of computer and telecommunication software systems in educational settings. Facilitates skill development using word processing, spreadsheet, and database programs. Requires a minimum of **10+ hours of professional field experiences** in school settings. Pre-requisite TE 525 *Credit, three hours.*

- EE 512 Teaching Mathematics in the Elementary School
Emphasizes methods of presenting mathematical concepts and skills to element school children. Emphasis is placed on thinking about and discovering mathematical concepts. Opportunities are provided for developing multi-level materials appropriate for elementary children. Directed experiences **required (14+ hours of professional field experiences in school setting)**.
Pre-requisite TE 525 *Credit, three hours.*
- EE 514 Applied Science for Early Childhood and Elementary
Designed to equip students with skills necessary to review and use current literature in the science field to identify effective teaching techniques to develop, teach, and evaluate a variety of hands-on learning activities related to early childhood and elementary science concepts. Emphasis will be placed on the role of developmental learning theory along with integrating reading and language arts into the content area of science. Directed experiences **required (14+ hours of professional field experiences in school setting)**. Pre-requisite TE 525 *Credit, three hours.*
- EE 516 Diagnostic and Prescriptive Teaching
Provides an advanced course in designing individual remedial procedures. Emphasis is placed on individual and group techniques to correct reading deficiencies and to evaluate requirements for continuing reading assistance. Directed experiences **required (14+ hours of professional field experiences in school setting)**. Pre-requisite TE 525 *Credit, three hours.*
- EE 522 Developmental Reading
Analyzes basic skills in readiness, word recognition, comprehension, and study skills. Examines different approaches to the teaching of reading. Prerequisite: TE 411 or equivalent course. Directed experiences required **(10+ hours of professional field experiences in school setting)**. Pre-requisite TE 525 *Credit, three hours.* **COURSE FEE included in billing for this class.**
- EE 599 Practicum in Elementary Education
Provides an in-depth study of various curriculum areas through research reports, problem analysis, and individual evaluations of promising practices. Each practicum participant will concentrate on one curricular area. Directed experiences **required (50+ hours of professional field experiences in school setting)**. *Credit, three hours.*
- TE 523 Student Teaching and Seminar
Teaching experiences are provided with children and youth through assignment to selected schools. The seminar provides opportunity for discussion, evaluation, and planning for improved teaching effectiveness. Teaching experiences are directed and supervised by an assigned cooperating teacher and a university supervisor. Approval by Teacher Education Council. Requires a semester of full time student teaching. *Credit, three hours.*

TE 533 edTPA Professional Development Seminar
edTPA is a performance assessment of readiness to teach. This portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning. Candidates complete tasks and commentaries within a portfolio relevant to their program. *Co-requisite: TE 523 Credit, three hours Satisfactory/Unsatisfactory grade will be assigned.*
COURSE FEE included in billing for this class.

NOTE: MUST provide Fingerprint Clearance BEFORE going to any P-12 School or observing children

Beginning Fall 2017 and thereafter, the following classes will have course fees included in billing: This Course fee will only be good for ONE attempt at the Praxis exam required during these courses. If you are unsuccessful on the first Praxis Exam attempt, you will be required to register and pay for any additional attempts on the exam(s) you failed. Please contact your School of Education advisor if you are unclear on this new policy.

- **TE 525** – Curriculum and Teaching (Praxis CORE and other course fees) **NOTE:** this course is required during first semester of graduate coursework.
- **TE 520** – Research in Education (Content Praxis and other course fees) **NOTE:** this course is required within the first 12 hours of graduate coursework.
- **EE 522** – Development Reading (Teaching Reading Praxis and other course fees)
- **TE 533** – edTPA Professional Development Seminar (edTPA and other course fees)

NOTE: Course Fees are Subject to Change

OBJECTIVES OF TEACHER EDUCATION

Students who wish to enter teacher education are carefully selected, according to the criteria listed below. The objectives are:

1. to select students who have academic and personal qualifications that will enable them to become competent, committed, caring teachers.
2. to provide the student with a program of appropriate teaching principles, theory, and practice calculated to develop a competent professional. The student's personal commitment to teaching is the crucial factor in the outcome of the teacher education program for each individual.
3. Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.
ALSDE Code 290-3-3-.42(2)(b); 290-3-3-.44(2)(c)1.
4. Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support. *ALSDE Code 290-3-3-.42(2)(c)*

TEACHER EDUCATION COUNCIL

The Teacher Education Council serves as an advisory body for the School of Education. It is composed of representatives from the School of Education, College of Arts and Sciences, University of Mobile colleges/schools, partner superintendents, P-12 principals and teachers, the administrative staff of the University of Mobile, local LEAs, and the Alabama State Department of Education. *ALSDE Code 290-3-3-.02(2)(a-c)*

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings. *ALSDE Code 290-3-3-.02(2)(b)*

ADMISSION TO MASTER'S TEACHER EDUCATION PROGRAM

A student applying for admission to the Teacher Education Program must be approved by the Teacher Education Council. The criteria for field experiences and internships designed by the unit and its school partners shall be approved by local superintendents and the State Superintendent of Education. In a school system that provides field experiences and/or internship sites for more than one educator preparation institution, a combined meeting of the EPP representatives and the superintendent is recommended.

Eligibility:

The student planning to complete a teacher education program should be aware of state laws and regulations governing teacher certification. **Although the administration of the University of Mobile attempts to incorporate all such laws and regulations within the programs described in the university catalog, there always exists the likelihood that the Alabama State Board of Education will take action on teacher certification matters after the catalog has been published. Students are encouraged to discuss teacher certification with their advisers on a regular basis.**

1. Unconditional Admission to an Alternative Class A (Master's) program is required and must be approved by the Teacher Education Council. Requirements for admission are: **ALSDE Code 290-3-3-.44(2)(a) & (b)**
2. A passing score in all areas (Math, Reading, and Writing) on the appropriate Praxis CORE Academic Skills Test as approved by the state of Alabama. **(REQUIRED first 12 hours of coursework)** You may register for this test at <https://www.ets.org/portal/site/iserpraxis/menuitem.1b7fdbe6788d618e6c41265a7beb1509> **ALSDE Code 290-3-3-.04(3)(a)2.(ii);** and
3. Individuals in Class B programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies. **ALSDE Code 290-3-3-.02(6)(b)1.; 290-3-3-.44(2)(a);** and
4. Official suitability letter from the State Department of Education documenting fingerprint clearance **(REQUIRED first semester of coursework)** from the ABI and FBI through an

- approved Alabama State Department of Education provider *ALSDE Code 290-3-3-.44(2)(a)* **See Fingerprint Clearance Information (in this handbook)**; and
5. Passing score (**REQUIRED first 12 hours of coursework**) on the appropriate Praxis II Content Knowledge Test; *ALSDE Code 290-3-3-.44(2)(c)2.(ii)*.
 6. Candidates may complete **no more than four** (12 hours) approved program courses prior to Unconditional Admission to the Alternative Class A (Master's) Program.

Students who are Unconditionally Admitted to the Alternative Class A (Master's) Program will be subject to ongoing evaluation. Find additional State Department of Education documentation in Addendum.

Unconditional Admission to Traditional Class A Programs for Teaching Fields.

1. Requirements for unconditional admission shall include a valid Alabama bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs. **290-3-3-.42(3)(b)1.**
2. It shall be the responsibility of the educator preparation institution to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the student does not hold a valid Class B Professional Educator Certificate; **290-3-3-.42(3)(b)3.**
3. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's-level professional educator certification from another state, completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold a valid Alabama Class B certification before applying for Class A certification; **290-3-3-.42(3)(b)4.**
4. Admission to the graduate school is not equivalent to unconditional admission to an approved program. **290-3-3-.42(3).** Candidates admitted to the institution or graduate school in a Class A teaching field program may complete **no more than four** approved program courses (12 hours) prior to unconditional admission to the program;
5. Student must perform satisfactorily on the Graduate Essay (writing sample)

TRANSFER OF COURSES

The University of Mobile's Educator Preparation Program does not allow transfer of graduate coursework unless under very unusual circumstances. For a transfer course to be considered, it is subject to the approval of the advisor, academic dean; University Graduate Office, and the State Department of Education.

(2) Courses, Credits, and/or Programs Acceptable to Meet State Approved Program Requirements. 290-3-3-.02(6)(a) 1-8

1. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.
2. Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.
4. Remedial courses may not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(41).
5. Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.
6. A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.
7. Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program.
8. Individuals in a master's program may enroll in courses in an approved Class A program in accordance with written institutional policies and State Standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program.

COMPLETION OF FINGERPRINTS/BACKGROUND CHECK

The fingerprinting process information is made available as part of initial Teacher Education classes each semester and is **required to successfully complete TE 201, Foundations of Education.**

The Alabama State Department of Education (ALSDE) requires all students observing children be fingerprinted and cleared by the FBI & ABI BEFORE observing in a school system.

Criminal History Background Check

ALSDE Code 290-3-3-.02(6)(d) & 290-3-3-.04(3)(a)2.(i)

- (1) Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.*
- (2) The candidate shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Teacher Education and Certification Office.*
- (3) The candidate is responsible for the nonrefundable, nontransferable fee.*
- (4) The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the EPP documentation of having cleared the criminal history background check prior to admission to a State-approved teacher education program.*
- (5) A candidate whose suitability determination precludes admission to a State-approved teacher education has the right to due process procedures in accordance with the current Educator Certification Chapter of the Alabama Administrative Code.*

For fingerprinting services, please contact:

www.cogentid.com/AL

Once you receive the suitability letter from the ALSDE, give a copy to your TE 201 Instructor AND bring a copy of the letter to the School of Education for your file. If you do NOT receive your suitability letter before your first scheduled observation, you may verify your status at:

<https://tcert.alsde.edu/Portal/Pages/SearchCerts.aspx>

PRAXIS CORE Academic Skills

Passing score in all areas (Math, Reading, and Writing) on the appropriate Praxis CORE Academic Skills Test (**required within first 12 hours of coursework**) as approved by the state of Alabama. You will be required to sign up for the Praxis CORE Academic Skills Test during TE 525.

You may register for this test at

<https://www.ets.org/portal/site/iserpraxis/menuitem.1b7fdbe6788d618e6c41265a7beb1509> *ALSDE Code 290-3-3-*

.04(3)(a)2.(ii); and

PRINT a copy of your results for your School of Education certification file (room #110 Oakdale) and print a copy for **YOUR** records

NOTE: Must pass first 12 hours of graduate coursework

Praxis – Core Academic Skills Assessment effective September 1, 2017. This assessment replaces the AECAP Test provided by ACT

Test Code	Test Title	Passing	Duration	
5712	Core Academic Skills for Educators: Reading	156	1 hr. 25 mins.	
5722	Core Academic Skills for Educators: Writing	162	1 hr. 40 mins.	
5732	Core Academic Skills for Educators: Mathematics	150	1 hr. 25 mins.	
5751	**Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics) **THIS ONE		5 hrs.	

The *Praxis*® Core Academic Skills for Educators Tests consist of three separate tests:

- **Reading Test:** The Core Reading test includes sets of questions that require the integration and analysis of multiple documents, as well as some alternate response types, e.g., select-in-passage. [See Reading Test Preparation.](#) (Test Code: 5712) – **PASSING SCORE = 156**
- **Writing Test:** The Core Writing test assesses both argumentative writing and informative/explanatory writing, and will contain one writing task for each writing type. In addition, multiple-choice questions will be added to address the importance of research strategies and assess strategies for revising and improving text. [See Writing Test Preparation.](#) (Test Code: 5722) – **PASSING SCORE = 162**
- **Mathematics Test:** The Core Mathematics test includes numeric entry and multiple choice questions, and will also offer an on-screen calculator to help ensure that questions are testing mathematical reasoning by reducing the chance that a candidate’s wrong response comes from a simple arithmetic error. [See Mathematics Test Preparation.](#) (Test Code: 5732) – **passing score**

Test Retake Policy If you feel you did not perform to your potential, you may retake a *Praxis* test once every 21 days, not including your initial test date. (**Note:** If you take a combined test, such as the Core Academic Skills for Educator Assessment, you cannot retake a subtest until after the 21-day period.) This applies even if you canceled your scores on a test taken previously. **If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.**

To register for this assessment: <https://www.ets.org/praxis/register/>

NOTE: Test Fees are subject to change

Tests Required for Specific Licensure Areas

Early Childhood Education

Early Childhood P–3 license must pass the required content tests and any additional state required test for certification :

NOTE: ALL Praxis Exams must be Passed BEFORE Student Teaching.

To Be Certified in	You Need to Take	CDT Code		Qualifying Score
Early Childhood Education (P–3)	Praxis CORE Academic Skills Test			
	5751 If you are unsuccessful on a section sign up for that section ONLY	5751	Register during TE 525 with course fee voucher	
	5712 – Reading	5712		156
	5722 – Writing	5722		162
	5732 – Mathematics	5732		150
	AND			
	Early Childhood: Content Knowledge	5025	Register during TE 525 with course fee voucher	156
	AND			
	Teaching Reading			
	During EE 516 or EE 522 (with course fee voucher) and ARI Training	5204	Register during EE 516 or EE 522 and ARI Training with course fee voucher	159
	AND			
	<u>edTPA Register during TE 533 (with course fee voucher)</u>	edTPA	Register during TE 533 with course fee voucher	37

TO REGISTER FOR THE EXAM(S): www.ets.org/praxis/al

ALL Praxis exams must be passed BEFORE Student Teaching.
Deadlines: Fall Student Teachers: July 15th or BEFORE
Spring Student Teachers: DECEMBER 1st or BEFORE

Elementary Education

To Be Certified in	You Need to Take	CDT Code		Qualifying Score
Elementary Education (K–6)	Praxis CORE 5751 Academic Skills Test 5712 – Reading 5722 – Writing 5732 - Mathematics	5751 5712 5722 5732	Register during TE 525 for Test Code: 5751 with course fee voucher	Sign up for individual test if unsuccessful on 5751 156 162 150
	Elementary Education: Content Knowledge(Calculator allowed.)	*5001	Register during TE 305 with course fee voucher	*Pass
NOTE: If you are unsuccessful on one or more sections of 5001 you may retake the section you did not pass. See Codes Below:				
	Reading Language Arts Subtest	5002		157
	Mathematics Subtest (Calculator allowed.)	5003		157
	Social Studies Subtest	5004		154
	Science Subtest (Calculator allowed.)	5005		158
	AND Teaching Reading	5204	Register during EE 522 or 516 (with course fee voucher) and ARI Training	159
	AND edTPA	edTPA	Register during TE 533 (with course fee voucher)	44
*To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If after your first attempt you did not pass one of the individual subtests, you may take that subtest again for a reduced fee.				
TO REGISTER FOR THE EXAM(S): www.ets.org/praxis/al				

STUDENT TEACHING/INTERNSHIP

Student teaching, which occurs in the final year of the teacher education program, is an essential step in the development of good teachers. Achieving professional competence as a teacher requires a cooperative effort among the School of Education at the University of Mobile, the cooperating public school personnel, and the student teachers. Student teaching provides the prospective teacher the opportunity to translate the educational background and theoretical knowledge into actual classroom practice under the supervision of an experienced teacher. Opportunities are also provided for the participating educators to have profitable professional experiences and for the learning activities of the students to be enhanced.

Through intensive study and continuous evaluation, participants in the University of Mobile Teacher Education Program have made an effort to develop a program which provides experiences for the maximum professional growth of the student teachers. This section of the handbook presents the basic policies concerning the student teaching program at the University of Mobile.

ADMISSION TO STUDENT TEACHING/INTERNSHIP

ALSDE Code 290-3-3-.02(3)2.(i – vii)

1. The internship in Alternative Class A programs shall equal a full semester, in the schools, full time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for a minimum of 20 full days including at least 10 consecutive days.
2. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship shall be required (e.g., mathematics and biology).
3. For candidates who are seeking certification in two or more related teaching fields (e.g., early childhood and elementary or health education and physical education), the internship may be divided between the two teaching fields.
4. For early childhood and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, or age 5-8.
5. For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experience were completed at both levels.
6. A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's class if both of the following requirements are met: 1. The candidate hold a valid Special Alternative Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, AND 2. On-the job internship placements are permitted by EPP written policy.
7. An intern who is absent from her/his 10 consecutive day assignment for one day, for a reason **deemed acceptable** by both the university and the partner school, may exercise full responsibilities on the eleventh consecutive day.
8. Each candidate will attend an orientation (entry) and a final (exit) student teaching seminar

Below are the deadlines to make application each year:

Fall Deadline to Apply for Student Teaching Each Year: FEBRUARY 1ST OR Before

Spring Deadline to Apply for Student Teaching Each Year: SEPTEMBER 1ST OR Before

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING/INTERNSHIP

To apply for student teaching, the applicant will complete all of the following requirements:

ALSDE Codes 290-3-3-.02(3)2.(i – vii); 290-3-3-.02(3)2.(2); 290-3-3-.42(6)(d)

1. unconditionally admitted into a teacher education program;
2. a minimum grade point average (GPA) of at least **3.25** in all graduate coursework;
3. a completed application by the published deadlines; (Application enclosed in this handbook)
4. approval by the Teacher Education Council and Certification Officer;
5. satisfactory completion of all course work (may request approval for no more than 6 hours of coursework after student teacher semester);
6. satisfactory completion of approved field experiences;
7. passing scores on ALL required PRAXIS Exams for the major(s);
8. submit field experience information form for the major(s);
9. submit a student copy (from MyUM) of your unofficial transcript with application and;
10. **Official Transcript(s)** from EACH regionally accredited college/university attended for your bachelor's degree (**have all official transcripts sent to Dr. Corliss, University of Mobile, 5735 College Parkway, Mobile, AL 36613**) See **Notice to Class A (Alternative Master's) Students in the Addendum**
11. submit an Intent to Graduate Form in the Registrar's Office

Special Note: If a student fails to complete Student Teaching in the semester in which application is made, he/she must complete a new application the following semester.

**edTPA Requirements for the Alabama State Department of
Education and UM's School of Education for Teacher Certification**
Beginning FALL 2018 and thereafter.....

**SUBMIT THIS FORM WITH YOUR STUDENT TEACHING
APPLICATION**

If during student teaching, I earn a failing score on edTPA, I understand I will be unable to GRADUATE, in a major leading to a teaching certificate, until a **PASSING** score for edTPA has been earned. I also understand, I will have two (2) additional opportunities to submit any failed tasks. If the submission or attempt to pass edTPA goes into another semester, I understand I will be required to sign up for a three (3) hour edTPA Practicum Class in order to receive a P-12 placement to complete the entire edTPA portfolio again. There will be a course fee associated with this additional class. In addition, if I fail one or more tasks after the third attempt I will need to contact my academic advisor for options to graduate in a non-certification major.

For example:

- I complete all edTPA tasks and submit for the 1st time and FAIL one or more tasks >
- I resubmit all tasks failed for a second time and fail one or more tasks >
- At this point, I will only have ONE additional opportunity (3rd attempt) to submit and pass all edTPA tasks >
- If I have not passed all edTPA tasks after the THIRD submission/attempt, I must contact my academic advisor to explore other options for graduation.

Student Signature _____

Date: _____

Advisor or Professor: _____

Date: _____

CERTIFICATION

Successful completion of an approved teacher education program and passing score on the appropriate PRAXIS II exams qualifies the student for an initial Class A Teaching Certificate which is valid for five years.

During the student teaching semester, the student seeking certification should provide the Certification Officer:

1. a completed application for Class A Certification, direction are to complete this process found in this handbook;
2. an official transcript documenting an earned master's degree **290-3-3.44(4)(a); 290-3-3-42(5)(b)**
3. an official transcript documenting a GPA of **3.25** or higher **290-3-3-.44(4)(b); 290-3-3-42(5)(d)**
4. applicants for initial certification through the completion of an Alternative Class A program must meet the passing score requirements in all areas on the appropriate Praxis CORE Academic Skills Test as approved by the state of Alabama. **290-3-3-.44(5)**
5. All Basic Skills and Praxis assessments must be passed before Student Teaching and/or your certification application paperwork is submitted to the Alabama State Department of Education. **290-3-3-.44(5)**
6. a valid Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A, English for speakers of other languages, and special education programs. **290-3-3..42(5)(g)**
7. on-line proof of payment (directions found in this handbook)

Certification Fees:

Early Childhood – fee \$30.00

Elementary Education – fee \$30.00

NOTE: FAILURE TO APPLY FOR CERTIFICATION IMMEDIATELY FOLLOWING PROGRAM COMPLETION DATE MAY REQUIRE THE CANDIDATE TO TAKE ADDITIONAL COURSES OR TEST REQUIREMENTS.

Steps for Applying for your Alabama Teaching Certificate

1. Login <http://www.alsde.edu/CertificationForms>
 2. [Click on Department Office](#)
 3. [Click on Office of Teaching and Leading](#)
 4. Click the tab labeled: AL Educator Preparation
 5. Type in the SEARCH BOX – NAL Form
 6. From the Drop Down Menu select University of Mobile - click next
 7. Read the directions carefully and fill out ALL sections.
 8. A Signature Page will print with the application and must be signed and dated by the applicant and included as a cover sheet in the applicant's package submitted to Dr. Corliss.
4. The applicant must include the Payment Confirmation along with the Application **and** Signature Page. Return all documents to Dr. Corliss in Oakdale Room #110 OR mail to University of Mobile, Attn: DR. CORLISS, 5735 College Parkway, Mobile, AL, 36613-2842 OR turn in to the front desk in Oakdale.

ATTENTION

Alternative Master's & Students Seeking a SECOND Undergraduate Degree

Dr. Corliss in the UM Certification Office will need **OFFICIAL TRANSCRIPTS** from EACH college/university from your first degree and/or for any prerequisite courses in order to be admitted to a bachelor's or master's program.

NOTE: We are aware you requested official transcripts when you were admitted to UM, however, the Alabama State Department of Education will need another official transcript(s) when you apply for a Teaching Certificate.

Contact EACH college/university and have them send your official transcripts to: University of Mobile, Attn: Dr. Corliss, 5735 College Parkway, Mobile, AL 36613-2842 as soon as possible.

To Pay Online for Your Certification

1. www.alsde.edu
2. Click Department Offices
3. Click on Teaching and Leading
4. Click on AL Educator Preparation
5. Click on Online Payment
6. Print a copy of payment confirmation in order to attach to your certification application
7. **If you are an Early Childhood AND Elementary dual major OR Music Instrumental AND Vocal Choral dual major, OR Health AND Physical Education you will pay for two (2) teaching certificates (\$60.00 plus processing fee)**
8. **ALL other majors pay for one (1) teaching certificate (\$30.00 plus processing fee.**

Revised: 10/23/2017

The Certification Officer will submit all materials along with verification of successful completion of an approved teacher education program to the Alabama State Department of Education. **It is the candidate's responsibility to make certain all required paperwork and testing results have been submitted to the University of Mobile's Certification Officer.**

Certification is issued, to the student, by the Alabama State Department of Education when all requirements have been satisfactorily met.

UNIVERSITY OF MOBILE GUARANTEE

The University of Mobile makes a commitment to its graduates in the field of education.

Educator Preparation Provider (EPP) Accountability.

1. Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama. The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment. *ALSDE Code 290-3-3-.02(6)(h)1.*

ADDITIONAL STATE REQUIREMENTS

The following state standards will also be followed by University of Mobile School of Education faculty:

New Programs. *ALSDE Code 290-3-3-.02(2)*

Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

Discontinuation of Programs. *ALSDE Code 290-3-3-.02(3)*

(i) If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with EPP heads.

(ii) If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

(iii) An EPP may choose to reactivate an inactive program at any time prior to the date of the next comprehensive review for all other programs, if all standards applicable to the inactive program continue to be met. If the inactive program is not reactivated before the next comprehensive review, it must be addressed as a new program.

ALSDE Code 290-3-3-.02

IF AN INSTITUTION LOSES REGIONAL ACCREDITATION AT ONE OR MORE LEVELS, THE UNIT MUST NOTIFY CANDIDATES INDIVIDUALLY AND IN WRITING.

PROFESSIONAL ORGANIZATIONS

Kappa Delta Pi

(Upsilon Chi Chapter)

Upsilon Chi Chapter of Kappa Delta Pi is a professional honor society in education. Kappa Delta Pi recognizes outstanding students preparing to enter the teaching profession and those actively engaged in the teaching profession. Membership in Kappa Delta Pi is by invitation and is based on academic achievement, leadership, responsibility, and faculty recommendation.

University of Mobile Reading Council

The University of Mobile Reading Council promotes interest in books and the teaching of reading. Activities include talks by local authors and service projects that foster children's ability and interest in reading. All Teacher Education majors are encouraged to join.