



UNIVERSITY
of MOBILE

Higher Education for a Higher Purpose

School of Education

Teacher Education Handbook

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

Teacher Education Handbook for ALL 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 that is affiliated with the Alabama Baptist State Convention and 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 PREPARATION PROGRAMS

Educator Preparation 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 and Social Science (6-12)

Alternative A (Initial Programs)

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

ACCREDITATION AND PROGRAM GUIDELINES

The University of Mobile is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4500). All graduates of a teacher education program are eligible to apply for state certification in their respective fields. *ALSDE Code 290-3-3-.03* If an institution loses regional accreditation at one or more levels, the EPP must adhere to a teach-out-plan. EPP will notify candidates in writing.

The Educator Preparation Programs (EPP) at the University of Mobile consists of the traditional program components. The four program components are (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.

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

ALSDE code 290-3-3-.03(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-.03(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-.03(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-.03(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-.03(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-.03(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-.03(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.**

EDUCATOR PREPARATION PROGRAM (EPP) 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, and 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 and class A certification in the areas of early childhood education (P-3) and elementary education (K-6). We offer class B certification in dual early childhood (P-3), collaborative special education (K-6), music education (P-12), physical education (P-12), and health (6-12)/physical education (P-12). Approved secondary class B certification areas (6-12) are biology, English language arts, history, mathematics, and social science.

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. Furthermore, 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, understand teaching and learning, and know about the development of skills and dispositions that 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, the teacher candidates are 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

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.

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 continued to evolve as the Unit (School of Education) expanded this network infrastructure by developing a data collection component for the use of recording field experience, student teaching information, and assessment results for teacher candidates.

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 members of the School of Education at the University of Mobile have 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

All EPP programs shall require extensive field experiences in diverse settings. **290-3-3-.03(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 hours of professional field experiences** in school settings (see Professor for details). **NOTE: Students must provide fingerprint clearance during this course.** *Credit, three hours.*

TE **212** **Early Numeracy**

This course is designed to address the core concepts of teaching and learning mathematics during the early years. Foundational concepts of math, how to implement them in early childhood education, and developmentally appropriate practices are the focus of this course. Building early foundations for mathematical understanding is emphasized. Big ideas of early childhood numeracy covered in this course include: sets, pattern and regularity, number, counting, operations, measurement, data analysis, shapes, and spatial thinking. This course emphasizes methods of presenting mathematical concepts and skills to early childhood and elementary school children. Emphasis is placed on thinking about and discovering major mathematical concepts, including procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability through the use of teaching strategies that engage problem solving, reasoning, critical thinking, communication, connections, and representation using a broad repertoire of developmentally appropriate teaching/learning approaches that motivate and actively engage students through self-motivation and social interaction in supportive learning environments. Teacher candidates will reflect on practice and use knowledge of appropriate learning standards, resources, principles, theory, and research to design, implement, and evaluate developmentally meaningful and motivating curriculum. Teacher candidates will gain an understanding of the goals, benefits, and uses of assessment, including the use of observation, documentation, tools, and approaches, including the use of assistive technology and a variety of methods of documentation of assessment and data collection while practicing responsible assessment to promote positive outcomes for all students, including students with disabilities in partnership and collaboration with families and professional colleagues. Opportunities are provided for developing multi-level materials appropriate for elementary children. **Directed field experiences required (12 hours).** *Credit, three hours*

- 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 of 7 hours of professional field experiences** in school settings. *Credit, three hours.*
- TE 306 Principles and Ethics of Teaching
Emphasizes the psychological and ethical foundations of education relating to learning and teaching principles and ethics, and the design, development, and implementation of media materials for reinforcement of these principles. Surveys the total secondary school program. Students must successfully complete this course before enrolling in restricted courses. **Requires 14 hours of professional field experiences in a school setting.** *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 of 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 of 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 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 of 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 of 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 of 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 of 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 of 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. *Credit, three hours.* **COURSE FEE with this class.**
- TE 445 Early Childhood Internship (5–8-year-olds)
 This course provides developmentally appropriate practices in the areas of language arts, mathematics, science, social studies, arts, and health and physical education are included in this clinical experience. Extensive classroom experiences are provided with children, five through 8 years old, through assignment in selected schools. *Credit, one hour.*
- TE 455 Pre-K Internship (Birth – 4-year-olds)
 This course provides developmentally appropriate practices in the areas of language arts, mathematics, science, social studies, arts, and health and physical education are included in this clinical experience. Extensive classroom experiences are provided with children, birth through 4 years old, through assignment in selected schools. *Credit, one hour.*
- TE 470 Secondary School Teaching: Concepts, Strategies, and Methods
 This course explores the use of strategies, methods, and materials pertinent for teaching in middle or high school setting. The student will gain knowledge in working with adolescents and will develop skills in planning, organizing, and critical thinking – all essential components of successful secondary teaching. Requires a **minimum of 35 hours of professional field experiences** in a school setting. Prerequisite: TE 306, admission into a teacher education program, and student **must** also be enrolled in TE 471, TE 472, TE 473, or TE 474 during the same academic period (semester). Failure to successfully complete one of these classes will prohibit a student from passing TE 470. *Credit, two hours*

- CSE 326 Critical Professional Components in Special Education
This course is an introduction to critical professional components in special education. Topics include ethics, roles, and responsibilities of the special educator, special education law, policies, procedures, inclusion, differentiation, and transition. Aspects of human development, impact of disabilities on individuals and families, appropriate instruction, and assessment will also be examined. **A minimum of 12 hours of field experience are required for this course.** Prerequisites: TE 304, TE 305. *Credit, three hours*
- CSE 338 Behavior Management for Students with Exceptionalities
This course is designed to explore best practices of effective classroom management and individual adaptive behavior intervention strategies, including accommodations and modifications where necessary. Adaptive behavior checklists, functional behavioral analysis, and behavior management plans for individuals will be investigated. In addition, students will explore individual 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 12 field experience hours are required for this course.** TE 304, TE 305, CSE 326 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 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 352 Methods, Materials, and Curriculum for Students with Significant Support
This course is designed to gain knowledge and skills to meet the needs of students with moderate to severe support needs. Emphasis will be on exceptional students' individual interests and needs, as well as address the development of safe intervention during crisis, additionally generalization and maintenance strategies. **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 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 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*
- KIN 309 Coaching Theory/Methodology
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 Tests & Measurements
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 be 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
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 20 professional field hours in an elementary physical education school setting AND a minimum of 20 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.* **COURSE FEE with this class.**
- KIN 406 Methods and Materials for Teaching Health Education
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 Sports Skills Instruction and Training for Performance
This course will help the student identify health, fitness and motor skills needed for acquiring sports skills and the principles of teaching 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*
- MU 325 Elementary School Music Methods and Materials
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 setting. *Credit, three hours*
- MU 425 Secondary School Music Methods and Materials
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 setting. *Credit, three hours*

- CE 504 Developmentally Appropriate Practices and Issues in Early Childhood
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, as well as issues facing early childhood educators. Research, writing, and discussion are based on current professional literature. Directed experiences required (14+ hours of professional field experience 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 in school setting. Credit, three hours.
- TE 504 Introduction to Exceptional Children and Youth
Introduces and surveys areas of exceptionality. Emphasizes cause-and-effect OR relationships relating to exceptional children and youth in the classroom. An elective TE 509 will be required if this course was taken for undergraduate credit. Directed experiences required (7+ hours of professional field experiences). 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 (10 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 (10+ 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 (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 require 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. Credit, three hours. COURSE FEE included in the billing for this class.

TESTING AND COURSE FEES

The following classes have course fees included in billing. The course fee will only be good for **ONE** attempt at the exam required during these courses. **If students are unsuccessful on the first exam attempt, they will be required to register and pay for any additional attempts on exam(s).**

- **TE 305/525 – Early Childhood Education majors will register for the Early Childhood Content PRAXIS, and the Elementary and Collaborative Special Education K-6 majors will register for the Elementary Education Content PRAXIS.**
- **TE 411/EE 516 –Early Childhood, Elementary, and Collaborative Special Education K-6 Majors will register for the Foundations of Reading 190 Exam.**
- **CSE 359 - Collaborative Special Education K-6 majors will register for the Special Education: Core Knowledge and Applications PRAXIS.**
- **TE 417 –Secondary and Music majors will register for their Content PRAXIS.**
- **KIN 404 –Health and/or Physical Education majors will register for their Content PRAXIS.**
- **TE 433/533 – edTPA Professional Development Seminar will register for edTPA during this course.**

NOTE: Course 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, Alabama School of the Arts, School of Health and Sports Science, local LEA representatives including superintendents. 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. The members of the Teacher Education Council 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-.03(6)(e)1.(i)*

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; other local university field directors (two annual field director forums); supervisors and teachers; and the students in the teacher education program. Field experiences provide prospective teachers the opportunity to translate their educational

background and theoretical knowledge into actual classroom experiences under the direction of experienced teachers.

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 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 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 in various situations; and (2) using these understandings in planning learning experiences for children. Requirements and activities for mandatory 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, collared shirt tucked in with belt, and professional footwear. Ties are preferred but optional. 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. Professional footwear is expected. 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 the Appendices in this Handbook. This completed chart will be required as part of the Student Teaching Application.

Chart Entry Example:

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

ALSDE Code 290-3-3-.03(6)(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), childcare centers and homes, and Head Start programs.] **290-3-3-.03(6)(e)1.(v).**

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 the individual.

CAEP: R2.2, R2.3, R3.2, R5.3, R5.4,

University of Mobile Teacher Education Program
Monitoring and Supporting Candidate Progress

	Selective Transitional Points		
Initial Programs	Transition Point	Transition Point	Transition Point
	One	Two	Three
Early Childhood P-3	TE 305/306	TE 422	TE 423
Elementary K-6	TE 305/306	TE 422	TE 423
Collaborative SPED K-6	TE 305/306	TE 422	TE 423
Secondary Education 6-12			
Secondary Biology	TE 305/306	TE 422	TE 423
Secondary English L/A	TE 305/306	TE 422	TE 423
Secondary History	TE 305/306	TE 422	TE 423
Secondary Mathematics	TE 305/306	TE 422	TE 423
Secondary Gen. Social Science	TE 305/306	TE 422	TE 423
Health 6-12/Physical Education P-12	TE 305/306	TE 422	TE 423
Physical Education P-12	TE 305/306	TE 422	TE 423

Music Education P-12	TE 305/306	TE 422	TE 423
Alternative A - Early Childhood P-3	TE 525	TE 501	TE 523
Alternative A - Elementary K-6	TE 525	TE 501	TE 523

Transition One: Admission to Teacher Education

TE 305/306/TE 525	<p>Enroll with academic advisor recommendation</p> <p>Orient to decision Transition Point</p> <ul style="list-style-type: none"> * Introduce Teacher Candidate Dispositions * Introduce Ethics
Application for EPP	<p>Written Application</p> <p>Background Clearance</p> <p>Written Essay</p> <p>Interview with a member of the Teacher Education Council</p> <p>2.75 GPA required for admission to TE (Cohort 3.0 GPA Required)</p> <p>Evidence of successful field experiences</p>
Formative Feedback Transition Point One: Candidate Admission to Teacher Education	<p>Teacher Candidate Professional Dispositions administered at the end of TE 305/306/TE 525 and evaluated by Cooperating Teacher</p>
Satisfactory Progress	<p>Pending no changes, positive recommendation for EPP is completed by academic advisor</p>
Unsatisfactory Progress	<ul style="list-style-type: none"> *Academic advisor informed *Formative Feedback Meeting scheduled *Teacher Candidate Plan of Action developed and submitted to candidate *TE 305/306/TE 525 professor monitors progress *Teacher Candidate Plan of Action revisited at the end of semester or at points identified in the plan *If improved, candidate receives positive recommendation for EPP *If no improvement, candidate receives further monitoring on the Teacher Candidate Plan of Action, and continued support *Academic advisor provides further monitoring for later program eligibility *Teacher Candidate Plan of Action on file updated in academic advisor office and Deans office
Teacher Education Processing	<ul style="list-style-type: none"> *TE 305/306/TE 525 professor reports to Dean information shared by Advisor or course professor *Dean prepares and sends list of approved candidates to TEC and academic advisors *Written notice of acceptance into EPP sent to candidates *Eligible candidates register by advisement

Transition Two: Admission to Internship

Formative Feedback Transition Point Two: Admission to	<ul style="list-style-type: none"> *EPP selected Admission to Internship *see Selective Transitional Points for specific course numbers
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<p>Internship</p>	<ul style="list-style-type: none"> *Teacher Candidate Dispositions and Teacher Candidate Plan of Action reviewed in designated field experience course *Teacher Candidate Dispositions administered *Candidates administered Unit Plans * Candidates observed and evaluated by Cooperating Teacher and/or University Course Professor *EPP collaborate with Cooperating Teacher on candidate’s progress *Passing Score on all State required exams (for the major) before internship 2.75 GPA (Cohort 3.0 GPA required)
<p>Satisfactory Progress</p>	<p>Continue program</p>
<p>Unsatisfactory Progress</p>	<p>EPP formative feedback process</p> <ul style="list-style-type: none"> *Dean or designee informed *Formative feedback meeting *Teacher Candidate Plan of Action developed and submitted to candidate and filed with academic advisor and Deans Office *Academic Advisor or designee monitors progress *Teacher Candidate Plan of Action revisited at end of semester or at points identified in the plan *If improved, candidate continues with no further monitoring *If no improvement, candidate receives further action with an additional Teacher Candidate Plan of Action, monitoring, and referral to EPP Disciplinary Action Committee *Teacher Candidate Plan of Action on file in Academic Advisors and Deans offices
<p>EPP Disciplinary Acton Committee</p>	<p>*Three Teacher Candidate Plan of Action and/or unsatisfactory progress at any program point triggers referral to the EPP Disciplinary Action Committee for consideration of program continuance</p>
<p>Transition Three: Program Completion</p>	
<p>Formative Feedback Transition Point Three: Program Completion</p>	<p>EPP formative feedback process</p> <ul style="list-style-type: none"> *Teacher Candidate Dispositions and Teacher Candidate Plan of Action reviewed at initial internship seminar *Teacher Candidate Dispositions administered at internship midpoint *Candidate observations and evaluations by Cooperating Teacher and University Supervisor edTPA portfolio progress monitored during internship EPP collaboration with Cooperating Teacher on candidate’s overall progress
<p>Satisfactory Progress</p>	<p>Continue program</p>
<p>Unsatisfactory Progress</p>	<p>EPP formative feedback process</p> <ul style="list-style-type: none"> *Dean or designee informed *Formative feedback meeting *Teacher Candidate Plan of Action revisited at the end of semester or

<p>EPP Disciplinary Action Committee</p>	<p>at points identified in the plan *If improved, candidate continues to program completion *If no improvement, candidate receives further action and jeopardy for program completion *Teacher Candidate Plan of Action on file in Academic Advisors and Deans offices</p> <p>An unsatisfactory observations, evaluations, or teacher candidate dispositions during internship will trigger a referral to EPP Disciplinary Action Committee. The decision to remove the candidate from internship or encourage a major change will be determined by the severity of the action.</p>
<p>Purpose: The Transition Points allows the EPP to monitor candidates throughout their program. The EPP is able to address any problems early and often, create a plan of action for improvement, and next stop options for candidates. Cohort and Teaching Field GPAs are tracked at each Transition Point.</p>	

ADMISSION TO TEACHER EDUCATION PROGRAM

A student applying for admission to the Teacher Education Program must be approved by the subcommittee of the Teacher Education Council. Admission to the institution does not qualify an individual for admission to EPP.

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-.05(3)(a)1.***

Admission to a teacher education program is required and must be approved by the subcommittee of the Teacher Education Council. Requirements for admission are: *ALSDE code 290-3-3-.05(3)(a)2.*

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION:

1. formal written application *ALSDE Code 290-3-3-.05(3)(a)1.(iii)*; and
2. fingerprint clearance (**this is required in TE 201/525**) from the ABI and FBI through an approved Alabama State Department of Education provider *ALSDE Code 290-3-3-.05(3)(a)2.(i)*; and
3. an impromptu written essay (**required in TE 305/TE 306/525**); and
4. a completed interview *ALSDE Code 290-3-3-.05(3)(a)2.(vi)*; and
5. a minimum grade point average (GPA) of **2.75 (3.25 GPA Alt. A Majors)** in the courses already taken on the program check sheet, in professional studies, and in teaching field; also, a minimum overall transcript GPA of **2.75 (3.0 GPA Alt. A Majors)** is required (with a grade of “C” or higher in all Professional Studies Teacher Education classes AND Teaching Field classes). *ALSDE Code 290-3-3-.05(3)(a)2.(iv)*; and
6. **ELEMENTARY, EARLY CHILDHOOD AND COLLABORATIVE SPECIAL EDUCATION (k-6) MAJORS ONLY** a passing score on the PRAXIS (Content) [see page with PRAXIS Test Codes]. (**Register in TE 305/525**).
7. completion of 60 (6 hrs. Alt. A) hours of coursework; and
8. proof of experiences in the schools (Cooperating Teachers Evaluation and time logs are required documentation for this requirement) *ALSDE Code 290-3-3-.05(3)(a)2.(vii)*.

Note: Data will be gathered to ensure each accepted cohort of Class B programs meets or exceeds the minimum 3.0 GPA.

Unconditional 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, repeat required examinations in an effort to meet admission standards, or work on professional skills in an effort to meet admission standards. Professional skills include, but are not limited to, arriving to class on time, completing and submitting assignments on time, using cell phones at appropriate times, etc.

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

Additional information is provided in Rule 290-3-3-.01(46) *ALSDE Code 290-3-3.05(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-.05(3)(a)2.(iii)*
2. A subcommittee of 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/her application for admission to a specific teacher education program has been accepted. *ALSDE Code 290-3-3-.05(3)(a)1.*

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 (3.0 GPA Alt. A Majors) overall, in professional studies (TE classes), and in teaching field classes is checked at the end of each semester to verify that admission requirements are continuously met. An overall transcript GPA of 2.75 must also be maintained.

NOTE: Under special circumstances, the Dean of the School of Education and the Teacher Education Council subcommittee have the right to allow students to take restricted courses if they have met all testing and GPA requirements but are not unconditionally admitted.
(Approved 10/5/2021)

****Satisfactory completion of a State-approved program with a minimum GPA of 2.75 overall (as confirmed on the transcript when the degree was granted), 2.75 in the teaching field, and 2.75 in professional studies courses with no grade below a C in professional studies courses. 290-3-3-.05(3)(c)2***

Upon admission to Teacher Education, teacher candidates must maintain these minimum GPA standards. Otherwise, the teacher candidate will be placed on academic probation for a period of one semester, during which time the candidate must raise the GPA to minimum standards. A candidate who fails to meet the minimum GPA requirement at the end of the probationary semester will be removed from the Teacher Education Program. (Approved 11/2/2021)

TRANSFER OF COURSES

A transfer student must have met the above requirements prior to becoming eligible for the Teacher Education Program. Teacher Education courses transferred in are subject to the approval of the adviser, academic dean, and the Alabama 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.

CHANGE OF MAJOR

Students are admitted to the Teacher Education Program based on the major they declare at the time of application to the program. A change of major requires a complete review of the admission requirements based on the new major. Students must complete a Change of Major Form and submit it to the Registrar's Office before their major can be changed.

SPECIAL EDUCATION COURSE

A survey of special education course is required if not previously completed. *ALSDE Code 290-3-3-.05(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 and TE 525 if needed.

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

Criminal History Background Check

The TE 201 and TE 525 instructor will provide specific instructions to students needing assistance to obtain a background clearance. Each applicant will need the following to complete the registration process successfully obtain a background clearance:

- A computer, tablet, or smartphone with internet access

- A valid email account
- Established AIM account
- ALSDE ID#
- Fee of \$46.20 paid by Debit card, credit card, or PayPal Account (Prepaid debit cards or credit cards **are** acceptable)
- Ability to provide their commonly known personal information (SSN, DOB, DL#, Height, Weight, etc.)

Be sure your applicants follow the required sequence below. If they do not, they will not be able to complete the process successfully.

Step 1: Create an AIM Account <https://aim.alsde.edu>

Step 2: Complete Background Check Registration in AIM

Step 3: Create Fieldprint Account

Step 4: Complete authorization forms, schedule appointment, and fee payment

Step 5: Report for fingerprint appointment

Once the student receives the suitability letter from the ALSDE, the student must submit a copy of the letter to the TE 201 and TE 525 Instructor to be placed on file. If the student does NOT receive the suitability letter before the first scheduled observation, the student may verify his/her status at:

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

STUDENT TEACHING/INTERNSHIP

Student teaching, which occurs during 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 school personnel, and the student teacher. 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 1ST

SPRING – BEFORE SEPTEMBER 1ST

REQUIREMENTS FOR STUDENT TEACHING/INTERNSHIP

290-3-3-.03(6)(e)2(i-vii)

1. The internship is a full semester in a school setting 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;
2. a minimum grade point average (GPA) of 2.75 in 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 Teacher Education classes AND Teaching Field classes);

3. a completed application by the published deadlines;
4. approval by the subcommittee of the Teacher Education Council and Certification Officer;
5. satisfactory completion of all course work (may request approval for no more than six (6) hours of coursework after student teacher semester – ALL Methods courses must be completed before Student Teaching);
6. satisfactory completion of approved field experiences (form must be completed by the student);
7. passing scores on ALL required PRAXIS Exams for the major(s) on or before published deadlines;
8. successful completion (grade of “C” or higher) for professional teacher education courses and teaching field courses;
9. submission of Intent to Graduate Form (found on UM Self-service);
10. a signed **Statement of Understanding concerning edTPA submission and graduation**; and
11. **Physical Education Majors ONLY – 2nd Fitness Assessment** must be completed before Admission to Teacher Education (Schedule a time with adviser).

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’s 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 Teachers. 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, the student 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.

Tests Required for Specific Licensure Areas

ALL PRAXIS exams must be passed prior to Student Teaching.
Deadlines: Fall Student Teachers: JULY 15th or BEFORE
Spring Student Teachers: DECEMBER 1st or BEFORE
TO REGISTER FOR THE TEST(S) GO TO: www.ets.org/praxis/al

Early Childhood Education (P-3)

(Note: Students enrolled in the Dual Elementary and Early Childhood Education Program must also take the Elementary Education PRAXIS listed in the next chart.)

To Be Certified in	You Need to Take	Test Code	When to Register	Qualifying Score
Early Childhood Education (P-3)	<u>Early Childhood Education PRAXIS</u>	5025	Register during TE 305/525 with course fee voucher	156
	<u>AND</u> <u>Foundations of Reading</u>	190	Register during TE 411 with course fee voucher	233
	<u>AND</u> <u>edTPA</u>	edTPA	Register during TE 433 with course fee voucher	37

Elementary Education (K-6)

(Note: Students enrolled in the Dual Elementary and Early Childhood Education Program must also take the Early Childhood Education PRAXIS listed in the chart directly above.)

To Be Certified in	You Need to Take	Test Code	When to Register	Qualifying Score
Elementary Education (K-6)	<p><u>Elementary Education: Three Subject Bundle – Mathematics, Social Studies & Science PRAXIS</u> (On-screen scientific calculator provided.)</p> <p><u>NOTE:</u> *To pass the Elementary Education: Three Subject Bundle - Mathematics, Social Studies & Science test, you must receive a passing score on each subtest. If you wish to take all three subtests (5903, 5904, 5905) at the same time, select Elementary Education: Three Subject Bundle— Mathematics, Social Studies & Science (5901) when registering. If you are unsuccessful on one or more sections of 5901, you may retake the section you did not pass. <u>See individual subtest codes below:</u></p>	*5901	Register during TE 305 with course fee voucher	*Refer to note in second column.
	<p>Mathematics Subtest (On-screen scientific calculator provided.)</p>	5903		157
	<p>Social Studies Subtest</p>	5904		154
	<p>Science Subtest (On-screen scientific calculator provided.)</p>	5905		158
	<p><u>AND</u></p> <p><u>Foundations of Reading</u></p>	190	Register during TE 411 with course fee voucher	233
	<p><u>AND</u></p> <p><u>edTPA</u></p>	edTPA	Register during TE 433 with course fee voucher	44

Collaborative Special Education (K-6)

To Be Certified in	You Need to Take	Test Code	When to Register	Qualifying Score
Collaborative Special Education (K-6)	<p><u>Elementary Education: Three Subject Bundle – Mathematics, Social Studies & Science PRAXIS</u> (On-screen scientific calculator provided.)</p> <p>NOTE: *To pass the Elementary Education: Three Subject Bundle - Mathematics, Social Studies & Science test, you must receive a passing score on each subtest. If you wish to take all three subtests (5903, 5904, 5905) at the same time, select Elementary Education: Three Subject Bundle—Mathematics, Social Studies & Science (5901) when registering. If you are unsuccessful on one or more sections of 5901, you may retake the section you did not pass. <u>See individual subtest codes below:</u></p> <p>Mathematics Subtest (On-screen scientific calculator provided.)</p> <p>Social Studies Subtest</p> <p>Science Subtest (On-screen scientific calculator provided.)</p>	*5901	Register during TE 305 with course fee voucher	*Refer to note in second column.
		5903		157
		5904		154
		5905		158
	<u>AND</u> <u>Foundations of Reading</u>	190	Register during TE 411 with course fee voucher	233
	<u>AND</u> <u>Special Education: Core Knowledge and Applications PRAXIS</u>	5354	Register during CSE 359 with course fee voucher	153
	<u>AND</u> <u>edTPA (Special Education)</u>	edTPA	Register during TE 433 with course fee voucher	37

Secondary Education

To Be Certified in	You Need to Take	Test Code		Qualifying Score
<u>Biology (6-12)</u>	<u>Biology: Content Knowledge PRAXIS</u> <u>AND</u> <u>ed TPA</u>	5236	Register during TE 417	154
		edTPA	Register during TE 433 with course fee voucher	37
<u>English Language Arts (6–12)</u>	<u>English Language Arts: Content Knowledge PRAXIS</u> <u>AND</u> <u>edTPA</u>	5038	Register during TE 417	167
		edTPA	Register during TE 433 with course fee voucher	37
<u>History (6–12)</u>	<u>World and United States History: Content Knowledge PRAXIS</u> <u>AND</u> <u>edTPA</u>	5941	Register during TE 417	148
		edTPA	Register during TE 433 with course fee voucher	37
<u>Mathematics (6–12)</u>	<u>Mathematics: Content Knowledge PRAXIS</u> (On-screen graphing calculator provided.) <u>AND</u> <u>edTPA</u>	5165	Register during TE 417	159
		edTPA	Register during TE 433 with course fee voucher	37

Secondary Education

To Be Certified in	You Need to Take	Test Code		Qualifying Score
<u>Music Education (P-12)</u> <u>Instrumental OR Vocal/Choral</u>	<u>Music: Content Knowledge PRAXIS</u>	5113	Register during TE 417	161
	<u>AND</u> <u>edTPA</u>	edTPA	Register during TE 433 with course fee voucher	37
<u>Physical Education P-12 AND Health Education 6-12</u> <u>Physical Education (P-12)</u> <u>Health Education (6-12)</u>	Take all tests listed in this column. <u>Physical Education: Content Knowledge PRAXIS</u>	5091	Register during KIN 404	149
	<u>Health Education: Content Knowledge PRAXIS</u> <u>AND</u> <u>edTPA</u>	5551 edTPA	Register during KIN 404 Register during TE 433 with course fee voucher	154 37
<u>Social Science (6-12)</u>	<u>Social Studies: Content Knowledge PRAXIS</u>	5081	Register during TE 417	155
	<u>AND</u> <u>edTPA</u>	edTPA	Register during TE 433 with course fee voucher	37

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

NOTE: PRAXIS test codes and/or the passing scores are subject to change. Always check with your academic adviser for any changes.

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 with:

1. a completed application for Class B Certification that must be completed On-line (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-.05(3)* 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-.03(6)(e)2.

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

(d) Testing for Class B certification. Applicants for initial certification must meet the PRAXIS 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.)

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

New instructions will be forthcoming as the ALSDE website has been changed and the certification section is currently incomplete.

**ADDITIONAL ALABAMA STATE DEPARTMENT OF EDUCATION
REQUIREMENTS GUARANTEED BY THE UNIVERSITY OF MOBILE**

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

Educator Preparation Provider (EPP) Accountability.

Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete 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-.03(6)(h)1.**

New Programs. 290-3-3-.03(6)(h)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-.03(6)(h)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-.03

If an institution loses regional accreditation at one or more levels, the EPP must adhere to the teach-out plan negotiated between SACSCOC and the institution. At a minimum, the EPP must notify candidates individually and in writing.

290-3-3-.03(6)(f)

(f) Faculty Qualifications.

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.
2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.
3. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.

(i) For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding an Interim Employment Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

(ii) For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

4. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Department of Early Childhood Education and employed in a setting accredited by the National Association for the Education of Young Children.

5. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

290-3-3-.03(6)(g)

4. The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

290-3-3-.07(2)(g)

(g) Unique Field Experience and Internship Placement Requirements.

1. Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, childcare centers and homes, and Office of School Readiness programs.)
2. The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5 -8.

290-3-3-.24(5)

290-3-3-.24 Health Education (Grades 6-12) and Physical Education (Grades P-12).

(5) Internship. The internship must be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education.

ALTERNATIVE MASTER'S REQUIREMENTS

EDUCATOR PREPARATION 290-3-3-.42

Alternative Class A Programs for Teaching Fields.

(1) 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.

(2) Unconditional Admission to Alternative Class A Programs.

Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. Admission to graduate school is not equivalent to unconditional admission to an approved program. Requirements for unconditional admission shall include:

(a) A criminal history background check. Additional information is provided in Rule 290-3-3-.03(6)(d).

(c) Degree requirements.

This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree.

Effective July 1, 2017, and thereafter, a person who is eligible for unconditional admission to an Alternative Class A program shall have earned a bachelor's degree with a minimum grade point average (GPA) overall of 2.75 or a master's or higher degree with a GPA of at least 3.0.

This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses. An applicant with an undergraduate GPA of at least 2.0 may seek unconditional admission if the alternative score on the Alabama-prescribed Praxis subject-area test is obtained.

1. Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-.44(2)(c) for a bachelor's or higher degree with a minimum grade point average of 2.5 (2.75 if admitted based on a bachelor's degree or 3.0 if admitted based on a master's degree July 1, 2017, and thereafter) cannot be used again to meet Alternative Class A program requirements.

2. The person must meet one of the following options:

(i) Earned a bachelor's degree from a regionally accredited college or university. 395 SUPP. NO. 21-4 EDUCATOR PREPARATION 290-3-3-.42(2)(c)2.(ii) 290-3-3-.42(2)(e)4.(i)

(ii) Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained a passing

score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program (AECAP). [See Rule 290-3-3-.04.] This option is permitted only when both of the following conditions are met:

- (I) At the discretion of the administrative head of the EPP and in accordance with institutional policy.
- (II) If there is a prescribed Praxis subject assessment of the AECAP.

3. Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate from the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:

- (i) At the discretion of the administrative head of the EPP and in accordance with institutional policy.
- (ii) If there is a prescribed Praxis subject assessment of the AECAP.

(d) General studies. Individuals applying for admission to an Alternative Class A 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. Alternatively, the current passing score on the prescribed Praxis subject assessment of the AECAP may be accepted to meet this requirement for the following areas: (i) In lieu of 12 semester hours in mathematics, Praxis 5003 or 5903.

(ii) In lieu of 12 semester hours in science, Praxis 5005 or 5905.

(iii) In lieu of 12 semester hours in social studies, Praxis 5004 or 5904.

(e) Teaching field. Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have completed one of the options in Rule 290- 3-3-.42(2)(e)

2. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6 or 6-12. Additional information is provided in Rule 290-3-3-.42(2)(d).

1. For candidates unconditionally admitted to a program December 15, 2020, or thereafter, the teaching field for programs in early childhood education, elementary education, and collaborative special education (K-6) shall require no less than nine semester hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundational reading skills. Prior to program completion, candidates shall demonstrate the ability to use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the Alabama Course of Study: English Language Arts.

(b) Meet the Alabama Core Teaching Standards in Rule 290-3-3-.04.

(c) Include a methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d) Extensive field experiences. The field experiences must comply with Rule 290-3-3-.03(6)(e)1.

(e) An internship.

1. The internship shall equal at least a full semester, 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.

2. The internship must comply with Rule 290-3-3-.03(6)(e)2. regarding dividing the internship.

3. Entry and exit criteria shall be clearly identified for the internship.

(f) A survey of special education course is required unless that course was previously completed. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to an Alternative 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 diversity 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.

(4) Requirements for Class A Certification. Readiness to serve as a teacher shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.

(c) Competence to teach students as demonstrated in an internship as described in Rule 290-3-3-.03(6)(e)2.

(5) Testing for Class A Certification. Applicants unconditionally admitted to an Alternative Class A program prior to September 1, 2013, must meet the basic skills assessments requirements of the Alabama Educator Certification Assessment Program (AECAP) as a prerequisite for certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the Praxis II requirements of the AECAP as a precondition for certification. Additional information is provided in Rule 290-3-3-.41(6).

(6) Interim Employment Certificate.

(a) An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, Master's in Elementary Education (K-12 Online Leadership). Master's in Elementary Education (K-12 Online Leadership). including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b) Special provisions for holders of Interim Employment Certificates.

1. A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three-semester hour practicum at the preschool and/or kindergarten level to meet the divided internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three-semester hour practicum in Grades 1, 2, and/or 3 to meet the divided internship requirements applicable to early childhood education (or early childhood special education) programs.

2. A teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three-semester hour practicum at the lower elementary level to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program.
3. A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three-semester hour practicum at the secondary level (6-12) to meet the divided internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three-semester hour practicum at the elementary level to meet the divided internship requirements applicable to the P-12 program.
4. A teacher who is employed based on holding a valid Interim Employment Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the divided internship requirements applicable to both programs.

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. An undergraduate candidate must have a GPA of 3.5 or higher and a graduate must have a GPA of 3.75 or higher. Membership into Kappa Delta Pi is by invitation and is based on academic achievement, leadership, responsibility, and faculty recommendation.

University of Mobile Literacy Council

The University of Mobile Literacy 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.

APPENDICES

Application for Teacher Education

Field Experiences Form (submit with Student Teaching Application)

Application for Student Teaching

edTPA Requirements for Graduation