

# College of Education and Human Sciences



## **International ESOL Program**

Handbook

2013-2014

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.

**The International ESOL Program does not lead to P-12 certification in ESOL in Alabama. Other programs are available for candidates who wish to teach Preschool – 12<sup>th</sup> grades in Alabama.**

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## CONCEPTUAL FRAMEWORK

*"Engaging Learners,  
Inspiring Leaders,  
Transforming Lives"*



The 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. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares

### **“Knowledgeable Practicing Professionals”**

**who:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

# 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:

- Insuring that institutional privileges are not used for personal gain.
- Insuring 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 filed 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.

*Alabama Administrative Code 290-3-2-.05*

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code § 16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

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.



## **DISPOSITIONS**

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.

## The International ESOL Program

The International ESOL is a two year program designed for candidates who wish to teach adult English language learners in the United States or to teach any level of English language learners in other countries. It includes one year of coursework at UNA and one year of applied studies coursework and an internship, which may be conducted abroad.

The International ESOL Program does not lead to P-12 certification in ESOL in Alabama. Other programs are available for candidates who wish to teach Preschool – 12<sup>th</sup> grades in Alabama.

### ADMISSION TO THE INTERNATIONAL ESOL GRADUATE PROGRAM

Candidates should consult with their academic advisor(s) throughout their program to ensure all requirements are met.

#### **Conditional Admission to the International ESOL Graduate Program**

1. **Entrance Exam:** A passing score on the appropriate Praxis II exam, a score of 388 on the Miller Analogies Test (MAT) or a score of 146 on the verbal and 140 on the quantitative portions of the Graduate Record Examination (GRE) is required.
2. **Degree:** A bachelor's (or equivalent – See ESOL Bridge Program) or higher degree from a regionally accredited institution is required. All international transcripts must be documented with a WES or ECE.
3. **English Language Proficiency:** A passing score on TOFEL, IELTS, or completion of Level 5 courses of the ESL Program.
4. **Grade Point Average:** A minimum overall grade point average (GPA) of 2.5 (4.0 scale) on undergraduate or graduate work is required and must be documented on the official transcript documenting the earned degree. Students with less than the required GPA must successfully complete the Undergraduate Bridge Program (see page 13).
5. **Background Clearance:** Suitability clearance from the Alabama State Department of Education based on ABI/FBI fingerprints is required. 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 290-3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations. ([See Appendix B for instructions on getting fingerprint clearance](#)).
6. **Major:** Declare the major of International ESOL and make sure the registrar's office has this major on file for you. *Admission to one program does not necessarily guarantee admission to another program.* International students must have their Graduate International ESOL application on file in the Office of International Admissions. Students completing the Bridge Program must complete a new application with the Office of International Admissions to apply to the Graduate International ESOL Program.

## **Unconditional Admission to the International ESOL Graduate Program**

**Unconditional admission to the Graduate International ESOL Program is not automatic upon admission to UNA.** Candidates must formally apply for unconditional admission during ED 000 “Graduate Orientation.”

***During ED 000, all requirements for unconditional admission to the International ESOL program and their corresponding deadlines will be discussed. These requirements are outlined below:***

1. **Application:** Obtain an application for unconditional admission to the Graduate International ESOL program during ED 000. Submit the application to your advisor.
2. **Graduate Orientation:** Complete ED 000 with a grade of "P" or "S."
3. **Grade Point Average:** Maintain a grade average of "B" or better on all graduate coursework attempted. A grade of "C" or below on more than six semester hours of graduate work will result in academic dismissal from the program. A grade point average of 3.0 or higher on graduate work is required for program completion. ([See Appendix D for instructions on how to calculate your GPA](#)).

### **When will I know if I’m unconditionally admitted into Graduate International ESOL Program?**

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, candidates must fill out an application to re-apply for admission to be reviewed again at a later date.***

### **Once I have been unconditionally admitted to Graduate International ESOL Program, can my admission status ever be revoked?**

After you have been admitted to Graduate International ESOL Program, you are expected to maintain all standards covered in the International ESOL 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 International ESOL Program for longer than one academic year

## COMPLETION OF Graduate International ESOL Program

### I've been admitted to Graduate International ESOL Program, what's next?

1. **Coursework:** Complete remaining coursework on official checklist.
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.
3. **Program of Study:** File Program of Study form with your advisor after 12 hours of coursework.
4. **Admission to Candidacy:** File Admission to Candidacy form with your advisor after 12 hours of coursework (usually filed with the Program of Study).
5. **Internship:** Successful completion of an internship in the ESOL program is required.
6. **Portfolio:** Candidates in the program will develop a professional portfolio, documenting their progress toward becoming knowledgeable practicing professionals. ***Additional information outlining portfolio requirements will be presented in your last semester of coursework.***
7. **Grade Point Average:** Maintain a grade average of "B" or better on all graduate coursework attempted. A grade of "C" or below on more than six semester hours of graduate work will result in academic dismissal from the program. A grade point average of 3.0 or higher on graduate work is required for program completion. ([See Appendix D for instructions on how to calculate your GPA](#)).
8. **Graduation:** Apply for graduation two (2) semesters in advance.
  - Fall candidates should apply between January 1 and April 30
  - Spring candidates should apply between May 1 and August 31
  - Summer candidates should apply between September 1 and November 30

## **Undergraduate ESOL Bridge Program**

The Undergraduate Bridge Program is open to international students from UNA Partner institutions. Students must possess a 3 year diploma or 3 year Bachelor's Degree from their Undergraduate institution. The purpose of the Undergraduate ESOL Bridge Program is enable students who possess a 3 year diploma or Bachelor's degree from a UNA Partner institution to earn the equivalent of a 4-year degree. Students who possess a 4 year Bachelor's Degree with a GPA lower than 2.5 or with a GRE/MAT score lower than required may also enter the Bridge Program. Students applying to the Graduate International ESOL Program who are missing GPA, GRE/MAT scores, WES/ECE, and/or TOFEL/IELTS scores will be placed in the Undergraduate ESOL Bridge Program until deficiencies have been met. Students in the Undergraduate ESOL Bridge Program must maintain a 3.0 GPA to be considered for the Graduate International ESOL Program.

### **Recommended courses**

- **IEP 200\* - Academic Bridge**
- ED 340 – Introduction to Teaching English as a Second Language
- ED 415 - Methodology and Assessment of Teaching English as a Second Language
- EN 441 - History of the English Language
- EN 442 - Survey of Grammar
- EN 306 – Introduction to English Linguistics
- FL 302 – Cross-Cultural Interaction
- FL 100 – Introduction to Language
- FL 101 – Introduction to International Studies
- FL 204 – Introduction to Latin American Studies
- FL 301 – Culture through Cinema
- Other courses available with advisor approval

\*Required of all Bridge students. Students must pass this course with a "B" or above. Students not earning a "B" or above in this course will be required to repeat the course.

### **Length of the Bridge Program**

The Undergraduate ESOL Bridge Program is 24-30 hours depending on the number of hours earned by the student at his/her primary undergraduate institution and their undergraduate GPA. Students with a low undergraduate GPA may be required to take more than 30 hours in the Undergraduate ESOL Bridge Program before being Unconditionally Admitted into the Graduate International ESOL Program.

## **APPENDIX A - ADVISING**

### **Advising for the International ESOL Program**

Students in the International ESOL Program will be advised by Dr. Joy Brown, Office of Secondary Education.

International students within the International ESOL Program will also be advised by with Ms. Hua (Echo) Yang in the Office of International Admissions

## 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. International students who do not possess a Social Security number must contact Office of Teacher Certification to obtain an alternative number.*

### **Step 1: Register**

1. Visit the Cogent website at <http://www.cogentid.com/al/index.htm> and click on the Department of Education logo to review information pertaining to background checks.
2. While on this website, applicants must register for and pay for their fingerprint appointment BEFORE arriving at the fingerprint location. The fingerprint scanning fee is currently \$51.40.
3. Applicants should print one (1) copy of the applicant registration receipt. Take this receipt to the fingerprint appointment.

*If you need to get fingerprinted outside of the state of Alabama, please contact the UNA Office of Teacher Certification to obtain a fingerprint card.*

### **Step 2: Get Fingerprinted**

The Cogent fingerprinting site closest to UNA is Central Mail Stop.



Central Mail Stop • (256) 712-5610 • 11385 Hwy 20 Florence AL 35630 • <http://www.centralmailstop.com/>  
Mon-Fri 7:30am to 4:00pm.

1. Take one copy of your fingerprint registration receipt to the Central Mail Stop fingerprinting office. Make sure you bring a state-issued photo ID to the appointment.
2. Central Mail Stop will take your fingerprints and transmit them electronically to the Alabama State Department of Education.
3. Contact Central Mail Stop if you have any additional questions regarding the fingerprinting procedure.

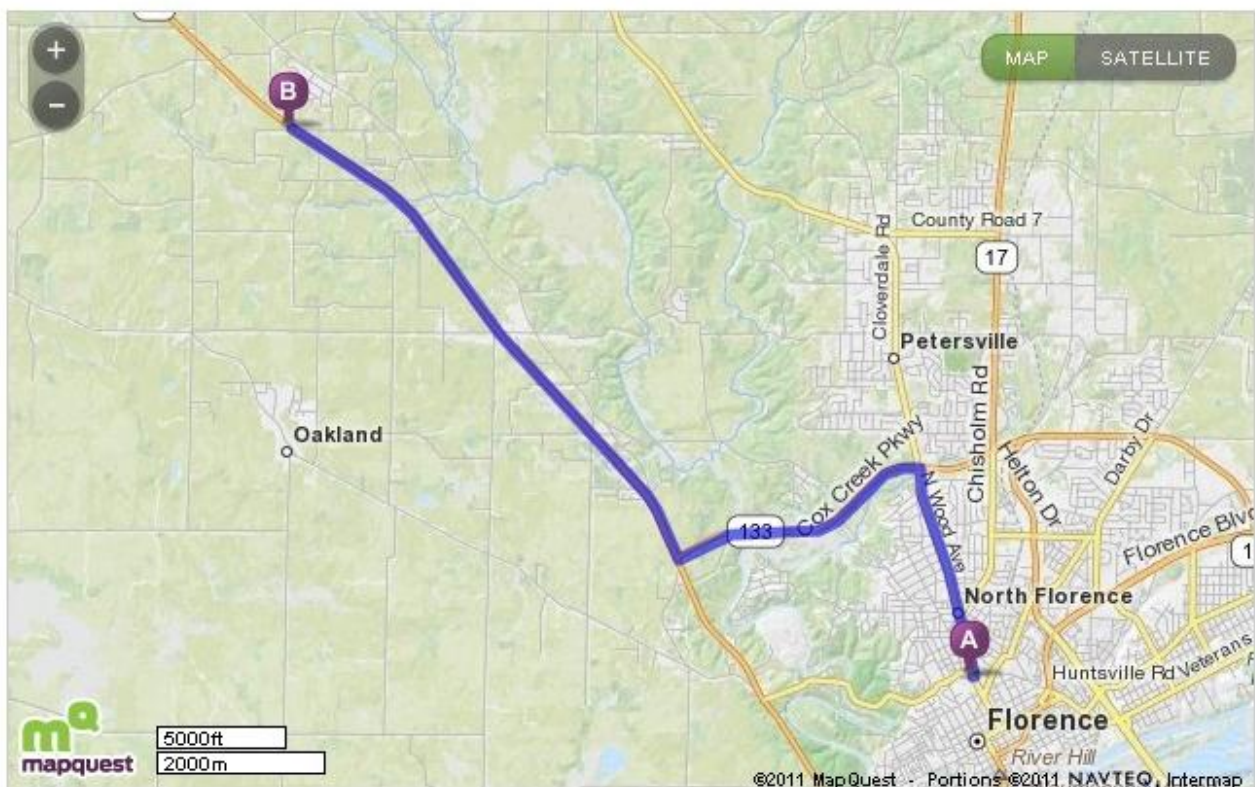
### **Step 3: Confirm Clearance**

1. Go to [www.alsde.edu](http://www.alsde.edu).
2. Click the blue link (on the right-side of the page) entitled "Teach in AL/Teacher Certification/Education AL/Leadership AL."
3. Click the "Click Here" link.
4. Click Search.
5. Click Certificates.
6. Type in your last name.
7. Type in your first name.
8. Under the section TEACHER, click the name that belongs to you.
9. **You should see your fingerprint information displayed below under the heading BACKGROUND REVIEW.**
10. **Print this page for confirmation of your fingerprint status.**
11. **Write your student ID (L #) on this printout and turn this printout in to the Office of Teacher Certification (Stevens Hall #546) so that we may clear you in the University system.**

*Directions to Central Mail Stop on next page...*

<b>A</b>	<b>University Of North Alabama</b> Cramer Way, Florence, AL 35630 (256) 765-4608 <a href="#">Add a Note</a>	<b>Miles Per Section</b>	<b>Miles Driven</b>	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
●	1. Start out going NORTHEAST on CRAMER WAY toward N WOOD AVE.	Go 0.01 Mi	0.01 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
↶	2. Take the 1st LEFT onto N WOOD AVE. <i>If you are on NELLIE AVE and reach PROSPECT ST you've gone a little too far</i>	Go 2.2 Mi	2.2 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
↶ 	3. Turn LEFT onto COX CREEK PKWY / AL-133. <i>COX CREEK PKWY is 0.1 miles past FAIRGROUND RD</i>	Go 2.7 Mi	4.9 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
↷ 	4. Turn RIGHT onto AL-20 W. <i>AL-20 W is 0.5 miles past LEWIS BRUCE LN</i>	Go 5.9 Mi	10.8 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
■	5. 11385 HIGHWAY 20. <i>Your destination is just past CR-234 If you reach CR-6 you've gone about 0.9 miles too far</i>		10.8 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>
<b>B</b>	<b>Central Mail Stop</b> 11385 Highway 20, Florence, AL 35633 (256) 766-1825 <a href="#">Add a Note</a>	10.8 mi	10.8 mi	<a href="#">Hide Row</a> <a href="#">+ Show Map</a>

Total Travel Estimate: **10.80 miles - about 14 minutes**





## APPENDIX C – 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:

<u>Course</u>	<u>Credit Hours</u>	<u>Grade</u>	<u>Quality Points Earned per Course</u>
ED 578	1	A (4QP)	4
ED 601	3	C (2QP)	6
EEX 605	3	B (3QP)	9
ED 605	<u>3</u>	A (4QP)	<u>12</u>
	10		31

You have taken a total of 10 Credit Hours among all of your courses.

You have earned a total of 31 Quality Points among all of your courses.

**Total Quality Points / Total Hours Taken = GPA**

$$31 / 10 = 3.10$$

## APPENDIX D - FACULTY AND STAFF

For a complete list of College of Education and Human Sciences faculty and staff (including their contact information), please see this website: [http://www.una.edu/education/faculty\\_staff.html](http://www.una.edu/education/faculty_staff.html)

**DEAN'S OFFICE**

Dr. Donna Lefort, Dean (College of Education and Human Sciences)  
Ms. Betty Phillips, Executive Assistant

## ACCREDITATION

Dr. Betty Dean Newman, Director of Continuous Improvement & Accreditation

## TEACHER CERTIFICATION AND CLINICAL EXPERIENCES

Dr. Felecia Harris, Director of Clinical Experiences  
 , Director of Teacher Certification  
 Ms. Margaret Farley, Senior Administrative Assistant

## ELEMENTARY EDUCATION

Dr. Victoria Hulseay, Chair  
Ms. Susan Freeman, Administrative Assistant  
Dr. Ann Dillon, Professor  
Dr. Greg Risner, Professor  
Dr. Janice Myhan, Professor  
Dr. Katie Kinney, Associate Professor  
Dr. Lisa Clayton, Assistant Professor

Dr. Pam Fernstrom-Chaney, Professor  
Dr. Robert Young, Professor  
Dr. Ruth Dumas, Professor  
Dr. Linda Armstrong, Professor

## SECONDARY EDUCATION

Dr. Beth Sewell, Chair  
Ms. Charlotte Justice, Administrative Assistant  
Dr. Linda Blount, Professor  
Dr. Joy Brown, Professor  
Dr. Linda Lewis, Professor  
Dr. Carolyn Lovett, Professor  
Dr. Lamont Maddox, Assistant Professor  
Dr. Gary Padgett, Assistant Professor  
Dr. Randy Shadburn, Associate Professor  
Dr. John Wakefield, Professor  
Dr. Leah Whitten, Assistant Professor

## HUMAN ENVIRONMENTAL SCIENCES

Ms. Jane Wilson, Chair  
Ms. Joan Smith, Administrative Assistant  
Mr. Dwight Bunn, Associate Professor  
Ms. Jill Englett, Instructor  
Mr. Johnson Ogun, Assistant Professor  
Mr. Dhruvil Patel, Assistant Professor  
Dr. Amber Paulk, Assistant Professor

## COUNSELOR EDUCATION

Dr. Paul Baird, Chair  
Ms. Paula Hailey, Administrative Assistant  
Dr. Karen Townsend, Associate Professor  
Dr. Quinn Pearson, Professor  
Dr. Sandra Loew, Professor

## HEALTH, PHYSICAL EDUCATION & RECREATION

Dr. Tom Coates, Chair  
Ms. Janet Jones, Administrative Assistant  
Dr. Eric O'Neal, Assistant Professor  
Dr. Joyce McIntosh, Professor  
Dr. Lee Renfroe, Associate Professor  
Dr. Matt Green, Associate Professor  
Dr. Mike Hall, Professor  
Mr. Johnny Long, Assistant Professor  
Ms. Kathy Underwood, Assistant Professor

## **APPENDIX E – FREQUENTLY ASKED QUESTIONS (FAQs)**

### **How Long Do I Have to Complete the Program?**

Each University Catalog is in effect for eight (8) years. If requirements are not met during the 8-year period, the bulletin expires and the candidate must elect and satisfy requirements of a more recent bulletin in effect. Enrolled candidates, whose 8-year bulletin entitlement expires as a result of discontinued enrollment or from having transferred to another university, are subject to the requirements of the bulletin current at the time of re-enrollment. Courses taken that have exceeded the 8-year period may not be counted towards program completion.

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

Graduate students may request up to six hours of coursework from other institutions be counted toward their UNA degree program. A decision will be made after the request has been reviewed to ensure compliance with UNA and Alabama State Department of Education (ALSDE) standards. This process should start with your advisor.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than the 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 Teacher Education 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.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than the 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.