College of EDUCATION and HUMAN SCIENCES

University of NORTH ALABAMA

Class A

GTEP Handbook

2022-2023

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 address individual needs. Degree requirements are subject to change in order to comply with state and/or federal guidelines. Candidates should consult with their academic advisor(s) throughout their program to ensure all requirements are met.

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The College of Education and Human Sciences prepares knowledgeable practicing professionals by "engaging learners, inspiring leaders, and transforming lives".

DISPOSITIONS

1. The candidate demonstrates commitment to professional responsibility.
2. The candidate demonstrates commitment to ethical standards.
3. The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.
4. The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.
5. The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.
6. The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.

ALABAMA EDUCATOR CODE OF ETHICS

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

***Standard 1:* Professional Conduct**
An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

***Standard 2:* Trustworthiness**
An educator should exemplify honesty and integrity in the course of a professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.

- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: **Unlawful Acts**
An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: **Teacher/Student Relationship**
An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:
- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:
- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: **Alcohol, Drug, and Tobacco Use or Possession**
An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:
- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:
- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: **Public Funds and Property**
An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: **Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Ensuring that institutional privileges are not used for personal gain.
- Ensuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: **Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following;

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: **Abandonment of Contract**

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;

- Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints files with the local or state school boards or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)5(c) Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

General Information

The Alabama State Board of Education approves all Educator Preparation programs. The UNA College of Education and Human Sciences prepares knowledgeable practicing professionals by "engaging learners, inspiring leaders, and transforming lives". The Educator Preparation Program in the College of Education and Human Sciences is accredited by the National Council for the Accreditation of Teacher Education (NCATE) now the Council for the Accreditation of Educator Preparation (CAEP), http://www.caepnet.org.accreditation. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the University of North Alabama. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. **Degree requirements are subject to change in order to comply with state and/or federal guidelines**. Students/candidates should consult with their academic advisor throughout their program to ensure all requirements are met.

The College of Education and Human Sciences has the responsibility to ensure all candidates admitted to the Graduate Teacher Education Program (GTEP) remain in good standing throughout the program. Educator preparation candidates may be placed on probation, suspended, or removed from GTEP by the College for issues including but not limited to grade point average deficiencies, dispositions, academic dishonesty, or institutional sanctions. Educator Preparation candidates must be in good standing in GTEP to enroll in restricted courses including the internship.

A one-time only College of Education and Human Sciences (COEHS) assessment fee of $125 is charged for the first enrollment in courses with the following prefixes: ECE, EED, ED and EEX. This fee is also charged to designated content methods courses for secondary and P-12 educator preparation majors and other select courses in the COEHS (i.e. HPE or HES courses).

How do I get admitted to the Graduate Teacher Education Program (GTEP)?

Candidates should consult with their academic advisor(s) throughout the program to ensure all requirements are met. To be considered a candidate in an educator preparation program, students must be formally admitted to the UNA Educator Preparation Program and meet the following requirements:

1. **Admission** to the University of North Alabama. Admission to the University is not equivalent to unconditional admission to an approved program in Educator Preparation.

2. **Major:** An appropriate major should be declared.

3. **Background Clearance:** Attain suitability clearance from the Alabama State Department of Education based on your ABI/FBI fingerprints. The candidate is responsible for the nonrefundable, nontransferable fee. A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-3-.02(6)(d), Educator Certification Chapter of the Alabama Administrative Code. See Appendix B

4. **GTEP Application:** Submission of formal application to GTEP. The digital application is available in TK20. The deadline to apply for admission to GTEP is posted each semester at the following link: https://www.una.edu/education/educator-preparation/applying-to-tepgtep.html
   A late application must be accompanied by a $50 late fee. Admission to GTEP audit is completed by the Officer of Certification.

5. **Graduate Intro Course:** Complete ED 585 or ECE 500 with a grade of "C" or better.

6. **Interview:** Successful completion of the GTEP Interview, which occurs during the semester the student is enrolled in ED 585 or ECE 500. The interview includes assessments of oral communication and professional dispositions. Candidates are allowed a maximum of two attempts to successfully complete the interview.

7. **Liability Coverage:** Teacher candidates may be subject to lawsuits during their field or clinical placements. Liability insurance is a mandatory requirement for all teacher candidates enrolled in courses that have a field or clinical experiences component at the University of North Alabama. Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be obtained in ED 292 prior to any field hours within the P-12 classroom setting. Teacher candidates can also obtain this coverage by becoming members of a professional organization such as National Education Association's Student Program (SAEA), Association of American Educators (AAE), or the Alabama Conference of Educators (ACOE). Teacher candidates interested in joining SAEA, AAE, or ACOE on-line can visit www.nea.org, www.aaeteachers.org/, or www.acoe.us. Teacher candidates must maintain liability coverage throughout the program and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

8. **Praxis Subject Assessments:** The subject assessments required in the Alabama Educator Certification Testing Program (AECTP) consist of selected tests from the Praxis Subject Assessments that are administered by the Educational Testing Service (ETS). Candidates are required to take and pass the content-specific Praxis Subject Assessment exam in their teaching field prior to unconditional admission to the program. For Early Childhood Education majors, the 4x12 must be met through coursework or by the Elementary Education Multiple Subjects

Praxis Assessment. More information regarding Praxis Assessments can be found at the following link: https://www.una.edu/education/educator-preparation/praxis-testing.html

9. **Grade Point Average:** Maintain a grade average of "B" or better on all graduate work attempted. A student who makes a grade of "C" or below on more than six semester hours of graduate work is automatically eliminated from the program. A grade point average of 3.25 or higher on graduate work is required for program completion.

When will I know I am admitted to GTEP?

You will be notified of your admission status shortly after you apply. The notice will be sent to your UNA portal email address. ***If denied admission to an Alt A graduate teacher education program (TEP), candidates must fill out an application to re-apply for admission in order to be reviewed again at a later date.***

Once I am admitted to GTEP, can my admission status ever be revoked?

After you have been unconditionally admitted to GTEP, you are expected to maintain all standards covered in the GTEP handbook. Your admission may be rescinded if:

- You fall below required standards, including but not limited to:
  - Unacceptable disposition ratings
  - Revocation/suspension of background clearance
  - Grade of "C" or below on more than six semester hours of graduate coursework
- You become inactive in GTEP for longer than one academic year.

I have been admitted to GTEP. What's next?

1. **Coursework**: Complete remaining coursework on official checklist. View a complete list of available majors and their checklists here.
2. **Field Experiences**: All education courses require a variety of field experiences in diverse settings. This is an integral preparation component embedded throughout the curriculum. These field experience hours should be logged in the format required by each individual instructor. *Alt A students must satisfy 51 additional hours of field experiences outside of class requirements.*
3. **Multicultural Experience**: Students who began college in the Fall 2002, or thereafter, are required to show documentation of an acceptable multicultural experience. This may include a foreign language taken at the high school or college level, a continuing studies course, or other experiences as approved by the College. This documentation should be submitted on the appropriate form to the Office of Teacher Certification (SH 546).
4. **Program of Study**: All Alt A candidates must file a signed and approved Program of Study (checklist) with their advisor after completion of 12 hours of graduate coursework.
5. **Praxis II Exams**: Candidates must pass **all** remaining Praxis II exam(s) required of their major prior to internship. Praxis II exams are administered by Educational Testing Services (ETS). Score reports are available 6-8 weeks after the test date, so plan to take the test in enough time for your score reports to be on file at UNA *prior* to the start of the internship semester. More information regarding the Praxis II exams
6. **Internship**: A nine (9) hour internship is the last requirement before graduating and applying for certification. Before a candidate can be admitted to internship, all other teacher education program requirements must be complete. Candidates desiring to intern must:

- Maintain all requirements listed under Admission and Retention to GTEP.
- Submit a formal application to the Office of Educator Preparation by the announced date each semester. Late applications must be accompanied by a $50 late fee and will be accepted as placements are available.
- Complete all required coursework prior to the internship.
- Submit a passing score on each of the required Praxis II examination(s). Score report must be on file in the Office of Teacher Certification and must reflect the passing score(s) set by the Alabama State Department of Education.
- Meet all eligibility requirements for internship placement prior to the internship semester.

During internship:

- Candidates are not allowed to take courses.
- Candidates are not permitted to leave student teaching early to begin employment. Candidates pursuing initial certification may not receive contractual compensation from school districts for extra duties. (i.e. coaching, dance team, band, school clubs, committees, etc.)
- Enrollment in a graduate teacher program indicates a willingness on the part of the candidate to spend the time and effort required at the school assigned, and to comply with the codes, policies, and regulations of the school.
- Candidates are responsible for transportation to and from the internship placement.

1. **Portfolio**: Candidates in the graduate teacher education program will develop a professional portfolio, documenting their progress toward becoming knowledgeable practicing professionals. *Additional information outlining portfolio requirements will be presented in the internship syllabus.*
2. **Content Area Assessment**: Requirement varies by department. Must be completed prior to graduation.
3. **Pinning Ceremony:** Candidates seeking initial certification must have completed all academic and certification requirements to be eligible to participate in the Teacher Education Pinning Ceremony held at the conclusion of the spring and fall semesters.
4. **Graduation**: Educator Preparation candidates must meet the following requirements prior to graduation:
    - Apply for graduation by the designated date. Please refer to the Office of the Registrar webpage at www.una.edu/registrar for details on applying.
    - Have an overall GPA of 2.75 or higher on all college work attempted, on all work attempted at the University of North Alabama, on all work attempted in the teaching field(s), and a GPA of 3.0 in the professional studies component.
    - A grade of "C" or higher is required in each course in the professional studies component and each course in the teaching field.
    - Successful completion of an exit assessment covering professional education.
    - Satisfactory completion of all coursework, field experiences, and the internship.
    - For candidates seeking initial certification, obtain a passing score on the edTPA portfolio prior to graduation.

How do I apply for certification?

You will receive instructions for submitting the necessary paperwork to apply for certification during your internship semester. During this semester you will complete and return the application for certification, along with a certification fee, to the UNA Office of Teacher Certification by the posted deadline. ***After the semester has completed and degrees have been conferred***, all applications for certification will be sent to the Alabama State Department of Education, along with the UNA recommendations and official transcripts. The Alabama State Department of Education will send your issued certificate to the mailing address listed on your application.

- An individual who completes a State-approved program must submit an application for Alabama certification within 60 calendar months of program completion.

- 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.
- 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.
- Candidates who wish to complete a teacher education program at UNA and apply for teacher certification in another state are responsible for contacting the Department of Education of that state to determine specific requirements of that state.
- More information certification requirements can be found at the following link: https://www.una.edu/education/educator-preparation/certification.html

APPENDIX A - ADVISING and GPA Calculation

Advising: You are encouraged to know and work closely with your faculty advisor(s) regarding academic and professional matters. Candidates can locate the name of their advisor through Portal.

For more information about advising, please see the administrative assistant for your department:
Teaching Learning, and Leadership- Alicia Brooks or Karen Dick (Stevens Hall #517)

GPA CALCULATION: The University of North Alabama is on a four-point system. Every grade received earns you a number of quality points for that grade. Quality Points are determined using the following 4-point scale:

A = 4 quality points
B = 3 quality points
C = 2 quality points
D = 1 quality point
F = 0 quality points

Calculate Quality Points
If you take a 3-hour course, and you earn a grade of B in that course, you have earned a total of nine (9) quality points using the following calculation: **Quality Points * credit hrs taken = quality points earned for course**

3 * 3 = 9

Calculate GPA
After calculating your Quality Points earned for each course, you can now calculate your GPA using the following calculation: **Total Quality Points / Total Hours Taken = GPA**

For example, if you completed 4 courses and you earned the following grades:

Course	**Credit Hours**	**Grade**	**Quality Points Earned per Course**
ED292	1	A (4QP)	4
ED331	3	C (2QP)	6
SOM201	3	B (3QP)	9
EN232	3	B (3QP)	9

Total	10		28

You have taken a total of 10 Credit Hours among all of your courses.
You have earned a total of 28 Quality Points among all of your courses.

Total Quality Points / Total Hours Taken = GPA
28 / 10 = 2.80

APPENDIX B - FINGERPRINT CLEARANCE

All University of North Alabama education majors must secure background suitability clearance from the Alabama State Department of Education (ALSDE) based on ABI/FBI fingerprints. Suitability clearance must be secured prior to registering for any education courses which include clinical experiences.

Step 1: Register Be sure to follow the exact required sequence below

- Create an AIM Account https://aim.alsde.edu
- Complete Background Check Registration in AIM
- Create Fieldprint Account https://una.edu/education/educator-preparation/fieldprint-fingerprint-registration-instructions.pdf
- Complete authorization forms, schedule appointment, and pay fingerprint fee

Step 2: Get Fingerprinted

- The Fieldprint fingerprinting site closest to UNA is Central Mail Stop. Other Fieldprint locations are listed here https://fieldprintusa.com/FBISubPage_2col.aspx?ChannelID=266
- Take one copy of your fingerprint registration receipt to the Central Mail Stop or closest Fieldprint location to you.
- Make sure you bring a state-issued photo ID to the appointment.
- Your fingerprints will be transmitted electronically to the Alabama State Department of Education. It usually takes 2 – 3 days for the ALSDE to receive your clearance.

Step 3: Confirm Clearance

- In 7-10 business days, you should receive a letter from the Alabama State Department of Education.
- Email your L# and a color photo of your letter from ALSDE to the Office of Educator Preparation at: edprep@una.edu .
    - **It is your responsibility to keep up with the original ALSDE clearance letter. You will NOT be able to get a copy from the Office of Educator Preparation.**
- Allow a minimum of two hours for us to post the information and clear you in the University system.

APPENDIX C - Field Experience Guidelines

Participation in field experiences is a privilege; candidates are required to carry out their work in field placements in a professional manner. Candidates are visitors in school settings and must adhere to school policies and guidelines while completing course-related requirements.

Alabama State Teacher Education Code: Field experiences in Class A and AA programs:

1. All Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in position appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.
2. The majority of field experiences must occur in P-12 schools.
3. At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.
4. For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start programs]

University Expectations:

Field experiences are scheduled by the professor or will be your responsibility to acquire. Below are expectations for you to follow:

- **Begin your field experience immediately and attend consistently throughout the semester.** It takes time to make the initial contact and for the cooperating teacher to set up a schedule for your visits, so it is important to get started right away.

    - Send a well-constructed and grammatically correct email to the teacher. Be sure to include the content area, a timeframe for when you would like to start, and give contact information for yourself. Do not tell the teacher when you will be coming. Ask for times you can be in their room. Remember that you are a visitor in schools and must ask to be there.
    - Be on time and call the school if you are late or will be unable to attend.
    - Your tardiness in beginning the field placement should not be a concern to the teacher. It is your responsibility to work it out. Do not ask the teacher to accommodate you.
    - Clinicals should not be scheduled with immediate family members.

- **Professional attire is required**. You are now in the role of a professional and your dress needs to reflect the role. Unprofessional dress will not be tolerated by our public school partners. Principals will ask you to leave the premises if your attire does not meet their dress code. Please take a look at dress codes before entering the schools. Below are some general guidelines to follow:

    - **Hair:** Neat and natural styles. No extreme colors or cuts. No wet hair.
    - **Tops**: Shirt should be clean without wrinkles. Avoid tight fitting blouses, tank tops, hoodies, and t-shirts. Do not expose midriffs, undergarments, or cleavage. No clothing that promotes alcohol, tobacco, or controlled substances or displays profanity or sexual words and symbols.
    - **Pants/Skirts**: Pants should be neatly pressed, clean, and should fit comfortably. Skirts should be no higher than an inch above the knee. Avoid jeans, yoga pants, and pants with rips.
    - **Shoes**: Clean shoes and no stilettos heels. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear.
    - **Accessories**: Make-up should be natural and jewelry kept to a minimum. There should be no visible body piercings and tattoos should be covered. Keep perfumes to a minimum.
    - **Hygiene**: Appropriate grooming and bathing should be reflected in appearance and smell.

- **Your professional reputation is being established while in the schools**. Appropriate language and behavior are expected at all times. During field experiences, you are working in the local schools and representing the university. The following must be observed at all times to ensure you are presenting yourself in a professional manner:
    - Grammatically correct speech and writing
    - Adherence to the Alabama Code of Ethics and the university dispositions
    - Appropriate use of technology
    - Monitoring of all your social media
    - No cell phone use (including text messaging) while on school grounds
    - No smoking or tobacco use on school grounds

- **All lesson plans must be submitted to your cooperating teacher/university professor for approval**. If your requirements include teaching lessons, you must submit lesson plans in a timely manner to the cooperating teacher. This ensures that your lesson will support and fit the curriculum being taught in the classroom.

- **It is very important that you sign in at the main office as a school visitor and wear your Mane Card.** This way, all school personnel know who you are and why you are there. You must return to the main office before leaving the school to sign out after each visit.

- **Bring your Field Experience Verification Log to the school so that your teacher can sign and verify your hours/requirements after every visit.** Turn in completed forms to your course instructor once you have completed your field experience requirements.

- **Closing out a field experience is very important.** Verbally express gratitude for the use of the classroom to your cooperating teacher. A thank you note would be an appropriate gesture. Make sure the area you used each time is left clean and that any work samples are given back to the teacher (ask if you can make a set of copies). Discuss with the teacher what your strengths and weaknesses were during the process. These learning experiences will help you gain valuable information. The changes you make based off feedback will determine your success as a future intern and teacher.

- **Fire Arms/Medication:** Interns are not permitted to have a firearm, tobacco products, or other restricted items (knives, mace, pepper spray, etc.) on his/her person at any time while on school property. The use of prescription medication must be disclosed to the Director of Clinical Experiences, cooperating teacher, and school administration if consumed on school grounds. The medication must be in the original prescribed bottle with the label. The medication is to be kept in a lock area and away from students at all time.

APPENDIX D - Teacher Candidate Due Process, Referrals, and Appeals

Teacher Candidate Referrals
Due Process Procedures and Appeals

Overview

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences Education (COEHS) Preparation Program establishes dispositions for prospective teachers. The field and clinical teaching program is a collaborative relationship between UNA, cooperating school districts, mentor teachers, and the teacher candidate. The COEHS routinely monitors the professional dispositions throughout the program for all teacher candidates. Those candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral (Form A) may be required to complete a formal remediation plan. Occasionally, there are circumstances that warrant the candidate's removal from the field or clinical teaching experience. The COEHS prescribed specific steps to be followed for intervention or possible removal of the teacher candidate. Such steps are detailed below. All cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC). The PEC will consist of six members as follows: Associate Dean, Director of Teacher Preparation, and four faculty representatives. A minimum of four members shall constitute a quorum. A quorum must be present at meetings for proceedings to be valid.

Reasons for Intervention or Possible Removal of the Teacher Candidate

1. Mutual consent and agreement for withdrawal by the candidate, cooperating school, and university mentor for reasons of illness, injury, or other unforeseen problems (students may have the opportunity to intern the following semester).

2. Failure by the candidate to establish and maintain a satisfactory performance level in the P-12 classroom setting instruction and management.

3. Failure by the candidate to abide by the policies of the cooperating school and/or UNA.

4. Breach of Alabama Code of Ethics.

5. Other reasons as determined by UNA.

Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

Withdrawal of the field or clinical assignment of a teacher candidate for the reasons previously stated in numbers 2, 3,4 or 5 should follow these prescribed steps:

1. The teacher candidate shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation (Form A) of any infractions of school district policy, UNA policy, professionalism, or violations of state or federal law.

2. An intervention plan will be crafted through the collaboration of the university supervisor, cooperating teacher, Director of Teacher Preparation, and teacher candidate.

3. If UNA determines that a teacher candidate does not follow through with prescribed verbal and written suggestions for improvement documented within the intervention plan or **a third referral is issued**, the university supervisor and Director of Teacher Preparation shall initiate a hearing in front of the Professional Ethics Committee (PEC). The teacher candidate will be removed from the P-12 classroom setting until future notice.

4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student's Procedural Rights). The PEC will be assembled for the meeting to review all relevant information. During the hearing, the Director of Teacher Preparation or designee will present the information, listen to the teacher candidate, discuss circumstances regarding the information, and hear the teacher candidate's concerns. Based upon the discussion and the preponderance of evidence, the hearing will result in the PEC making a decision. The student has three (3) working days to appeal the PEC's decision to the Dean of the COEHS. If the teacher candidate fails to appear at the hearing, the hearing may be held without his or her presence or statements.

5. A situation in which the teacher candidate places classroom students in danger or shows severe behavioral misconduct (refer to the Alabama Code of Ethics) toward a student(s), their family, school staff, university staff, or other university student(s), or violates state or federal law, will be cause for immediate removal from the classroom setting. Such behavior may result in suspension or dismissal from the COEHS Teacher Education Program. The Dean shall have final authority to remove a teacher candidate including, but not limited to reasons previously described.

Appeals Procedure

If the teacher candidate wishes to appeal the decision of removal from field experiences or internship, they should follow these prescribed steps:

1. Within three (3) working days from the decision of the PEC, the teacher candidate must submit a written appeal through his or her university email to the Dean explaining why the decision of the PEC should be reconsidered.

2. The Dean will review the appeal.

3. If the Dean accepts the appeal, the Director of Teacher Preparation will provide a letter via university email within three (3) working days explaining to the teacher candidate further steps recommended.

4. If the Dean denies the appeal, the PEC decision shall be final. The Director of Teacher Preparation shall provide a letter via university email to the teacher candidate that the Dean has rejected the appeal.

Dismissal from the Teacher Education Program

When a field or clinical teaching placement is withdrawn, a determination will be made regarding the standing of the candidate in the teacher education program (TEP). Withdrawal may happen with or without continued good standing in the program, depending on the circumstances. Status shall be established in writing at the time of the withdrawal. When withdrawal of a field or clinical placement occurs coupled with withdrawal of full admission status from the university, the College of Education and Human Sciences will not thereafter support a candidate's application to the Education Preparation Program.

Candidate Disposition Referral

Completed by faculty, staff, and cooperating teachers

Purpose: The University of North Alabama routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics. The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1,3)

Candidate Name:	**Course Name:**
☐ Elementary ☐ Secondary (content area): _____	Date:

☐	**The candidate demonstrates commitment to professional responsibility.** (InTASC 9,10)
☐	**The candidate demonstrates commitment to ethical standards.** (InTASC 9)
☐	**The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.** (InTASC 9)
☐	**The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.** (InTASC 8) (ISTE 4,5,6)
☐	**The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.** (InTASC 2)
☐	**The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.** (InTASC 10)
☐	**Other**

Dispositions apply to the university, schools, courses, practicum experiences, and community events. Teacher candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral may be required to complete a formal remediation plan. Continued violations can lead to suspension and dismissal from COEHS TEP program. The COEHS reserves the right to address unsatisfactory professional dispositions internally, in addition to actions at the University level. Full details are provide on the Teacher Candidate Referrals Due Process Procedures and Appeals document. ***Provide any other supplemental details of the violation below.***

_____

_____

_____

Recommendations of the Evaluator:

_____

_____

_____

☐ Due Process Procedures

Candidate Signature:	Date:
Evaluator Signature:	Date:
Program Coordinator Signature:	Date:

Administrative Notes:

APPENDIX E - TEACHER EDUCATION PROGRAMS

The Educator Preparation Program in the College of Education and Human Sciences is accredited by the National Council for the Accreditation of Teacher Education (NCATE) now the Council for the Accreditation of Educator Preparation (CAEP), http://www.caepnet.org.accreditation.

Undergraduate Degree Programs Leading to a Class B Certificate

Biology 6-12
Business Marketing 6-12
Chemistry 6-12
Early Childhood Education P-3
Elementary Education K-6
Elementary Education K-6 & Collaborative Teacher K-6 Combined
English Language Arts 6-12
French 6-12
General Science 6-12
General Social Science 6-12
German 6-12
History 6-12
Mathematics 6-12
Music, Choral P-12
Music, Instrumental P-12
Physical Education P-12
Physics 6-12
Spanish 6-12
Visual Arts P-12

Alternative Master's Degree Programs Leading to a Class A Certificate

Biology 6-12
Business Marketing 6-12
Chemistry 6-12
Early Childhood Education P-3
English Language Arts 6-12
English to Speakers of Other Languages (ESOL) P-12
General Science 6-12
General Social Science 6-12
History 6-12
Mathematics 6-12
Music, Choral P-12
Music, Instrumental P-12
Physical Education P-12
Spanish 6-12

Traditional Master's Degree Programs Leading to a Class A Certificate

Biology 6-12
Business Marketing 6-12
Chemistry 6-12
Collaborative Teacher K-6
Collaborative Teacher 6-12
Early Childhood Education P-3
Elementary Education K-6
English to Speakers of Other Languages (ESOL) P-12
English Language Arts 6-12
General Science 6-12
General Social Science 6-12
History 6-12
Instructional Leadership P-12
Mathematics 6-12
Music, Choral P-12
Music, Instrumental P-12
Physical Education P-12
Physics 6-12
School Counseling P-12
Spanish 6-12

Education Specialist Degree Programs Leading to a Class AA Certificate

Elementary Education K-6
Instructional Leadership P-12
Teacher Leader P-12

APPENDIX F - FREQUENTLY ASKED QUESTIONS (FAQs)

- **If I attended another institution prior to UNA, can I transfer in the education courses I took at the other institution?**

Education courses taken at other institutions will automatically transfer in to UNA as electives. If you think a course you took at another institution would be equivalent to a course we require at UNA, you can request a course substitution for that particular course.

- **Course Substitution Instructions**

*Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

- **After I have been admitted to UNA's Educator Preparation Program, can I take a transient course at another institution and then transfer it back in to UNA?**

Candidates who wish to take coursework at another institution and transfer those credits back in to UNA must secure pre-approval from the Dean of the college in which the course(s) are taught for both the enrollment and the specific courses to be taken. Candidates on academic probation, academic warning, or conditional admission cannot be approved for transient work. Candidates may not receive transient approval for courses failed in residence at UNA. Candidates seeking transient approval for work at a junior or community college should be aware that a minimum of 64 semester hours must be earned from UNA or other senior institutions to fulfill graduation requirements.

- **Transient Approval Form**

*Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

- **Can I complete the Educator Preparation Program at UNA and use it to become certified in another state?**

Candidates who wish to complete the educator preparation program at UNA and apply for teacher certification in another state are responsible for contacting the Department of Education of that state to determine specific requirements for licensure in that state.

- **Can I take online courses in the Educator Preparation Program?**

Some courses are offered online but some courses require presence on campus. If you wish to see which courses are offered online, please review the Class Schedule.

For additional Frequently Asked Questions (FAQs) please visit the College of Education and Human Sciences FAQ website at http://www.una.edu/education/frequently-asked-questions.html

APPENDIX G - FACULTY AND STAFF

TEACHER EDUCATION FACULTY AND STAFF

ADMINISTRATIVE

Dr. Katie Kinney, Dean	256-765-4257
Dr. Matt Green, Associate Dean	256-765-4554

STAFF

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Dr. Lorie Johnson, Director of Continuous Improvement	ljohnson15@una.edu
Ms. Christy Waters – Director of Clinical Experiences	ccwaters@una.edu
Ms. Sarah Beth Hester – Certification Specialist	shester3@una.edu
Ms. Nikole Evans – Data Specialist	jevans@una.edu
Ms. Connie Sparks—edTPA Coordinator	cspsparks3@una.edu
Ms. Angela Flurry --Executive Administrative Assistant	aflurry@una.edu
Ms. Kiara Erbe --Senior Administrative Assistant	kerbe@una.edu
Ms. Alicia Brooks --Administrative Assistant (TLL)	abrooks5@una.edu

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Ms. Chelsea Scott	cburgess@una.edu		

APPENDIX H - Definition of Terms

Certification: state licensure of an individual to teach one or more subjects at a specified range of grades in the PK-12 classroom.

Chair of the Department: has the overall responsibility for the department of either elementary or secondary education.

Clinical/Field Experiences: time preservice teachers spend in P-12 schools and classrooms working with mentor teachers. Commonly, a university faculty member oversees field experience and provides onsite feedback.

Conceptual Framework: establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability.

Cooperating/Mentor Teacher: full time teacher who has demonstrated effectiveness in the classroom and will provide mentoring and professional guidance. Cooperating teachers that oversee interns must hold a master's degree or National Board Certification, three years of teaching experience, and be recommended by school administration.

Dean of the College of Education and Human Sciences: has the overall responsibility for the program of teacher education, its relationship with other departments and offices of the university, the State Department of Education, and university administration.

Director of Clinical Experiences: oversees field hours, cooperating teachers, internship placements, and works closely with university supervisors and P-12 schools.

Dispositions: are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development.

FERPA Form: Family Educational Rights and Privacy Act (FERPA) is a federal law that regulates how students' educational records are maintained and under what provisions certain student records can/should be released. FERPA forms can be located on the UNA website.

Major: student's primary field of study.

Praxis II: standardized tests of pedagogical and content knowledge that students must pass to be eligible for teacher certification in Alabama.

Prerequisite: a course that must be taken prior to another specified course.

Professional Ethics Committee (PEC): cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC) which consist of six members: Associate Dean, Director of Teacher Education, and four faculty and representatives.

Program of Study Check Sheet: is a comprehensive, structured approach for delivering academic and career education to prepare students for postsecondary education and career success.

Referral: intended to assess unsatisfactory dispositions displayed by the teacher candidate.

Student Teaching/Internship: fifteen consecutive weeks of full school days leading to gradual increase of teaching responsibilities in the P-12 classroom setting.

Teacher Candidate: person enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field.

Teaching Field: the specific discipline or concentrated area of study in a State approved program that leads toward educator certification.

Transcript: an academic record of a student's earned credits and grades that is maintained in the Office of the Registrar.

University Supervisor: university employee that directly supervises, mentors, and evaluates the teacher candidate.

Watermark: web-based data management system the university uses to collect individual assessment information for all teacher candidates. The cooperating teacher, university supervisory, and student intern will submit all assessment data during internship via Watermark.

APPENDIX I - GTEP Handbook Signature Sheet

The University of North Alabama
Teacher Education Program (GTEP) Handbook Confirmation

I, _____ have read the Graduate Teacher Education Program Handbook and understand that it is my responsibility to continue to update myself with new standards set by the College of Education and Human Sciences at the University of North Alabama and the Alabama State Department of Education. I also realize that I have certain requirements and rules that I must follow while completing my program of study.

The University of North Alabama Ethics Pledge:

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

The University of North Alabama Confidentiality Pledge:

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

Teacher Candidate Name (print):
Teacher Candidate Signature:
Date: