

University of Mobile  
School of Education  
5735 College Parkway  
Mobile, AL 36613-2842

# **UNDERGRADUATE**

## **Teacher Education Handbook**

Dr. Carolyn D. Corliss  
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## Teacher Education Handbook For ALL Undergraduate Programs

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 sciences 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**

Programs offered at the undergraduate level are:

- Collaborative Special Education (K-6)
- Early Childhood Education (P-3)
- Elementary Education (K-6)
- Early Childhood (P-3) and Elementary Education (K-6)
- Music Education – Instrumental and/or Vocal/Choral (P-12)
- Physical Education (P-12)
- Health (6-12) and Physical Education (P-12)
- Secondary Certification with majors in Biology, English/Language Arts, History, Mathematics & Social Science. (6-12)

Programs offered at the graduate level are:

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

### **Accreditation**

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.

All graduates of a teacher education program are eligible to apply for state certification in their respective fields. *ALSDE Code 290-3-3-.02*

The Educator Preparation Programs (EPP) at the University of Mobile consists of the traditional program components. The early childhood or elementary education majors have 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.

## **Undergraduate Educator Preparation Candidates**

### **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, and mathematics. Class A and Alternative Class A certification are 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 and implement a variety of teaching strategies
3. Use and integrate technology across the curriculum
4. Think reflectively and critically to improve teaching and learning
5. Communicate effectively, which includes verbal, nonverbal and written techniques
6. Utilize appropriate assessment and evaluation strategies that result in more effective instructional decisions
7. Value and participate in activities that promote professional growth, lifelong learning, and community service
8. Demonstrate and promote respect for diverse learners
9. Model caring, cooperative, democratic procedures
10. 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 which 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 consider 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

## **CONCEPTUAL FRAMEWORK DIVERSITY**

At the University of Mobile, the EPP conceptual framework reflects commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how dispositions, knowledge, and skills related to diversity are integrated throughout the total program.

Because the unit at University of Mobile believes that diversity is a reality in teaching (Farris, 2004) and that there is as much diversity within the United States as there is between this country and other industrial nations (Slavin, 2006), courses completed by candidates include issues of diversity related to goals and objectives of courses. According to research, at some point one-half of all children will live in a single-parent home and one-third will be poor (Hendrick & Weissman, 2006). Therefore, teacher candidates are assigned during field experiences and student teaching to classrooms in local schools which reflect varied racial groups, socio-economic backgrounds, geographical areas, and levels of ability. Field experiences within inclusion classrooms are part of coursework related to teaching children with exceptionalities.

During the final semesters of the program, prior to student teaching, candidates must demonstrate abilities to meet the needs of all students through the teaching of appropriate lessons to classes of diverse students. Candidates are supervised and evaluated by in-service teachers.

Assessment of candidates in all phases of the program examines knowledge, skills, performance, and dispositions applied to working effectively in the diverse communities of learners in today's schools.

## **CONCEPTUAL FRAMEWORK TECHNOLOGY**

In today's society, professors, college students, and school-based professionals must be comfortable and conversant in the effective use of educational technologies (Bitter & Pierson, 2002). The University of Mobile explicitly recognizes the role that technology plays in academic communities by including a "basic use of computers" within its "Competency Requirements for Students at the University of Mobile" located in the student handbook.

Just as the University of Mobile is committed to the effective use of technology in college instruction, so too is the School of Education EPP committed to providing its teacher candidates with the skills, knowledge, and dispositions they need to use academic technology in their own learning and to advance the learning of all students in their charge. Research on technology and teacher instruction suggests "teacher education programs need to model technology use if pre-service teachers are to acquire the necessary expertise to integrate technology into their own teaching" (Kent & McNergney, 1999). The School of Education EPP is equally committed to providing its teacher candidates with an awareness of resources for adaptive assistive devices for students with special needs as well as knowledge of equity, ethics, legal, and human issues concerning use of computers and technology. The EPP vision and mission for academic technology is compatible with and guided by the University's commitment to technology. In 2005 the University implemented a network infrastructure that included an on-line registration component, electronic grading system, as well as an information advisory structure for faculty and staff. The EPP vision and mission continues to evolve as the Unit plans to expand this network program by developing a data collection component for the use of recording field experience and student teaching data for our teacher candidates.

## **CONCEPTUAL FRAMEWORK ASSESSMENT**

Assessment is a necessary part of the education program at the University of Mobile. It "is the process of collecting, synthesizing, and interpreting information to aid in decision making" (Airasian, 2006, p.2). The EPP has an assessment system in place that collects and analyzes data on applicant qualifications, and candidate and graduate performance. The EPP operation also includes a plan to evaluate and improve the EPP and its program. Actual evidence is gathered from performance assessments to provide a true evaluation of teaching ability of University of Mobile teacher candidates. These assessments inform the EPP about areas of strengths and weaknesses for the purpose of ultimately improving teacher quality through program changes (Pecheone & Chung, 2006). At the heart of the EPP is the desire to ensure that all teacher candidates develop the knowledge and skills, goals, and dispositions so that all children they teach will learn.

The faculty of the School of Education at the University of Mobile has assumed the primary role for the development of the assessment system that is currently in place. This system includes a comprehensive set of measures that are used to monitor candidate qualifications, performances and data collection across all programs (Wineburg, 2006). The Unit has established an evidence-based approach to determine if a teacher possesses a sufficient level of knowledge and skill to perform effectively and responsibly. This plan is divided into four phases at strategic points where qualifications are checked along the continuum as the teacher candidate completes the graduation and certification requirements necessary for teaching. This assessment system aligns with the conceptual framework that the Unit established from national standards including CAEP, National Board Standards, and InTASC standards as well as from the State of Alabama standards.

## Descriptions of Courses with Field Experiences

### FIELD EXPERIENCES

All EPP programs shall require extensive field experiences in diverse settings. 290-3-3-.02(6)(e)1.(i)

- TE    201    Foundations of Education  
Involves the prospective teacher in the issues of schooling and education and elucidates the skills and knowledge needed to be a successful professional. Orients the student to teaching and the school as a social and educational institution. Requires a minimum 7-10 hours of professional field experiences in school settings (see Professor for details). **NOTE: Students must provide Fingerprinted Clearance AND Register for the PRAXIS Core Academic Skills Test (Math, Reading, and Writing Sections) during this course.** *Credit, three hours.* COURSE FEE with this class.
- TE    304    Introduction to Exceptional Children and Youth  
Introduces and surveys areas of exceptionality. Emphasizes cause and effect relationships relating to exceptional children in the classroom. **Requires a minimum 7-10 hours of professional field experiences** in school settings. *Credit, three hours.*
- TE    309    Methods of Teaching Social Studies  
The course explores the philosophy, content, and teaching methods and materials related to teaching social studies in the PK-6 classroom. An emphasis will be placed on design and development of instruction that includes interdisciplinary teaching and universal design for learning principles. The course requires a minimum of 20 hours of professional field experiences in an approved school setting. TE 305 and admission into the Teacher Education Program are prerequisites. *Credit, three hours*
- TE    311    Methods of Teaching Language Arts  
Emphasizes content and skills for teaching communication skills through the interrelationship of speaking, listening, reading, writing, and spelling. Requires a minimum of 20 hours of professional field experiences in school settings. Prerequisite: TE 305, admission into a teacher education program. *Credit, three hours.*
- TE    312    Methods of Teaching Mathematics  
Emphasizes content and skills for the teaching of mathematics through the interrelationship of theory and practice. Stresses the universality of communication through the medium of mathematical concepts. Requires a minimum 20 hours of professional field experiences in school settings. Prerequisite: TE 305, admission into a teacher education program. *Credit, three hours.*

- TE    322    The Inclusive Classroom  
 The course explores the philosophy, content, and teaching methods and materials in the inclusive classroom and emphasizes concept development. The course explores educational and behavioral adaptations for exceptional children in the general education classroom. In addition, it explores the collaborative teaching relationship between the general and special education teacher. The course requires a minimum 14 hours of professional field experiences in an approved school setting. The course will rely on use of technology during class and for assignments. Prerequisite: TE 305 & TE 306. *Credit, three hours.*
- TE    400    Methods of Teaching Science  
 Explores the philosophy, content, and teaching methods and materials in science. Emphasis placed on concept development and unit teaching. Requires a minimum of **20 hours of professional field experiences** in school settings. Prerequisite: TE 305, admission into a teacher education program. *Credit, three hours.*
- TE    405    Education and Technology  
 Emphasizes pre-service teacher' use of technology in the development of problem-solving processes with students in their classrooms. Concepts and skills help develop a more integrated approach to skills improvement throughout the teaching and learning process. The major emphasis of this course is facilitation learning through instructional and technological integration. Requires a minimum of **10 hours of professional field experiences** in school settings. Prerequisite: TE 305 or TE 306. *Credit, three hours.*
- TE    406    Principles, Organization, and Strategies of Early Childhood Education  
 Surveys principles, programs, theories, strategies, developmentally-appropriate practices, curricula, and organization/administration in early childhood education. Includes historical, philosophical, psychological, and sociological foundations of early childhood education. Requires a minimum 14 hours of professional field experiences in school settings. *(WI) Credit, three hours.*
- TE    410    Developmentally Appropriate ECE  
 Focuses on the planning and implementing of developmentally appropriate activities for preschool children. Requires a minimum 14 hours of professional field experiences in an approved school setting.
- TE    411    Methods of Teaching Reading  
 Emphasizes the study of the developmental skills involved in the reading process with emphasis on methods and materials used for teaching these skills. Research relating to approaches and materials required. Competency in phonics stressed. Requires a minimum of **20 hours of professional field experiences** in school settings. Prerequisite: TE 305, admission into a teacher education program. *Credit, three hours.* **COURSE FEE with this class.**

- TE    413    Literacy and the Young Child  
Examines factors that contribute to the young child’s developing literacy. Focuses on techniques for developing an integrated language program. Requires a minimum of **20 hours of professional field experiences** in school settings. Prerequisite: TE 305, admission into a teacher education program. *Credit, three hours.*
- TE    417    Reading Improvement in the Content Areas  
Provides assessment and instructional strategies for the teaching of reading in content areas. Techniques for teaching word attack, comprehension, study and rate of reading skills are emphasized. Requires a minimum **35 hours of professional field experiences** in school settings. Prerequisite: TE 305 or TE 306, admission into a teacher education program. *Credit, three hours.*  
**COURSE FEE with this class.**
- TE    419    Diagnostic and Corrective Reading  
Emphasizes procedure and instruments for evaluating reading proficiency; determining individual reading difficulties; and designing and implementing programs for correction of reading problems. Requires a minimum **14 hours of professional field experiences** in school settings. Prerequisite: TE 305 and 411 or 413, admission into a teacher education program. *Credit, three hours.*
- TE    421    Evaluation of Teaching and Learning  
Considers evaluative practices, the preparation, and use of informal objective and essay type tests; studies typical standardized tests; and introduces elementary statistical procedures. Requires a minimum **14 hours of professional field experiences** in school settings. Prerequisite: Admission into a teacher education program. *Credit, three hours.*
- TE    423    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, nine hours.*
- TE    433    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 423) *Credit, three hours. A letter grade will be assigned.*  
**COURSE FEE with this class.**





academic and social needs of students with exceptionalities by exploring correct procedures for positioning and transfer of students across settings. Crisis intervention training will also be discussed for students in crisis. **A minimum of 20 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hours*

CSE 344     Assessment of Students with Exceptionalities

This course is designed to address the multi-assessment approach related to studying formal and informal assessments. Participants will learn to administer standardized assessment instruments as well as interpret assessment results for the purpose of writing individualized education programs (IEP) for students. Participants will explore instruments for assessing intelligence, achievement, behavior, models of classroom-based assessment, and intense intervention for students within the general education setting and special education programming. Aspects of human development, impact of disabilities on individuals, and professional responsibilities and ethics will also be a focus of this course. **A minimum of 12 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hours*

CSE 347     Collaboration and Consultation

This course is designed for students to gain an understanding of collaborative teaching and learning strategies across general and specialized educational curricula. Students will explore culturally responsive strategies including family and community assets; and collaborative strategies for use with educational professionals. A variety of best practices for correct positioning of students, creating transition plans, and guiding paraprofessional educators will also be explored. Strategies explored will reflect current research and theory as well as guide students to become resources for colleagues and advocate for students with exceptionalities. **A minimum of 12 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hours*

CSE 359     Teaching and Learning Strategies for Students with Exceptionalities.

This course is designed to explore best practices of effective teaching and learning strategies related to students with varied needs. Emphasis will be given to meet the individual learning needs of students with exceptionalities. Included are methods for providing accommodations and making modifications for students' success in the general education curriculum. The use of feedback to students will be used to assist students in obtaining goals as well as guide further instructional plans will be investigated. Emphasis will be given in creating proactive, motivational learning environments including consideration of students' family, community, and cultural assets and how they impact students with disabilities. Additionally, generalization of skills across curriculums and settings will be explored; technology including augmentive and assistive communication devices

and how they benefit students' communication abilities will be part of this emphasis. Discussions of adaptive behavioral assessments, behavior intervention plans, and Individual Education Plan compliance including students in crisis plans will be included. **A minimum of 12 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hours*

CSE    365    Practicum in Special Education

The overall goal of the practicum experience is for students to participate in hour field placement in which they will have hands-on opportunities to interact with students with disabilities. During this practicum, students may participate in classroom activities; interact with special, general, and para educators in a collaborative manner. Students will explore and evaluate instructional approaches and identify learner supports aligned with academic objectives. Students will observe and discuss assessment and identification procedures of eligibility. And participate in or explore the development, monitoring, and evaluation of IFSP/IEP/ITPs. Students will assist and teach individual, small, and large groups as assigned by the cooperating teacher/mentor. Students will develop a focus student portfolio and conduct an adaptive behavior plan to include a functional behavioral analysis including data collection, a behavior/academic intervention plan (goals/objectives/strategies), and assessments for the purpose of improving student academic or behavioral needs as determined by the functional behavioral analysis. **A minimum of 20 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hour*

KIN    309

This course will help the student identify traits of successful coaches, develop a sound coaching philosophy, understand theories of motivation and the advantages of various motivational techniques for coaching, understand physical, mental, social, and the importance of overall health and wellness and how it relates to successful coaching, understand organizational and administrative procedures involved in coaching; understand the importance of public relations, and gain knowledge concerning techniques for developing skill in the instruction of individual player skills. **A minimum of 14 hours of field experience hours will be required. A minimum of seven hours must be in a Health Setting and a minimum of seven hours in a Physical Education Setting.** *Credit, three hours*

KIN    341

Introduces the student to the construction, administration, evaluation and interpretation of health and physical skill, and physiological tests in physical education. Students will create appropriate and measurable learner objectives that align with assessments and scoring guides for Health and Physical Education. Student will develop health and physical education assessment plans and analyze a variety of instruments. ). **A minimum of 14 hours of field experiences required. A minimum of seven hours must in in a Health Setting and a minimum of seven hours must be in a Physical Education Setting.** *Credit, three hours*

- KIN 404     Methods and Materials for Teaching Physical Education  
                   (For Physical Education Majors Only)  
 Teaches the proper methods of teaching physical education and familiarizes the student with materials available. This course covers the social and psychological factors involved in learning both in the classroom and on the playground.  
**Requires a minimum of 16 professional field hours in an elementary physical education school setting AND a minimum of 16 professional field hours in a secondary physical education school setting.** Prerequisite: TE 305 or TE 306 or permission of the instructor, and admission into the teacher education program.  
*Credit, three hours*
- KIN 406     Methods and Materials for Teaching Health Education  
                   (For Physical Education Majors Only)  
 Teaches the proper methods of teaching health education and familiarizes the student with materials available. This course covers the social and psychological factors involved in learning both in the classroom and on the playground.  
**Requires a minimum of 20 professional field hours in a secondary health education school setting.** Prerequisite: TE 305 or TE 306 or permission of the instructor, and admission into the teacher education program. *Credit, three hours*
- KIN 409     This course will help the student identify Health and Fitness skills needed to be taught for the acquiring the sports skills and the teaching of those skills effectively in order to enhance sports performance. The course will help the student to understand the assessment, analysis, and instructing the sports skills; nutrition concerns to enhance performance, along with the sport specific training methods for enhancing sports performance. Taking this course will help the student prepare for the National Academy of Sports Medicine – Performance Enhancement Specialist Certification (PES). **A minimum of 14 hours of field experiences required. A minimum of seven hours must be in a Health Setting and a minimum of seven hours must be in a Physical Education Setting.** *Credit three hours (3)*
- MU 325     Elementary School Music Methods and Materials  
 (Music Education Majors Only) – **MUST** be admitted to Teacher Education  
 A course designed to provide the music student with the knowledge and skills required to present a unified course of study in the fundamental concepts of music to the elementary school child. Requires a minimum **35 hours of professional field experiences** in an Elementary school settings. *Credit, three hours*
- MU 425     Secondary School Music Methods and Materials  
 (Music Education Majors Only) – **MUST** be admitted to Teacher Education  
 A course designed to assist the student in developing skills in creating cumulative musical learning and in gaining experience in the domains of musical development in the secondary school. Requires a minimum **35 hours of professional field experiences** in a Secondary school settings. *Credit, three hours*

The School of Education seeks to follow the guidelines for courses, credits and programs as listed below:

*ALSDE code 290-3-3-.02(6)(a)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.

*290-3-3-.02(6)(a)2.* Transferred courses and/or credits that meet the definition of professional studies courses in Rule 290-3-3-.02(3) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

*290-3-3-.02(6)(a)3.* Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Teacher Education and Certification Office. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.

*290-3-3-.02(6)(a)4.* Remedial courses may not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(46).

*290-3-3-.02(6)(a)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.

*290-3-3-.02(6)(a)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.

*290-3-3-.02(6)(a)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. Additional information is provided in Rule 290-3-3-.02(6)(a)5.

**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.**

- TE 201 – Foundations of Education  
(**ALL MAJORS**: Praxis CORE Academic Skills Test and other course fees)
- TE 305 – Principles and Ethics in Teaching (**Early Childhood, Elementary, and Collaborative Special Education K-6 < (Elementary Content Knowledge Praxis II for CSE Majors)**) Content Knowledge Praxis II and other course fees)
- CSE 352 – Methods for Students with Support Needs – Special Education Content Knowledge Praxis II
- TE 411 – Methods of Teaching Reading (**Early Childhood and Elementary Majors ONLY**): Teaching Reading Praxis and other course fees)
- TE 417 – Reading Improvement in the Content Area (Secondary, Music and Physical Education Majors ONLY: Content Knowledge Praxis II and other course fees)
- TE 422 – Educational Psychology – course fees and materials
- TE 433 – edTPA Professional Development Seminar (edTPA and other course fees)

**NOTE: Course Fees are subject to change**

**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	<b>**Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics) **THIS ONE</b>		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**

## 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, the administrative staff of the University of Mobile, local LEA representatives including superintendents, and the Alabama State Department of Education. It is important to note that a Memorandum of Agreement is signed with appropriate personnel of each local school district where field experience assignments and internships are completed.

It is the responsibility of the Teacher Education Council to approve students who are applying for admittance to teacher education program, to approve students for the student teaching experience, to make recommendations for needed new programs or changes to programs of teacher education, and to give guidance and support to the EPP. They shall design, implement and evaluate criteria for field experiences and internships so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. All EPP programs shall require extensive field experiences in diverse settings. *290-3-3-.02(6)(e)1.(i)*

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, other local university field directors (two annual field director forums), supervisors, and teachers; and the students in the teacher education program. 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.

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 in collaboration with school personnel places the students 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 the Teacher 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. The student should refer to the individual syllabus for specific requirements. 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. Physical Education majors must wear clothing appropriate to the season. 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, tight pants, 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 on a field trip, or working in the classroom for workdays).

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

### **DOCUMENTATION OF FIELD EXPERIENCE HOURS:**

**It is the student’s responsibility to keep a chart of accurate records for field experiences. This chart will show the variety of school settings that include all diversities and different ethnicities. The chart, for documentation, can be found in this Handbook (PINK form) . This completed chart will be required as part of the Student Teaching Application (green form).**

#### **Chart Entry Example:**

Class	School Assignment	Cooperating Teacher	Grade Level	Hrs	Semester
TE 201	Dixon Elem.	Mrs. Horn	4 <sup>th</sup>	14 hrs.	FA 13

***ALSDE Code 290-3-3-.02(e)1.(i)* Field experiences in Class B and Alternative Class A programs.** All EPP shall require extensive field experiences in diverse and a variety of settings.

(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 will determine the number of field hours required.

## **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.

## **ADMISSION TO TEACHER EDUCATION PROGRAM**

A student applying for admission to the Teacher Education Program must be approved by the Teacher Education Council. (SEE THE PRIOR SECTION UNDER FIELD EXPERIENCE)

### 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. Admission to the institution does not qualify an individual for admission to a teacher education program *ALSDE Code 290-3-3-.04(3)(a)1.***

Admission to a teacher education program is required and must be approved by the Teacher Education Council. Requirements for admission are: *ALSDE code 290-3-3-.04(3)(a)2.*

**Requirements for Admission to Teacher Education:**

1. formal written application *ALSDE Code 290-3-3-.04(3)(a)1.*; and
2. fingerprint clearance (**this is required in TE 201**) from the ABI and FBI through an approved Alabama State Department of Education provider *ALSDE Code 290-3-3-.04(3)(a)2.(i)*; and
3. an impromptu written essay (**required in TE 305 or TE 306**); and
4. a completed interview *ALSDE Code 290-3-3-.04(3)(a)2.(vi)*; and
5. a minimum grade point average (GPA) of 2.75 in the program, in professional studies, and in teaching field; also a minimum overall transcript GPA of **2.75** is required (with a grade of “C” or higher in all Professional Studies (TE) Classes AND Teaching Field Classes) Data will be gathered to ensure each accepted cohort of Class B programs meet or exceeds the minimum 3.0 GPA. *ALSDE Code 290-3-3-.02(b)1., 290-3-3-.04(3)(a)2.(iv)*; and
6. a passing score in all areas (Math, Reading, and Writing) on the appropriate Praxis CORE Academic Skills Test (**required in TE 201**) as approved by the state of Alabama. **There is a Course Fee for TE 201 for the Praxis CORE voucher. This voucher is good for one attempt on this test.** 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
7. **Physical Education Majors ONLY** – 1<sup>st</sup> Fitness Assessment must be completed before Admission to Teacher Education (**Schedule a time with your advisor**)
8. for **Early Childhood OR Elementary Majors ONLY**, a passing score on the PRAXIS (Content) II [see page with Praxis Test Codes] (**Required in TE 305**) **There is a Course Fee for TE 305 for the Early Childhood OR Elementary Content Knowledge Praxis voucher (Early Childhood, Elementary, Dual {ECE/ELEM} and Collaborative Special Education (K-6) majors. This voucher is good for one attempt on this test.**; and
9. proof of experiences in the schools (Cooperating Teachers Evaluation is the required documentation for this requirement) *ALSDE Code 290-3-3-.04(3)(a)2.(vii).*

Official admission to Teacher Education is required prior to enrolling in restricted professional Teacher Education courses. The restricted classes are indicated with an asterisk (\*) beside the course number. Students who are admitted to the Teacher Education Program will be subject to ongoing evaluation. A student who fails to meet the criteria for Teacher Education upon initial application may, consistent with institutional policy, take further coursework and repeat required examinations in an effort to meet admission standards.

Remedial courses may not be used to meet approved program requirements.

Additional information is provided in Rule 290-3-3-.01(46) *ALSDE Code 290-3-3-.04(3)(a)2.(v)*

Procedures:

The procedures for applying for the Teacher Education Program are:

1. A student applying for admission will complete the enclosed application from this handbook and will submit the completed application to the School of Education Office near the completion of 60 semester hours. **ALSDE Code 290-3-3-.04(3)(a)2.(iii)**
2. The Teacher Education Council may approve, defer, or reject the student's application for admission to the Teacher Education Program. An applicant will be notified in writing whether his or her application for admission to a specific teacher education program has been accepted.  
*ALSDE Code 290-3-3-.04(3)(b)3.*

**Students who fail to meet the admission criteria upon initial application may (consistent with institutional policy), take further coursework, repeat required examinations, work on professional skills (some professional skills would include but not limited to, arriving to class late, missed or incomplete assignments, using cell phones, in any capacity, during class) in an effort to meet admission standards.**

**Admission to the Teacher Education Program is provisional. \*The student must continue to meet the requirements of the program. The minimum grade point average (GPA) of at least 2.75 overall, in professional studies (TE classes), and in the teaching field is checked at the end of each semester to verify that admission requirements are continuously met.**

*\*Satisfactory completion of state approved program with at least a 2.75 GPA overall, in teaching field, and in professional studies with no grade below a "C" in professional studies, overall transcript GPA 2.75. ALSDE Code 290-3-3-.04(3)(a)3.(c)2.*

### **TRANSFER OF COURSES**

**Transfer Student:** A transfer student must have met the above requirements prior to becoming eligible for the Teacher Education Program.

Students are admitted to the Teacher Education Program based on the major they declare at the time of application to the program. Changes of major require complete review of the admission requirements based on the new major.

Teacher Education courses transferred in are subject to the approval of the advisor, academic dean and the State Department of Education. Education courses that meet state standards from out of state institutions cannot be used as part of the University of Mobile Education program.

**SPECIAL EDUCATION COURSE:** A survey of special education course is required if not previously completed. *ALSDE Code 290-3-3-.04(3)(a)3.(b)*

## **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:**

**[https://www.aps.gemalto.com/al/index\\_adeNew.htm](https://www.aps.gemalto.com/al/index_adeNew.htm)**

**Once you receive the suitability letter from the ALSDE, give a copy to your TE 201 Instructor 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>**

## **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**

Students working toward a degree in education in which a teaching certificate is sought must complete a semester of student teaching.

### **Deadlines to Apply for Student Teaching Each Year:**

**FALL - BEFORE FEBRUARY 1<sup>ST</sup>**

**SPRING – BEFORE SEPTEMBER 1<sup>ST</sup>**

**REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING/INTERNSHIP**  
**290-3-3-.02(3)2.(i – vi)**

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 was completed at both levels.
6. 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.
7. Each candidate will attend an orientation (entry) and a final (exit) student teaching seminar

Application for student teaching is enclosed in this handbook. To apply for student teaching the applicant will complete all of the following requirements:

1. unconditionally admitted into a teacher education program; and
2. a minimum grade point average (GPA) of 2.75 in your program, in professional studies, and in the teaching field; also an overall transcript GPA of a **2.75** is required (with a grade of “C” or higher in ALL Professional Studies (TE) Classes AND Teaching Field Classes); and
3. a completed application (GREEN Form) by the published deadlines; and
4. approval by the Teacher Education Council and Certification Officer; and
5. satisfactory completion of all course work (may request approval for no more than 6 hours of coursework after student teacher semester – ALL Methods courses must be completed before Student Teaching); and
6. satisfactory completion of approved field experiences (fill out PINK form); and
7. passing scores on ALL required PRAXIS II Exams for the major(s) on or before published deadlines; and
8. successful completion (grade of “C” or higher) for professional teacher education courses and teaching field courses; and
9. submit a unofficial copy (from MyUM) of your transcript with application; and



10. submit Intent to Graduate Form (found on MyUM)
11. **Sign Statement of Understand concerning edTPA submission and graduation**
12. **Physical Education Majors ONLY – 2nd Fitness Assessment** must be completed before Admission to Teacher Education (**Schedule a time with your advisor**)

**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.**

## **Policy for Missed Days during Student Teaching**

The University of Mobile, School of Education, in conjunction with the Alabama State Department of Education requires all student teachers to complete a FULL semester of student teaching in a P-12 school. Students will follow the same daily schedule as their assigned Cooperating Teacher. Students are NOT allowed to arrive late or leave early during any school day. If a student has a **documented emergency** or valid approved reason, they will be allowed to make up a maximum of four (4) days. If any additional days are missed, for any reason, the student will be removed from student teaching and required to reapply for student teaching during a future 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 1<sup>st</sup> 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 (3<sup>rd</sup> 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: \_\_\_\_\_

3/1/18

## Tests Required for Specific Licensure Areas

**Early Childhood Education:** Early Childhood P–3 license must pass the required content tests and edTPA:

**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 <b>ONLY</b>	5751	<b>Register during TE 201 with course fee voucher</b>	
	5712 – Reading	5712		156
	5722 – Writing	5722		162
	5732 – Mathematics	5732		150
	<b>AND</b>  <a href="#">Early Childhood: Content Knowledge</a>	5025	<b>Register during TE 305 with course fee voucher</b>	156
<b>AND</b>				
	<a href="#">Teaching Reading</a> <b>During TE 411 (with course fee voucher) and ARI Training</b>	5204	<b>Register during TE 411 and ARI Training with course fee voucher</b>	159
	<b><u>AND</u></b>  <b><u>edTPA Register during TE 433 (with course fee voucher)</u></b>	edTPA	<b>Register during TE 433 with course fee voucher</b>	37

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

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

## Elementary Education

To Be Certified in	You Need to Take	CDT Code		Qualifying Score
Elementary Education (K–6)	<b>Praxis CORE 5751</b> Academic Skills Test 5712 – Reading 5722 – Writing 5732 - Mathematics	<b>5751</b>  5712 5722 5732	<b>Register during TE 201 for Test Code: 5751 with course fee voucher</b>	<b>Sign up for individual test if unsuccessful on 5751</b>  156 162 150
	<a href="#">Elementary Education: Content Knowledge</a> (Calculator allowed.)	<b>*5001</b>	<b>Register during TE 305 with course fee voucher</b>	*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:				
	<b>Reading Language Arts</b> Subtest	<b>5002</b>		<b>157</b>
	<b>Mathematics</b> Subtest ( <a href="#">Calculator allowed.</a> )	<b>5003</b>		<b>157</b>
	<b>Social Studies</b> Subtest	<b>5004</b>		<b>154</b>
	<b>Science</b> Subtest ( <a href="#">Calculator allowed.</a> )	<b>5005</b>		<b>158</b>
	<b>AND</b> <a href="#">Teaching Reading</a>	<b>5204</b>	<b>Register during TE 411 (with course fee voucher) and ARI Training</b>	<b>159</b>
	<b>AND</b>  <b>edTPA</b>	<b>edTPA</b>	<b>Register during TE 433 (with course fee voucher)</b>	<b>44</b>
*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](http://www.ets.org/praxis/al)**

**Collaborative Special Education (K-6)**

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

To Be Certified in	You Need to Take	CDT Code		Qualifying Score
Collaborative Special Education (K-6)	Praxis CORE Academic Skills Test <b>5751</b> If you are unsuccessful on a section sign up for that section <b>ONLY</b> 5712 – Reading 5722 – Writing 5732 – Mathematics <b>AND</b>  <a href="#">Elementary (K-6): Content Knowledge</a>	<b>5751</b>	<b>Register during TE 201 with course fee voucher</b>	
		5712		156
		5722		162
		5732		150
		5001	<b>Register during TE 305 with course fee voucher</b>	156
	<b>Reading Language Arts Subtest</b>	<b>5002</b>		<b>157</b>
	<b>Mathematics Subtest</b> ( <a href="#">Calculator allowed.</a> )	<b>5003</b>		<b>157</b>
	<b>Social Studies Subtest</b>  <b>AND</b> <b>Science Subtest</b> ( <a href="#">Calculator allowed.</a> )	<b>5004</b>  <b>5005</b>		<b>154</b>  <b>158</b>
	<b>AND</b> Special Education: Core Knowledge and Applications  <b>AND</b>  <b><u>edTPA (Special Education)</u></b>	<b>5354</b>    <b>edTPA</b>	<b>Register during CSE 352 (with course fee voucher)</b>    <b>Register during TE 433 (with course fee voucher)</b>	<b>153</b>    <b>37</b>

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



To Be Certified in	You Need to Take	CDT Code	Qualifying Score
<u>Physical Education P-12 AND Health Education 6-12</u> <b>Praxis CORE Academic Skills Test</b> <b>TEST CODE 5751</b> 5712 – Reading 5722 – Writing 5732 – Mathematics	<b>Register during TE 201 for Test Code: 5751 with course fee voucher</b> <b>AND</b>	<b>5751</b>  Reading Writing Math	  156 162 150
Physical Education (P-12) <b>Register for Content Test during TE 417</b>	<u>Physical Education: Content Knowledge</u> <b>AND</b>	5091	<b>149</b>
<b>Health Education (6-12)</b>	<u>Health Education: Content Knowledge</u> <b>AND</b>	5551	<b>154</b>
<u>edTPA Register during TE 433 (with course fee voucher)</u>	<u>edTPA Register during TE 433 (with course fee voucher)</u>	edTPA	<b>37</b>
<u>Music Education (P-12)</u> <u>Instrumental OR Vocal/Choral</u> <b>Praxis CORE Academic Skills Test</b> <b>TEST CODE 5751</b> 5712 – Reading 5722 – Writing 5732 – Mathematics <b>AND</b>	<b>Register during TE 201 for Test Code: 5751 with course fee voucher</b> <b>AND</b>	<b>5751</b>  Reading Writing Math	  156 162 150
Music Instrumental or Choral (P-12) <b>AND</b>	<b>Music: Content Knowledge</b>	5113	<b>161</b>
<u>edTPA Register during TE 433 (with course fee voucher)</u>	<u>edTPA Register during TE 433 (with course fee voucher)</u>	edTPA	<b>37</b>

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

**NOTE: PRAXIS Test Codes and/or the Passing Scores are subject to change. Always check with your Academic Advisor for any changes.**

**ALL Praxis exams must be passed BEFORE Student Teaching.**  
**Deadlines: Fall Student Teachers: JULY 15<sup>th</sup> or BEFORE**  
**Spring Student Teachers: DECEMBER 1<sup>st</sup> or BEFORE**

## **CERTIFICATION**

Successful completion of an approved teacher education program (and state requirements as listed below) qualifies the student for an initial Class B 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 B Certification, must be completed On-line ([www.alsde.edu](http://www.alsde.edu)), printed and returned to the UM Certification Officer;
2. on-line proof of payment.

Before submitting paperwork for certification, the certification officer follows the *ALSDE code 290-3-3-.04* for each candidate:

**(c)**

1. An official transcript from a regionally accredited institution documenting an earned bachelor's degree.
2. Satisfactory completion of a State-approved program with a minimum GPA of 2.75 overall, 2.75 in the teaching field, and 2.75 in professional studies with no grade below a "C" in professional studies or teaching field courses
3. Successful completion of an internship shall be required. The internship must comply with Rule 290-3-3-.02(6)(e)

***SPECIAL NOTE: UNIVERSITY OF MOBILE REQUIRES A MINIMUM 2.75 GPA IN PROFESSIONAL STUDIES, TEACHING FIELD AND OVERALL CHECKLIST.***

**(d)**

**Testing for Class B certification.** Applicants for initial certification must meet the requirements of the Praxis Core Academic Skills Assessment as a precondition for certification. Applicants for initial certification must meet the Praxis II requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3). (This includes passing scores on all appropriate Praxis Exams as well as basic skills exam.)



### **Teaching Certificate Application Fees:**

- **Collaborative Special Education (K-6) – fee \$30.00**
- **Early Childhood Majors – fee \$30.00**
- **Elementary Majors – fee \$30.00**
- **Early Childhood AND Elementary Majors – fee \$60.00**
- **ALL Secondary Majors – fee \$30.00**
- **Physical Education Majors – fee \$30.00**
- **Health Education AND Physical Education Majors – fee \$60.00**
- **Music Majors (Instrumental OR Vocal/Choral) – fee \$30.00**

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

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.

**Certification is issued, to the student, by the Alabama State Department of Education when all requirements have been satisfactorily met. This process could take two (2) or three (3) MONTHS due to the high volume of applications received by the Alabama State Department of Education.**

## **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. Select Form (B) Application (Form NAL)
7. From the Drop Down Menu select University of Mobile - click next
8. 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 Mrs. Gully at the front desk in Oakdale.

Revised: 4/23/2018

## To Pay Online for Your Certification

1. [www.alsde.edu](http://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.**

## UNIVERSITY OF MOBILE GUARANTEE

### ADDITIONAL STATE REQUIREMENTS

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

#### **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. **290-3-3-.02(6)(h)1.**

#### **New Programs. 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. 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 EPP must adhere to the teach-out plan negotiated between SACS and the institution. At a minimum, the EPP 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. Invitation into Kappa Delta Pi is by invitation and is based on academic achievement, leadership, responsibility, and faculty recommendation.

### **University of Mobile Literacy Council**

#### **(Formerly 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.