



Department of Education

Handbook for Undergraduate Teacher Candidates

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TABLE OF CONTENTS

Introduction	3
Mission and Vision for the Department of Education	4
Candidate Competencies	5
Dispositions	6
Alignment of Standards – UAH, INTASC, <i>EDUCATE</i> Alabama, ALSDE, NBPTS	7
NEA Code of Ethics	8
Alabama Educator Code of Ethics	10
Undergraduate Teacher Education Programs Elementary, Secondary, and P-12	14
Decision Points	15
Sequence of Courses and Block Scheduling	16
Elementary Education	16
Secondary Education	17
P-12 Music	27
Field Experiences	30
Appendices	
1. Candidate Responsibilities	35
2. Statement of Understanding	36
3. Background Check Agreement	37
4. Field Experience Log	38
5. Field Experience Summary Sheet	39
6. Sample Permission Letter for Photographs and Videotapes	40
7. Professional Development Activities	41
8. Self-Evaluation of Teacher Candidate Dispositions	43
9. Cooperating Teacher Evaluation of Candidate Dispositions	45
10. Education Faculty Recommendation for Admission to TEP	46
11. External Faculty Recommendation for Admission to TEP	47
12. Interview Form	48
13. Professional Development Plan	50
14. Release and Indemnification Form	51
15. Alabama Prospective Teacher Testing Program	52
16. Praxis II Score Information	54
17. Advisors	55
18. Web Resources	58
19. Student Organizations	59

Welcome

Welcome to the Department of Education. We believe that you will find your journey into the teaching profession to be a challenging and rewarding experience. We are pleased that you have selected UAH to prepare you for a career in teaching. We are here to serve you and are committed to preparing you to be a highly qualified teacher.

We have produced this Handbook to assist you as you progress through your chosen certification program in the Teacher Education Program. Included you will find procedures, guidelines, and forms needed to complete specific tasks along the way. Also, you will find deadlines for completion of many of the procedures. It is important that you follow the procedures as outlined in this Handbook. Failure to follow the specified procedures could delay your graduation. Although your faculty advisor, other faculty, and the professional education office staff are available to assist you, you are responsible for meeting the requirements associated with completing your certification program.

Again, welcome to the UAH Department of Education. We look forward to working with you as you begin the first phase in your teacher education program.

The UAH Department of Education Faculty

Department of Education Mission

The Department of Education at The University of Alabama in Huntsville prepares prospective elementary and high school teachers at the graduate and undergraduate levels to assume leadership roles in public and private schools. The faculty in the department is committed to a knowledge base for these programs that reflects the views that educators are reflective decision-makers who facilitate student learning.

Our vision is led by the motto: “*Through Teaching We Lead.*” We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be enfolded with a substantive preparation from the disciplinary knowledge. We want our teacher candidates to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an elevated balance of both support and challenge for learners.

The establishment of the theme, “*Through Teaching We Lead,*” codifies the major purpose of our department: to graduate teachers who are exceptionally well-prepared in disciplinary, pedagogical, and professional knowledge; who understand and are prepared to address the needs of all learners; and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The vision and mission statements of the Department are realized through the goals and outcomes for the program. These goals represent the department’s expectations for all teacher education candidates.

UAH Teacher Candidate Competencies

1. CONTENT. The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.

2. PEDAGOGY.

a. Teaching. Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.

b. Assessing Student Learning. Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.

c. Managing the Learning Environment. Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive interactions and active engagement in learning.

3. CRITICAL THINKING. Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4. DIVERSITY. Candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for *all* students.

5. COMMUNICATION. Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.

6. PROFESSIONALISM. Candidate evidences leadership capacity and a solid commitment to the teaching profession.

a. Collaboration and Relationships. Candidate communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being.

b. Reflection and Professional Development. Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally.

c. Professional Dispositions. Candidate exhibits ethical and professional dispositions and conduct.

Professional Dispositions

Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the candidate’s own professional growth.” The professional dispositions and commitments exhibited by teacher candidates are one of the most critical factors in determining their future success in the classroom. Therefore, UAH teacher candidates are introduced to the dispositions during their first education course *ED 301 - Introduction to Education*. Dispositions continue to be woven into the framework of each course in the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self-evaluation of these dispositions and to demonstrate these attributes as they progress throughout the program.

1. **Intellectual Curiosity.** The teacher candidate enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, the teacher candidate fosters and encourages students to extend their personal immersion in learning beyond course content.
2. **Respect for all Learners.** The teacher candidate demonstrates respect for and fosters positive rapport with all students.
3. **Multicultural Sensitivity.** The teacher candidate promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.
4. **Self-initiative.** The teacher candidate accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.
5. **Flexibility.** The teacher candidate identifies and positively adapts when unanticipated occurrences arise.
6. **Interaction with Others.** The teacher candidate initiates positive interactions with students, faculty, peers, and others.
7. **Tact and Judgment.** The teacher candidate is diplomatic. The teacher candidate is sensitive to others’ feelings and opinions.
8. **Reliability/Dependability.** The teacher candidate is always responsible. The teacher candidate attends to tasks or duties without prompting.
9. **Oral Communication Skills.** The teacher candidate is articulate, expressive, and conversant. The teacher candidate is able to adapt his or her communicative style to the situation; the teacher candidate listens well and responds appropriately.
10. **Written Expression.** The teacher candidate expresses ideas clearly and concisely. The teacher candidate makes no mechanical errors.
11. **Attendance/Punctuality.** The teacher candidate is punctual and has regular attendance. The candidate provides prior notification and reasonable explanations for absences.
12. **Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

DEPARTMENT OF EDUCATION

Alignment of Standards

UAH Teacher Candidate Competencies	Alabama Quality Teaching Standards (AQTs)	<i>EDUCATE</i> Alabama	INTASC Principles
Content	1c. Content Knowledge 1 Academic Disciplines 2 Curriculum	#1 – Content Knowledge	#1 – Content Pedagogy
Pedagogy: a. Teaching b. Assessing Student Learning c. Managing the Learning Environment	2c. Teaching and Learning 2 Organization and Management 3 Learning Environment 4 Instructional Strategies 5 Assessment 3c. Literacy 2 Reading 3 Mathematics 4 Technology	#2a – Organization and Management of Learning #2b - Using Instructional Strategies to Engage Learners #2c – Assessment of Learning #3b – Development of Reading Skills & Accessing K-12 Literacy #3d – Utilizes Technology	#5 – Motivation & Management #7 – Planning # 8 - Assessment
Critical Thinking		#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#4 - Multiple Instructional Strategies
Diversity	2c. Teaching and Learning 1 Human Development 4c. Diversity 1 Cultural, Ethnic, and Social Diversity 2 Language Diversity 3 Special Needs 4 Learning Styles	#4a – Cultural, Ethnic, and Social Diversity #4b – Language Diversity #4c – Special Needs #4d – Learning Styles	#2 - Student Development #3 - Diverse Learners
Communication	3c. Literacy 1 Oral and Written Communication	#3a – Oral and Written Communication	#6 – Communication & Technology
Professionalism	5c. Professionalism 1 Collaboration 2 Continuous, Lifelong Professional Learning 3 Alabama-Specific Improvement Initiatives 4 School Improvement 5 Ethics 6 Local, State, and Federal Laws and Policies	#5 - Professionalism	#9 – Reflective Practice & Professional Development #10 – School & Community Involvement

Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a) Exclude any student from participation in any program.
 - b) Deny benefits to any student.
 - c) Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling purpose or is required by law.

Principle II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misinterpret his or her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

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 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.

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

All teacher education candidates completing the certification programs at The University of Alabama meet the Highly Qualified Teacher requirements established by the Alabama State Department of Education.

Elementary Education – B.A. K-6 Certification

In addition to completing 58 hours of professional education courses, elementary education majors must select a second area for their program of study; hours required for second areas of study vary. Students may select from the following second areas of study. See department website for specific course requirements.

Collaborative Teacher-Special Education
Language and Culture

Secondary Education - B.A. or B.S. – 6-12 Certification

Secondary candidates receive their degree (major) in their teaching field. In addition candidates complete 43 hours of professional education courses. Certification is available in the following areas. Hour requirements for each major/certification area varies. See department website for specific course requirements.

English Language Arts	Biology
Foreign Language	Chemistry
History	General Science
Social Studies	Mathematics
	Physics

Collaborative Teacher – Special Education – second area of study may be added to either K-6 or 6-12 certification programs

Middle School Endorsement

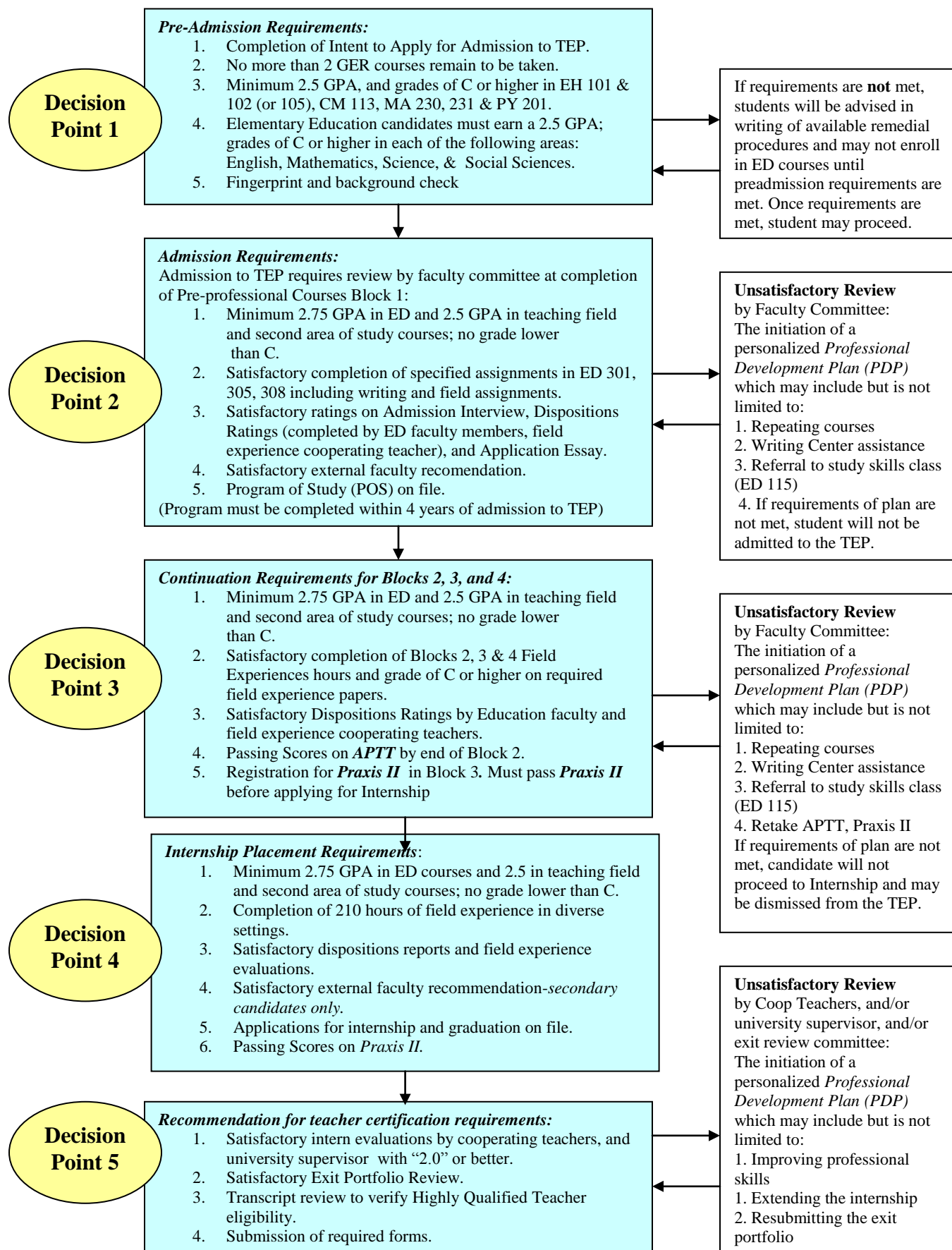
Candidates enrolled in a secondary certification program who also want to be certified to teach in a middle school, should complete additional courses in education. Candidates must meet the minimum of 32/19 hour requirements in the major for Highly Qualified Teacher.

This endorsement from the Alabama State Department of Education would enable them to be certified to teach grades 4-8 in addition to the secondary 6-12 certification.

P-12 Programs

Music B. (Instrumental or Vocal Emphasis) – See catalog or website for information.

Decision Points and Assessments Initial Certification at Bachelor's Level



**Sequence of Courses for
Elementary/**Collaborative** or Elementary/**Language and Culture**
Teacher Candidates**

Candidates should complete **all General Education Requirements** including PY 201 – Life Span Development, and MA 230 and 231 – Math for Teachers I and II. ED 350 may be taken prior to beginning. Block 1 coursework. A 50-hour field experience (FE) is required during each block.

Fall Entrants

Block 1 Fall

ED 301
ED 305
ED 308
ED 350
FE – 50 hours

Block 2 Spring

ED 309
ED 430
EDC 301
EDC 311
FE – 50 hours

Block 3 Fall

ED 315
ED 373
ED 374
ED 375
EDC 321 or EHL 405
FE – 50 hours

Block 4 Spring

ED 371
ED 372
ED 405
EDC 331 and EDC 351
or
EHL 407 and EHL 408
FE – 50 hours

Block 5 Fall

Internship

Spring Entrants

Block 1 Spring

ED 301
ED 305
ED 308
ED 350
FE – 50 hours

Block 2 Fall

ED 309
ED 430
EDC 301
EDC 311
EHL 405
FE – 50 hours

Block 3 Spring

ED 371
ED 372
ED 375
EDC 331 and EDC 351
or
EHL 407 and EHL 408
FE – 50 hours

Block 4 Fall

ED 315
ED 373
ED 374
ED 405
EDC 321
FE – 50 hours

Block 5 Spring

Internship

Summer Offerings

ED 350
ED 310

EDC 302
EDC 341

EHL 406 (begin Su 2012)
ED 413 (begin Su 2012)

Required for all Elementary Candidates

ED 301 – Introduction to Education
ED 305 – Foundations of Education
ED 308 – Educational Psychology
ED 309 – Classroom Management
ED 310 – Integrating Creative Arts
EDC 301 – Teaching Exceptional Children
EDC 311 – Instructional Strategies
ED 430 – Applied Multiculturalism
ED 315 - Educational Evaluation & Measurement
ED 350 – Technology in the Classroom
ED 371 – Teaching Language Arts
ED 372 – Teaching Social Studies
ED 373 – Teaching Elementary Science
ED 374 – Teaching Elementary Math
ED 375 – Teaching Primary Reading
ED 405 – Teaching Intermediate Reading
ED 493 - Internship

Required for Collaborative Teacher Focus

EDC 302 – Low Incidence Population (Su)
EDC 321 – Collaborative Consultation
EDC 331 – Critical Issues in Special Education
EDC 331 – Critical Issues in Special Education
EDC 341 – Transition of K-12 Students (Su)
EDC 351 – Behavioral Analysis and Intervention

Required for Language and Culture Focus

EHL 405 - Linguistics I
EHL 406 - Critical Issues in ESL (Su)
EHL 407 - Applied Linguistics II
EHL 408 - Teaching Methods in ESL
ED 413 – Children’s Literature

Sequence of Courses for Secondary Teacher Candidates

Candidates should complete all General Education Requirements including PY 201, *Life Span Development*, prior to Block 1. ED 350, *Technology in the Classroom*, may be taken prior to or during Block 1. A 50-hour Field Experience (FE) is required in each of the 4 blocks.

Fall Entrants

Block - Fall

ED 301
ED 305
ED 308
(ED 350)
Major
FE – 50 hours

Block 2 - Spring

ED 309
ED 430
EDC 301
EDC 311
Major
FE – 50 hours

Block 3 - Fall

ED 408
*ED 42X
Major
FE – 50 hours

Block 4 - Spring

ED 410
*ED 42X
Major
FE – 50 hours

Block 5 - Fall

ED 497

Spring Entrants

Block 1 - Spring

ED 301
ED 305
ED 308
(ED 350)
Major
FE – 50 hours

Block 2 - Fall

ED 309
ED 430
EDC 301
EDC 311
Major
FE – 50 hours

Block 3 - Spring

ED 410
*ED 42X
Major
FE – 50 hours

Block 4 - Fall

ED 408
*ED 42X
Major
FE – 50 hours

Block 5 - Spring

ED 497

Required for all secondary candidates

ED 301 – Intro to Education
ED 305 – Foundations of Education
ED 308 – Educational Psychology
ED 309 – Classroom Management
ED 350 – Technology in the Classroom
ED 408 – Teaching Content Area Reading
ED 410 - Foundations of Educational Evaluation
ED 430 – Applied Multiculturalism
EDC 301 – Teaching Exceptional children
EDC 311 – Instructional Strategies for
Inclusive Classrooms
ED 497 - Secondary Internship

Discipline-Specific Methods Course

*ED 42X - Take in either Block 3 or 4,
whenever it is scheduled to be taught.

ED 421 – English Methods (Fall)
ED 422 – Math Methods (Fall)
ED 423 – Science Methods (Spring)
ED 424 – Social Studies Methods (Spring)ED

Program for Biology Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Biology Major (B.A. or B.S.)	Semester Hours
BYS 119: Principles of Biology	4 (GER)
BYS 120: Organismal Biology	4 (GER)
BYS 219: Genetics and Evolution	4
BYS 300: Cell and Developmental Biology	4
BYS 312: Principles of Ecology	4
BYS 321: General Microbiology	4
BYS 490: Senior Seminar	2
BYS 300+: Electives	10
Total	36

Required Supporting Courses	Semester Hours
Chemistry (11-20 hrs.)	
Option 1: CH 101, 105 (4 hrs.); CH 201 (4 hrs.); CH 301 (3 hrs.)	
Option 2: CH 121, 125 (4 hrs.); CH 123, 126 (4 hrs.); Ch 223, 224 (4 hrs.); CH 331, 336 (4 hrs.); CH 361, 362 (4 hrs.)	
**CH 301 if beginning with CH 101, 105; CH 331, 335 & 361, 362 if beginning with CH 121, 125	
Physics (8 hrs.)	
PH 101, 102: General Physics OR	8 (GER)
PH 111, 114: Physics with Calculus I	
PH 112, 115: Physics with Calculus II	
Total	19-28

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 423: Teaching Science in Middle and High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Biology** website: <http://www.uah.edu/biology>

Program for Biology-General Science Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Biology Major (B.A. or B.S.)	Semester Hours
BYS 119: Principles of Biology	4 (GER)
BYS 120: Organismal Biology	4 (GER)
BYS 219: Genetics and Evolution	4
BYS 300: Cell and Developmental Biology	4
BYS 312: Principles of Ecology	4
BYS 321: General Microbiology	4
BYS 490: Senior Seminar	2
BYS 300+: Electives	10
Total	36

Required Supporting Courses	Semester Hours
Chemistry (11-20 hrs.)	
Option 1: CH 101, 105 (4 hrs.); CH 201 (4 hrs.); CH 301 (3 hrs.)	
Option 2: CH 121, 125 (4 hrs.); CH 123, 126 (4 hrs.); Ch 223, 224 (4 hrs.); CH 331, 336 (4 hrs.); CH 361, 362 (4 hrs.)	
**CH 301 if beginning with CH 101, 105; CH 331, 335 & 361, 362 if beginning with CH 121, 125	
Physics (8 hrs.)	
PH 101, 102: General Physics OR	8 (GER)
PH 111, 114: Physics with Calculus I	
PH 112, 115: Physics with Calculus II	
Astronomy (8 hrs.)	
AST 106: Exploring the Cosmos I	4
AST 107: Exploring the Cosmos II	4
Environmental Science (8 hrs.)	
ES 102: Physical Geology	4
ES 111: Climate and Global Change	4
Total	35-44

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
EDC 301: Teaching the Exceptional Child	3
ED 430 – Applied Multiculturalism	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 423: Teaching Science in Middle and High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Biology** website: <http://www.uah.edu/biology>

Program for Chemistry Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Chemistry Major (B.S.)	Semester Hours
CH 121, 125: General Chemistry I and Lab	4 (GER)
CH 123, 125: General Chemistry II and Lab	4 (GER)
CH 223, 224: Quantitative Analysis and Lab	4
CH 331, 335: Organic Chemistry I and Lab	4
CH 332, 336: Organic Chemistry II and Lab	4
CH 341: Physical Chemistry I OR CH 347: Biophysical Chemistry I	3
CH 401: Inorganic Chemistry	3
CH 345: Experimental Physical Chemistry OR CH 362: General Biochemistry Lab OR CH 402: Inorganic Chemistry Lab	1
CH 342: Physical Chemistry II OR CH 348: Biochemistry II OR CH 363: General Biochemistry II OR CH 421: Instrumental Analysis	3-4
Choose 3 from the following Labs	3 hrs.
CH 336: Organic Chemistry Lab II	
CH 345: Experimental Physical Chemistry I	
CH 346: Experimental Physical Chemistry II	
CH 362: General Biochemistry Lab I	
CH 364: General Biochemistry Lab II	
CH 402: Inorganic Chemistry lab	
CH 421: Lab	
Total	33-34

Ancillary Course	Semester Hours
PH 111, 114: Physics with Calculus I	4
PH 112, 115: Physics with Calculus II	4
MA 171, 172, 201: Calculus	12
CS 102 or 103	3
EH 301: Technical Writing	3
BYS 119, 120 in GER	8
Total	34

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 423: Teaching Science in Middle & Secondary Schools	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Chemistry** website: <http://chemistry.uah.edu>

Program for English Language Arts Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

English Major (B.A.)	Semester Hours
Sophomore Survey (as described in GER)	6
EH 360: Shakespeare	3
EH 400: Composition Studies for Teachers	3
EHL 405: Linguistic Structure of Modern English	3
American Literature – Choose from: EH 330, 331, 332, 333 (if appropriate topic) 420, 430, 431, 433, 435, 438, 439	3
English Literature – Choose from: EH 380, 381, 390, 391, 418, 420, 440, (with topic in English literature) 450, 451, 460, 470, 472, 492, 493	3
The Novel – Choose from: EH 430, 431, 435 (with topic covering the novel), 440, (with topic covering the novel), 492, 493	3
Literature elective (must be 300 level or above) Any of the America, English, and novel courses listed above may count here instead, plus the following not listed above may count <ul style="list-style-type: none"> • EH 413 – Children’s Literature • Creative writing course (EH 410, 411, or 412) 	3
Total	30

Supporting Courses in Journalism, Drama, Theatre, and Communications	Semester Hours
CM 113 (GER) and 231	6
Drama and Theatre (CM 122 and 221)	6
Media Writing (CM 205)	3
Mass Media (CM 430)	3
Communication Arts Elective (CM 309 or 310)	3
Total	21

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 421: Teaching English in Middle & Secondary Schools	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of English** website: <http://www.uah.edu/colleges/liberal/english>

**Program for Foreign Language Certification (6-12)
(French, German, or Spanish)**

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Foreign Language Major (B.A.)	Semester Hours
FL 101: Introductory Foreign Language I	3
FL 102: Introductory Foreign Language II:	3
FL 200: Intermediate Foreign Language:	3
FL 204: International Cinema (taught in English)	3
FL 301: Conversation	3
FL 302: Composition	3
FL 303: Foreign Language for Life and Professions	3
FL 304: Culture	3
FL 305: Introduction to Literature	3
FL 404: Texts and Contexts: Seminar in Literature	3
FL 410: International Internship	3
Total	33

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
EHL 408: ESL Methods	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Foreign Language and Literatures** website:

<http://www.uah.edu/colleges/liberal/fli>

Program for History Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

History Major (B.A.)	Semester Hours
HY 101, 102: Western Civilization OR HY 103, 104: World History	6 (GER)
HY 221, 222: American History	6
HY 290: Historical Methods	3
HY 325: History of Alabama (counts as American History course)	3
HY 490: Research Seminar in History	3
American History - Choose from: 318, 326, 363, 364, 365, 366, 367, 373, 374, 410, 413, 414, 424, 427, 428, 437, 438, 439	3
Non-American History – Choose from: 229, 230, 329, 341, 343, 347, 348, 375, 376, 380, 391, 392, 424, 473, 474, 475, 476, 478, 479	6
HY Elective (must be 300 level or above)	6
HY Elective (required if POS contains 9 hrs. at 200 level)	3
Total	39*

*Includes 6 hrs. in GER

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 424: Teaching Social Studies in Middle & High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of English** website: <http://www.uah.edu/colleges/liberal/history>

Program for History/Social Science Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

History Major (B.A.)	Semester Hours
HY 101, 102: Western Civilization OR HY 103, 104: World History	6 (GER)
HY 221, 222: American History	6
HY 290: Historical Methods	3
HY 325: History of Alabama (counts as American History course)	3
HY 490: Research Seminar in History	3
American History - Choose from: 318, 326, 363, 364, 365, 366, 367, 373, 374, 410, 413, 414, 424, 427, 428, 437, 438, 439	3
Non-American History – Choose from: 229, 230, 329, 341, 343, 347, 348, 375, 376, 380, 391, 392, 424, 473, 474, 475, 476, 478, 479	6
HY Elective (must be 300 level or above)	6
HY Elective (required if POS contains 9 hrs. at 200 level)	3
Total	39*

*Includes 6 hrs. in GER

Supporting Courses in Social Studies	Semester Hours
GY 105: World Regional Geography	3
GY 110: Principles of Human Geography	3
ECN 142: Macroeconomics	3
ECN 143: Microeconomics	3
PSC 101: American Government	3
PSC 102: Comparative Politics and Foreign Governments	3
PSC 260: Introduction to International Relations	3
PY 101: General Psychology	3
PY 375: Social Psychology	3
SOC 100: Introduction to Sociology	3
SOC 200: Introduction to Anthropology	3
Total	33

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305: Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 424: Teaching Social Studies in Middle & High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of English** website: <http://www.uah.edu/colleges/liberal/history>

Program for Mathematics Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Mathematics Major (B.A. or B.S.)	Semester Hours
MA 171: Calculus A	4
MA 172: Calculus B	4
MA 201: Calculus C	4
MA 244: Linear Algebra	3
MA 330: Foundations of Mathematics	3
MA 385: Introduction to Probability	3
MA 433: Introduction to Geometry	3
MA 442: Algebraic Structures with Applications	3
MA 452: Introduction to Real Analysis	3
MA/ST 487 Introduction to Mathematical Statistics	3
MA elective (3 hrs. at the 400 level; 6 hrs. total)	6
Total	39*

*Some hours may be completed in GER

Required Supporting Course	Semester Hours
PH 111, 114 and 112, 115	8
CS 102, 121	6
Total	15

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 422: Teaching Math in Middle & High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Mathematics** website: <http://www.math.uah.edu>

Program for Physics Certification (6-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Physics Major (B.S.)	Semester Hours
PH 110: Frontiers in Physics	3
PH 111, 114: General Physics with Calculus I	4
PH 112, 115: General Physics with Calculus II	4
PH 113, 116: General Physics with Calculus III	4
PH 251: Special Relativity	1
PH 301: Intermediate Mechanics	3
PH 305: Math Methods in Physics	3
PH 351: Introduction to Modern Physics	3
PH 499: Physics Practicum	3
Electives (8-9 hrs.):	
PH/OPT/AST 300 or 400	2-3
PH/OPT/AST 300 or 400	3
PH/OPT/AST 300 or 400	3
Total	36-37

Required Supporting Course	Semester Hours
MA 172: Calculus B	4
MA 201: Calculus C	4
MA 244: Linear Algebra	3
MA 238: Applied Differential Equations	3
CH 121, 125 and CH 123, 126 in GER if minor is not chemistry	8
BYS 119 or 120 in GER – Area V	4
CS 102, 121, or CPE 112 in GER	3
EH 301: Technical Writing – Area V	3
Total	32

Education	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
ED 350: Technology in the Classroom	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 423: Teaching Science in Middle & High School	3
ED 497: Internship	12 hrs.
Total	43

Visit the **Department of Physics** website: <http://physics.uah.edu>

Sequence of Courses for P – 12 Music Teacher Candidates

Candidates should complete all General Education Requirements including PY 201, *Life Span Development*, prior to Block 1. Music Candidates may take either ED 315 (Fall) or ED 410 (Spring) to meet the Assessment Course Requirement. A 50-hour Field Experience (FE) is required in each of the 4 blocks.

Fall Entrants

Block - Fall

ED 301
ED 305
ED 308
Major
FE – 50 hours

Block 2 - Spring

ED 309
ED 430
EDC 301
EDC 311
Major
FE – 50 hours

Block 3 - Fall

ED 408
(ED 315)
MUE
Major
FE – 50 hours

Block 4 - Spring

(ED 410)
MUE
Major
FE – 50 hours

Block 5 - Fall

ED 499-Internship

Spring Entrants

Block 1 - Spring

ED 301
ED 305
ED 308
Major
FE – 50 hours

Block 2 - Fall

ED 309
ED 430
EDC 301
EDC 311

Major
FE – 50 hours

Block 3 - Spring

(ED 410)
MUE
Major
FE – 50 hours

Block 4 - Fall

ED 408
(ED 315)
MUE
Major
FE – 50 hours

Block 5 - Spring

ED 499-Internship

Required for all music candidates

ED 301 – Intro to Education
ED 305 – Foundations of Education
ED 308 – Educational Psychology
ED 309 – Classroom Management
ED 315 OR ED 410 – Educational Assessment
ED 408 – Teaching Content Area Reading
ED 430 – Applied Multiculturalism
EDC 301 – Teaching Exceptional children
EDC 311 – Instructional Strategies for
Inclusive Classrooms
ED 499 - Music Internship

Discipline-Specific Methods Course

MUE 321 – Choir or Band Observation
MUE 328 – Teaching General Music
MUE 428 – Vocal Choral Methods for
Secondary Schools
Or
MUE 429 - Organizing and Directing
Instrumental Groups in Secondary School

Program for Instrumental Music Certification (P-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Music Major Core	Semester Hours
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons (performance jury must recommend promotion to 400 level)	1.5
MUA 4_1 Private Lessons (performance jury must recommend promotion to recital level)	1.5
MUA 498 Senior Recital	1.5
MUX 3__ Ensembles (at least half must be conducted ensembles)	7
MU 100 - Introduction to Music Literature	3 (GER)
MU 106 – Introduction to Music Technology	1
MU 201 – Music Theory I	3
MU 203 – Musicianship Skills I	1
MU 202 – Music Theory II	3
MU 204 - Musicianship Skills II	1
MU 301 – Music Theory III	3
MU 303 – Musicianship Skills III	1
MU 311 – Music History I	3
MU 312 – Music History II	3
MU 325 – Conducting	2
MU 199 – Concert Attendance (P/F – Must PASS this course at least 7 times before graduation)	0
Total	40

Music Education Courses	Semester Hours
MUA 1 x 1 - Secondary Instrument - Brass or WW	1
MUA 1 x 1 - Secondary Instrument – Brass or WW	1
MUA 1 x 1 - Secondary Instrument – Brass or WW	1
MUA 1 x 1 - Secondary Instrument – Percussion	1
MUA 1 x 1 - Secondary Instrument – String	1
MUE 321 - Secondary Instrument – Choir Observation	1
MU 302 – Music Theory IV (Modern Materials)	3
MU 401 – Form & Analysis	2
MU 416 – Orchestration	2
MU 425 – Advanced Conducting	2
MUE 327 – Teaching General Music	3
MUE 429 – Instrumental Methods/Secondary	3
Piano Proficiency Exam	0
Total	21

Education Courses	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 497: Internship	12 hrs.
Total	37

Visit the **Department of Music** website: <http://www.uah.edu/colleges/liberal/music>

Program for Choral Music Certification (P-12)

General Education Courses (GER) 64 hours

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

Music Major Core	Semester Hours
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons	1.5
MUA 2_1 Private Lessons (performance jury must recommend promotion to 400 level)	1.5
MUA 4_1 Private Lessons (performance jury must recommend promotion to recital level)	1.5
MUA 498 Senior Recital	1.5
MUX 3__ Ensembles (at least half must be conducted ensembles)	7
MU 100 - Introduction to Music Literature	3 (GER)
MU 106 – Introduction to Music Technology	1
MU 201 – Music Theory I	3
MU 203 – Musicianship Skills I	1
MU 202 – Music Theory II	3
MU 204 - Musicianship Skills II	1
MU 301 – Music Theory III	3
MU 303 – Musicianship Skills III	1
MU 311 – Music History I	3
MU 312 – Music History II	3
MU 325 – Conducting	2
MU 199 – Concert Attendance (P/F – Must PASS this course at least 7 times before graduation)	0
Total	40

Music Education Courses	Semester Hours
MUA 131 - Secondary Instrument – Piano	1
MUA 131 - Secondary Instrument – Piano	1
MUA 131 - Secondary Instrument – Piano	1
MUA 140, 141, or 151 - Secondary Instrument – String	1
MU 322 – Secondary Instrument – Diction	1
MUE 321 - Secondary Instrument – Band Observation	1
MU 302 – Music Theory IV (Modern Materials)	3
MU 401 – Form & Analysis	2
MU 416 – Orchestration	2
MU 425 – Advanced Conducting	2
MUE 327 – Teaching General Music	3
MUE 428 – Choral Methods/Secondary	3
Piano Proficiency Exam	0
Total	21

Education Courses	Semester Hours
Block 1	
ED 301: Introduction to Education	1
ED 305 : Foundations of Education	3
ED 308: Educational Psychology	3
Block 2	
ED 309: Classroom and Behavior Management	3
ED 430: Applied Multiculturalism	3
EDC 301: Teaching the Exceptional Child	3
EDC 311: Instructional Strategies	3
Block 3 & 4	
ED 408: Content Area Reading	3
ED 410: Foundations of Educational Evaluation	3
ED 497: Internship	12 hrs.
Total	37

Visit the **Department of Music** website: <http://www.uah.edu/colleges/liberal/music>

Introduction to the Field Experience Program

The Field Experience Program (FEP) is an integral part of the Teacher Education Program at The University of Alabama in Huntsville. It provides candidates with opportunities to become familiar with and participate in a variety of instructional settings. From one semester to the next, candidates are provided with opportunities to become more actively involved in classroom settings. As they gain more knowledge of learners, content, and methodology, they participate in a set of sequential and systematic experiences that enable them to connect the knowledge and skills acquired in campus-based coursework with what they observe and do in public school settings.

The FEP is designed to provide a continuum of experiences that enables candidates acquire the knowledge, skills, and dispositions essential to their growth as professionals. Candidates are expected to complete a minimum of 210 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 50 hours in a school setting, as they move from simply observing, participating and tutoring students during Block 1 experiences, to teaching small group and whole class lessons during Blocks 3, 4 experiences and finally assuming full responsibility for the classroom during their student teaching.

Each level of field experiences addresses competencies integral to the UAH *Teacher as Leader* model. As candidates progress through the program and become more actively engaged in instructional responsibilities during each level of field experiences, they will be expected to demonstrate novice, then intermediate, and finally expert abilities in each competency area.

Candidates enrolled in Blocks 1 and 2 field experiences will focus primarily on *Diversity*. Candidates enrolled in Blocks III and IV field experiences will focus on developing as *Content* and *Pedagogy*; they will refine their competencies in the area of *Diversity*. Candidates enrolled in the internship—will demonstrate their abilities in all competencies as a high level. At all levels, candidates will demonstrate increasing competency in the areas of *Communications*, *Critical Thinking*, and *Professionalism*.

Field experiences are an integral component of the course requirements and curricula. Failure to successfully complete field experiences will result in incomplete grades and/or course failure and will delay and/or prevent the candidate's admission to the Teacher Education Program or the internship.

Competency Focus for Field Experiences

Level of Field Experiences	Setting	Grade Level Placements
Block 1. ED 301, 305, 308 Competency Focus: <ul style="list-style-type: none"> • Diversity 	Urban Title I Schools Huntsville City Schools	Elementary- grades K-2 Secondary - middle schools
Block 2. ED 309, 430, EDC 301, 311 Competency Focus: <ul style="list-style-type: none"> • Diversity 	Rural Schools Madison County Schools	Elementary – grades 3-5 Secondary – high schools
Fall Methods Block. Elementary: ED 315, 373, 374, 375, EDC 321 Secondary: ED 408 and Methods Courses ED 421, 422, 423, or 424 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	EED: Huntsville City (schools with high ELL populations)** SED: Suburban Schools (High SES)** Madison City or Huntsville City **ARI & AMSTI Schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.	Elementary - ED 375 – grades K-2 ED 405 – grades 3-5 Secondary - middle schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Spring Methods Block. Elementary: ED 371, 372, 405, EDC 331, 351 Secondary: ED 410 and Methods Courses: ED 421, 422, 423, or 424 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	EED: Suburban Schools (high SES) – Madison City or Huntsville City** SED: Madison City or Huntsville City schools** **ARI & AMSTI Schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.	Elementary –ED 375 - grades K-2 ED 405 - grades 3-5 Secondary – high schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.
EED Summer	EDC 302 & 341 –Madison City School Extended Year Program	OR EHL 406 – Huntsville or Madison City ELL Camps
Internship All Competencies	Placements Varied	Elementary -- K-3 and 3-5 Secondary – Middle and High School Music – K-6 and 6-12

Candidates will develop strengths in three competencies throughout each semester:
 Communications, Critical Thinking, and Professionalism

Field Experience Guidelines for Elementary Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Grades K-2 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 2 hours per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day's experiences. 	<p>Block 2: ED 309, ED 430, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity</i> Grades 3-5 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block: ED 315, 373, 374, 375 or ED 405, EDC 321 Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in reading, math, and science. Intermediate Grades K-2 (ED 375) or 3-5 (ED 405) Week-long practicum included in FE Competencies: <i>Content,, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in math, science, and reading • Design assessments, use the data to plan instruction and monitor and measure student learning • Use available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block: ED 371, 372, 375 or 405, EDC 331, 351 Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in reading, language arts, and social studies Primary Grades K-2 (ED 375) or 3-5 (ED 405) Week-long practicum included in FE Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in language arts and social studies • Develop and teach lesson(s)/units that integrate across the curriculum • Design assessments, use data to plan instruction and monitor and measure student learning • Use available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p style="text-align: center;">Summer: EDC 302 and 341 – Madison City Schools Extended Year Program OR EHL 406 – Madison City or Huntsville Caamp for Second Language Students</p>	
<p>ED 493 – Internship Focus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

Field Experience Guidelines for Secondary and P-12 Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Secondary - Middle School P-12 Music – K-6 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 1 hour per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day’s experiences. 	<p>Block 2: ED 309, ED 430, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity</i> Secondary - High School P-12 – Middle or High School The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block3: ED 408 & Methods Courses Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in their teaching field. Middle School – Grades 5-8 or 7-9 Competencies: <i>Content, Pedagogy</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Tutor or assist students in their teaching field (individualized or small group instruction) • Develop and teach lessons in their teaching field • Design assessments and use the data to plan instruction and monitor and measure student learning. • Use available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block : ED 410 & Methods Courses Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in content areas. Secondary - High School P-12 – Middle or High School Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Develop and teach lessons (units)in their teaching field, integrating content across the curriculum • Design assessments and use data to plan instruction and monitor and measure student learning • Tutor or assist students in these content areas (individualized or small group instruction • Use available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>ED 497 or ED 499 – Internship Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

APPENDIX

Undergraduate Candidate Responsibilities

Decision Point	Candidate Responsibilities	Date Completed
1 Eligibility to enroll in Block 1 Courses	1. File an <i>Intent to Apply to TEP</i> as early as possible after admission to UAH but prior to end of sophomore year. 2. File a <i>Program of Study (POS)</i> with college advisor prior to end of sophomore year (or during ED 301). 3. Complete all (or all but two) courses in GER; 2.5 overall GPA 4. Enroll in Pre-professional Block 1 courses (ED 301, ED 305, ED 308, *ED 350). <ul style="list-style-type: none"> • ED 350 may be taken semester prior to Block 1 semester 4. Submit to fingerprint and background check	_____ _____ _____
2 Admission to Teacher Education Program	<u>During Block 1 semester:</u> 1. File <i>Application to Teacher Education Program</i> . 2. Complete field experience hours, <i>Dispositions Self-Assessment and Application Essays</i> (ED 301). 3. Solicit <i>Dispositions Recommendation to Teacher Education Program</i> (1 from coop teacher, 1 from major or second area of study; ED faculty will submit letters for each course in Block 1). 4. Take <i>Alabama Prospective Teacher Test Basic Skills Assessment</i> 5. Complete Admission Interview with faculty advisor. 6. Enroll in Block 2 Pre-Professional courses (ED 309, ED 430, EDC 301, and EDC 311) 7. 2.75 GPA – ED; 2.5 – GPA – Major; 2.5 GPA - Overall Admission Date:	_____ _____ _____ _____ _____ _____
3 Continuation in the Teacher Education Program	<u>During Block 2:</u> 1. Complete any remaining General Education Requirements. 2. Pass <i>Alabama Prospective Teacher Test - Basic Skills Assessment</i> <u>During Block 3:</u> 3. Maintain minimum GPA and meet field experience requirements 4. Submit <i>Application for Internship</i> 5. Pass <i>Praxis II – Content Knowledge Test</i> 6. Request recommendation from external faculty member in major (Secondary Candidates only) <u>During Block 4:</u> 7. Request <i>Dispositions Recommendation</i> from field experience cooperating teachers; education faculty will submit <i>Dispositions Recommendation</i> for each course. 8. Complete <i>Dispositions Self-Assessment</i> 9. Submit <i>Application for Graduation</i>	_____ _____ _____ _____ _____ _____ _____
4 Recommendation for Internship	1. Candidate has met all the above requirements, including the satisfactory completion of 210 hours of field experiences in diverse settings.	_____
5 Recommendation for Certification	<u>During Internship:</u> 1. Carry out all internship responsibilities according to the Student Teaching Handbook. 2. Compile Exit Portfolio. 3. Initiate all forms for State Certification. 4. Submit <i>Application for Graduation</i>	_____ _____ _____ _____

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

Statement of Understanding

I, _____, indicate by my signature below that I have read and
(please print name)

understand the Department of Education admission, internship, and program completion standards outline in the current undergraduate and graduate handbooks and catalogs.

- I also understand that all students must meet with their assigned academic advisors every semester to ensure proper course sequencing and program completion.
- I also understand that all correspondence from the Department of Education will go to the address listed on the UAH website or my UAH email address. It is my responsibility to check these two sources periodically.
- I understand that all students must complete a total of 210 hours of field experiences in diverse schools prior to the internship.
- I also understand that I must take and pass all Alabama Prospective Teacher Tests at designated points in the program: the Basic Skills Test – during Blocks 1,2; Praxis II during Block 3. A passing score on both tests is required to continue in the program and apply for the internship.
- I also understand that the completion of a teacher education program requires a full semester internship. This internship is completed in an assigned K-12 school under the full-time supervision of an appropriately certified cooperating teacher and university faculty. The internship also includes mandatory attendance of all on-campus seminars throughout the semester.
- I understand that UAHuntsville supervises student teacher internships in select Alabama Schools.
- I also understand that the Department of Education does not certify teachers. The sole authority to certify teachers rests with the appropriate state agency. The Department of Education will recommend a student that has successfully completed an approved program within four years of admission. Recommendations after four years will require completion of the current program in place at the time of the request.
- I understand that I must meet all UAHuntsville and Department of Education requirements to graduate and be recommended for a teaching certificate.
- I also understand that Teacher Education Programs may be altered to meet changes in Institutional, federal and Alabama State Department of Education regulations.

I have been informed of the requirements and of my responsibilities for matriculation through the Teacher Education Program (TEP) at the University of Alabama in Huntsville. I understand that, in the event I do not carry out my responsibilities or meet the requirements as stated above, I may be dismissed from the TEP or may not receive a recommendation for certification.

Candidate Signature: _____ A# _____

One copy of this document is to be kept by the candidate and one copy is to be filed in the candidate's file in the UAH Department of Education office.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

Background Check Acknowledgement

According to the current version of the *Alabama Teacher Education Chapter of the Administrative Code*, all individuals who apply for Alabama certification shall be required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation. Essentially this applies to all persons seeking INITIAL teacher certification, to persons changing school systems, and to persons whose certificates have lapsed for more than 90 days.

UAH requires all teacher candidates to be fingerprinted prior to beginning Block 1 classes. Students must provide the Certification Officer a copy of the verification of background clearance letter; letter will remain confidential. **Students who do not pass the background check are not eligible to continue in the Teacher Education Program.**

The Alabama State Department of Education has contracted to have *Cogent Systems* provide fingerprinting services for all teacher education candidates. Candidates should consult the website (www.cogentid.com/AL) for information about registration and scheduling their fingerprinting at a site near their residence. Current cost for fingerprinting is \$54.15.

Date of Fingerprinting: _____

Date of Clearance Letter: _____

Date Letter submitted to Certification Officer: _____

Note: Candidates must keep the original clearance letter as it will be required by school systems when applying for teaching positions.

Field Experience Time Log – Electronic Version Available

Instructions: Save the **Time Log** to your computer or travel drive. Type the required information in the green shaded area into your saved file. Then, print out a copy of the form for each school and teacher to whom you are assigned. Take the form with you when you go to your field experience. Fill in the yellow shaded areas **each time you go**; ask the teacher to initial **each time you visit**. **Electronically** enter the information in your Excel file. When entering the TIME IN and TIME OUT, you must use the format shown in the examples. When you have completed the field assignment, print out a copy of the **electronically** entered data. Submit this copy **AND** the signed paper copy with your field experience paper.

Course(s) Semester:

Teacher Candidate:
Last Name First Name

School Assignment:

Teacher:

Grade: Subject:

Activity Key: Observation, Participation, Individual Ttutoring, Whole Class Instruction, Small Group Instruction, Clerical Assistance

	Date	Time In	Time Out	Duration	Activity (use key)	Field Experience Teacher Initials
Example	9/15/2005	7:30 AM	11:45 AM	4:15	O, P, CA	
Example	9/16/2005	8:30 AM	3:15 PM	6:45	O, IT, SG	
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
			Total Time	0:00		

Submit Electronic Version

I have engaged in the Field Experience Activities as described above for the stated times.

Candidate Signature: **Date:**

The teacher candidate has completed the field experience as described in the above log.

Teacher Signature: **Date:**

FIELD EXPERIENCE SUMMARY SHEET

(enter information in shaded boxes)

Name:

ID: A#

Classification:

Undergraduate

Graduate 5th Yr

Certification Area:

Elementary

Collaborative

Language & Culture

Secondary

Teaching Field

P - 12

Teaching Field

Hours completed
(ex. 63:20, 54:15)

Block & Courses	Semester	School	School System	Cooperating Teacher	Grade/Subject	Regular ED	At Risk or Special Ed.
Block 1: ED 301, 305							
Block 1: ED 308							
Block 2: ED 309, EDC 301, 311							
Fall Methods Courses							
Spring Methods Courses							
Early Start							
Extended Year							
Other							
						0:00:00	0:00:00

Total Hours **0:00:00**

Submit Electronic Version

SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS AND VIDEOTAPES

Date _____

Dear Parent/Guardian

My name is _____. I am a student teacher candidate from The University of Alabama in Huntsville. Throughout the next (provide time span) weeks, I will be working with _____. I will be taking pictures and/or videos of a variety of classroom activities to represent teaching experiences during my internship. As part of my teacher education program requirements, I am expected to develop an electronic teaching portfolio. I would like to be able to include these pictures and/or videos of classroom activities in my electronic portfolio. I would appreciate your permission to use items that may have your child in them.

These pictures and/or videos would be included in my electronic portfolio to provide evidence of my ability to meet state and university standards and would “bring to life” the documents I present in my professional portfolio. All students will remain anonymous and all documentation would remain my personal property only to be used for educational purposes associated with the teacher education program and my professional teaching portfolio.

Please check the appropriate statement, sign, and return the letter to:
cooperating teacher’s name.

_____ I grant permission for my child to be photographed and/or videotaped for educational purposes and for the photographs to be included in the candidate’s electronic portfolio. I understand that the photos may be posted on the UAH Department of Education’s website. Access to the candidate’s electronic portfolio will be available only on the UAH campus.

_____ I do not give permission for my child to be photographed for any reason.

_____ I do not give permission for my child to be videotaped for any reason.

Student’s Name _____
School _____
Teacher’s Name _____

Signature of parent/guardian _____ Date _____

Sincerely,

Name: _____

UAH Student Teacher

The University of Alabama in Huntsville
Department of Education

Professional Development Activities

Activity Points (5% of Final Grade – for each course)

In each Block teacher candidates will participate in **a minimum of two** professional development activities from **two** different categories. These activities include:

School-Related Meetings (i.e. Faculty Meetings, IEP Meetings, Parent/Teacher Conferences, Open House, PTO/PTA Meetings, School Board Meetings),

Organizational Workshops (i.e. KDPI/SCEC/SAEA, District/School Workshops, UAH Sponsored Workshops),

Conferences (Local/State/Regional/National Content Area Conferences),

Organization Meetings (must attend at least 3 meetings-KDPI/SCEC/SAEA or other content area organization meetings),

Special Events (i.e. Special Olympics, Office of Multicultural Affairs Events, Distinguished Speaker Series, Department Events, School/District Events).

UAH Competencies: 2. Pedagogical Expert, 3. Reflective Practitioner, 4. Developmental Professional, 5. Critical Thinker, 6. Effective Communicator, 7. Student Enabler, 8. Leader and Professional; ASDE (2)(a)1.(viii) and 2.(a); (2)(c)1.(vi), (vii) and 2.(iii); (1)(b)(14) and (15)]
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Check syllabus for due dates.

The University of Alabama in Huntsville
Department of Education

PROFESSIONAL DEVELOPMENT ACTIVITY LOG SHEET

Student's Name _____ Date Due _____

Block # _____ Semester _____ Year _____

Activity	Category	Signature
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		

**Completion of Professional Development Activities is part of your course grade.

Candidate Signature _____

Professor Signature _____

Self-Evaluation of Teacher Candidate Dispositions

Teacher Candidate's Name: _____ Semester: _____
Last First Middle

Please rate yourself on each of the 12 dispositions listed.

Target Behavior: Consistently displays the disposition at an exemplary level. Behavior is proactive in initiatory and productive ways.
Acceptable Behavior: Consistently displays disposition at an acceptable level, but growth is possible for taking greater initiative in this area.
Improvement Needed: Sometimes displays acceptable behavior, but needs to become more consistent in displaying it at the acceptable or target level.
Unsatisfactory: Displays behavior counter to target behavior; improvement must be demonstrated immediately and consistently in displaying the disposition at the acceptable or target level.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
1. Intellectual Curiosity	___ I enliven the role of researcher and express a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, I foster and encourage students to extend their personal immersion in learning beyond course content.	___ I am conscientious and thorough in engaging students with course content. Often, I enrich lessons with supplementary materials. I use students' curiosity to extend the lessons whenever I can.	___ I do a thorough job conveying course content. I am most comfortable when dealing with a defined body of knowledge that I can help students master. I am uncomfortable when students ask questions that I cannot answer.	___ I undermine intellectual curiosity and engagement through practices that discourage inquiry and limit interest that extends beyond the minimal course content. I discourage student questions.
2. Respect for all learners	___ I demonstrate respect for and foster positive rapport with all students.	___ I demonstrate respect for all students.	___ I may interact positively with some learners, but I do not relate well to all learners.	___ I sometimes show lack of respect for, or disinterest in, some students.
3. Multicultural Sensitivity	___ I promote the development of an awareness and understanding of cultural, ethnic, and economic differences and understand their impacts on learning.	___ I accept cultural, ethnic, and economic differences and understand their impacts on learning.	___ I am unaware of the cultural, ethnic, and economic differences that impact learning.	___ I am openly antagonistic toward people from cultural, ethnic, or economic backgrounds that differ from mine.
4. Self-initiative/ Independence	___ I accurately assess needs and independently implement plans to address student needs in creative and resourceful ways.	___ I am creative and resourceful. With only a little guidance, I can usually assess student needs and independently implement my plans	___ I may have good ideas, but I am more comfortable following someone else's assessment of student needs and their plans for meeting the needs.	___ I have difficulty assessing student needs and making plans to meet the needs. I work best under the direction of others.
5. Flexibility	___ I identify and positively adapt when unanticipated occurrences arise.	___ I identify and adapt to unanticipated occurrences.	___ I identify unanticipated occurrences, but I prefer to stay with the pre-planned schedule.	___ I tend to ignore occurrences if they were not part of the pre-planned schedule.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
6. Interaction with Others	___ I initiate positive interactions with students, faculty, peers, and others.	___ I relate well to students, faculty, peers, and others when the opportunity presents itself.	___ I prefer it when others initiate the interaction.	___ I often prefer not to interact with others, and I let my feelings be known.
7. Tact and Judgment	___ I am diplomatic. I am sensitive to others' feelings and opinions.	___ I perceive what to do in order to maintain good relations with others, and I act accordingly.	___ I sometimes have difficulty understanding others' feelings and opinions. Sometimes, I am unsure of how to respond.	___ I often have difficulty understanding others' feelings and opinions. Often, I am unsure of how to respond.
8. Reliability/ Dependability	___ I am always responsible; I attend to tasks or duties without prompting.	___ I am usually responsible; I attend to assigned tasks or duties without prompting.	___ I sometimes need to be reminded to attend to assigned tasks or duties.	___ I often fail to complete assigned tasks and duties.
9. Oral Communication Skills	___ I am articulate, expressive, and conversant. I am able to adjust my communicative style to the situation. I listen well and respond appropriately.	___ I am well-spoken. I am able to adjust my communicative style to the situation. Usually, I listen well and respond appropriately.	___ I sometimes have difficulty expressing myself. I sometimes have difficulty processing what others are saying. Sometimes, communication breakdowns occur.	___ I often have difficulty expressing myself. I often have difficulty processing what others are saying. Often, communication breakdowns occur.
10. Written Expression	___ I express my ideas clearly and concisely. I make no mechanical errors.	___ My ideas would benefit from greater clarity. I make occasional mechanical errors.	___ My writing is adequate. I realize that I make frequent mechanical errors.	___ My writing lacks focus and is disorganized. Mechanical errors impact communication.
11. Attendance/Punctuality	___ I have perfect attendance. I am always on time.	___ I am rarely absent or late. I provide a reasonable justification for these situations.	___ I am frequently absent or late. Sometimes, I provide prior notification and reasonable explanation.	___ I am frequently absent or late. I do not provide prior notification or reasonable explanation.
12. Professional Appearance	___ I always follow the appropriate dress code for the situation.	___ I usually follow the appropriate dress code for the situation.	___ Concerns have been expressed to me regarding my appearance. I have tried to respond appropriately.	___ Concerns have been expressed about my appearance more than once. I have chosen not to make any changes.

Based upon my self-evaluation, I plan to take the following specific actions to maintain my current status and/or to improve my dispositions:

Signature of Teacher Candidate _____

Date _____

DEPARTMENT OF EDUCATION
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Mentor Teacher's Evaluation of Candidate's Professional Dispositions

Teacher Candidate: _____ Date: _____
Mentor Teacher: _____ Grade/Subject: _____
School: _____

UAHuntsville teacher education faculty routinely monitor the professional dispositions of our pre-service teachers so that we may provide appropriate feedback and support as the candidates work to enhance their professional dispositions. Please be candid in your assessment as you complete and return this brief evaluation of the UAHuntsville teacher candidate's professionalism. Thank you.

Rating Scale

Exceptional---Satisfactory--Needs Improvement--Unsatisfactory
4-----3-----2-----1

Professional Dispositions	Rating
1. Intellectual Curiosity ----- Asks thoughtful questions about classroom instruction and routines; seeks to expand content knowledge and encourages students to do the same	1. 4-----3-----2-----1
2. Respects all learners ----- Relates well to all students; demonstrates respectfulness	2. 4-----3-----2-----1
3. Multicultural Sensitivity ----- Sensitive to cultural, ethnic and economic differences and their impact on student learning	3. 4-----3-----2-----1
4. Initiative ----- Resourceful about identifying and meeting student needs without prompting	4. 4-----3-----2-----1
5. Flexible ----- Appropriately adapts to unexpected occurrences	5. 4-----3-----2-----1
6. Interactions with Others ----- Initiates positive interactions with students, faculty, peers, and others	6. 4-----3-----2-----1
7. Tact and Judgment ----- Perceives what to do in order to maintain good relations with others and acts accordingly	7. 4-----3-----2-----1
8. Reliable and Dependable ----- Attends to tasks or duties without prompting	8. 4-----3-----2-----1
9. Oral Communication ----- Well-spoken; listens well and responds appropriately	9. 4-----3-----2-----1
10. Written Communication ----- Expresses ideas clearly with no mechanical or grammatical errors	10. 4-----3-----2-----1
11. Attendance and Punctuality ----- Follows contract schedule for attendance and is on time	11. 4-----3-----2-----1
12. Professional Appearance ----- Follows appropriate dress code	12. 4-----3-----2-----1

Based on your interactions with this candidate, what is your recommendation regarding this person's admission to the teacher education program?

- _____ fully support
- _____ support with reservations
- _____ do not support

Mentor Teacher Signature: _____

Comments may be added on the back. Please return this form to Dr. Mary Piersma via the teacher candidate or by mail: Dr. Mary Piersma, UAHuntsville, 243 Morton Hall, Huntsville, AL, 35899. 45

UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

Education Faculty Recommendation for: _____ Admission to the Teacher Education Program
 _____ Continuation in the Program
 _____ Admission to the Internship

Candidate: _____ Block: _____

Faculty: Based upon your grade assessment of subject matter knowledge, observations of, and interactions with the above named candidate, complete the following evaluation and recommendation for Admission to the Teacher Education Program.

Rating Scale: 4 – Exceptional 3 – Proficient 2 – Basic 1 – Unacceptable NO – Not Observed

Grade in Course:

Knowledge of Subject (Grade):	4(A)	3(B)	2(B)	1(D)	NO
Comments:					

Communication:

Written Expression:	4	3	2	1	NO
Oral Communication	4	3	2	1	NO
Comments:					

Dispositions:

Intellectual Curiosity:	4	3	2	1	NO
Respect for others:	4	3	2	1	NO
Interactions with others:	4	3	2	1	NO
Tact/judgment:	4	3	2	1	NO
Reliability/Dependability:	4	3	2	1	NO
Multicultural Sensitivity	4	3	2	1	NO
Attendance/Punctuality:	4	3	2	1	NO

Comments:=====

=====

I, _____, _____strongly recommend
 _____recommend
 _____ recommend with reservations
 _____do not recommend

this candidate for: _____ admission to the Teacher Education Program.
 _____ continuation in the Teacher Education Program
 _____ admission to the Internship.

Faculty Signature: _____ Date: _____

**UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education**

External Faculty Recommendation for: _____ Admission to the Teacher Education Program
 _____ Admission to the Internship

Candidate: Fill in shaded area and give to faculty member.

I hereby waive any rights I may have by law, to include those rights granted me by the Family Educational and Privacy Rights Act, to review the contents of this recommendation.

Candidate Signature: _____ **Date:** _____

Please Print Name: _____ **ID# :** _____

Major or Second Area of Study: _____

Faculty: Based upon your observations of and interactions with the above named candidate, complete the following:
 Rating Scale: 4 – Exceptional 3 – Proficient 2 – Basic 1 – Unacceptable NO – Not Observed

Grade in Course:

Knowledge of Subject (Grade): 4(A) 3(B) 2(C) 1(D) NO
 Comments:

Communication:

Written Expression: 4 3 2 1 NO
 Oral Communication 4 3 2 1 NO
 Comments:

Dispositions:

Intellectual Curiosity: 4 3 2 1 NO
 Respect for others: 4 3 2 1 NO
 Interactions with others: 4 3 2 1 NO
 Tact/judgment: 4 3 2 1 NO
 Reliability/Dependability: 4 3 2 1 NO
 Multicultural Sensitivity 4 3 2 1 NO
 Attendance/Punctuality: 4 3 2 1 NO

Comments:

=====

_____strongly recommend _____recommend _____ recommend with reservations _____do not recommend

this candidate for: _____ admission to the Teacher Education Program.
 _____ admission to the Internship.

Faculty Print Name: _____ Faculty Signature: _____

Department: _____ Date: _____

Please return this form to Dr. Mary L. Piersma, Chair, Department of Education, MH 243, UAH , Huntsville, AL 35899

**University of Alabama in Huntsville
Interview for Admission to the Teacher Education Program**

Name: _____ ID: _____

Address: _____

E-Mail: _____ Phone: _____

Major: _____

Interviewed by: _____ Date: _____

The Educational Autobiography essay and completed interview form become part of your candidate file in the Education Department.

I. Candidate will respond orally to the following questions:

A. Tell us about the kind of learning community you observed in your field experience. How did the teacher facilitate this community?

B. What did you learn about yourself during the field experience?

C. What did you learn about individual students with whom you worked?

Quality of Responses. Identify the statement best describing the teacher candidate's responses:

_____ The responses consistently indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.

_____ Some of the responses indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.

_____ The responses consistently indicate little or no reflection regarding the learning community and the Study/Buddy experience.

_____ The responses indicate an insensitivity toward the learning community and the Study/Buddy experience.

II. Communication Skills

A. Oral Communication.

4 -----3-----2-----1

The teacher candidate clearly and effectively communicates his/her ideas and successfully engages in reciprocal dialogue.

The teacher candidate has difficulty communicating his/her ideas and engaging in reciprocal dialogue.

4 -----3-----2-----1

The teacher candidate uses grammar and syntax appropriate to the profession.

The teacher candidate exhibits multiple errors in grammar and syntax.

B. Written Communication. Evaluate the candidate’s written communication skills evidenced in the attached one-page essay.

	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory
Spells words correctly.				
Uses correct grammar and mechanics.				
Uses vocabulary and style appropriate to level of audience.				
Organizes written information.				

**III. Dispositions Ratings: _____ Satisfactory
 _____ Unsatisfactory; Dispositions Development Plan Attached**

IV. Recommendation made to candidate at the completion of the interview (if any):

V. *Recommendation for Admission to Program

Interviewer: Based on what you have learned about this candidate during the interview, from the written essay, and from the dispositions ratings, check one of the following recommendations:

____ Strongly recommend ____ Recommend ____ Conditionally Recommend
 4 3 2 (see above recommendations to candidate)

Interviewer’s signature: _____

Date: _____

Candidate’s Signature: _____

***Above recommendation does not guarantee admission.**

RELEASE AND INDEMNIFICATION FORM

- 1. I hereby affirm that I am age 19, or older, and that, either on my own or as a part of a group project for an assignment in the Education Department of the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

_____ Candidate Portfolios

_____ Student Work Samples

Additional

Document(s) _____

(Fill in additional documents in the space above. If there are none, write "None.")

- 2. I hereby authorize the UAH Education Department to use, for so long as it may wish to do so, the above-listed document(s) (or my portion of them) in its course materials (in whatever form published) and/or Web sites for any classes the Department currently is offering or will offer in the future. I understand that such Web sites may be freely accessible by anyone with Internet access.
- 3. Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site. deleted rest of sentence.
- 4. I hereby represent and warrant that (a) I created the documents set out in paragraphs 2, above; (b) that to the best of my knowledge these documents (or my contribution to any jointly produced document) do not violate the copyright of text, photographs, graphic elements, audio, video, or other intellectual property interests of any party; and (c) that I have the authority to grant this authorization.
- 5. I further hereby release absolutely, forever discharge, and covenant not to sue The Board of Trustees of the University of Alabama and its officers, employees, and agents of the said Board and/or any of its constituent institutions from and concerning all liability, losses, claims, demands, actions, debts, and expenses of every name and nature for any damages arising out of the use of the above-listed documents whether such use is in course materials or incident to the electronic archival, storage, and publication on the Internet of those documents.
- 6. Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

(Date)

(Phone Number)

Print Name _____

Address _____

Signature _____

Please initial one of the following:

_____ I *would like* for my real name (as it is printed above) to appear on the published version of the document(s).

_____ I *do not want* my real name to appear in the published document and request that a fictitious name to be used.

ALABAMA PROSPECTIVE TEACHING TESTING PROGRAM PART 1- Basic Skills Assessment

All students who apply to the Alabama Department of Education, Teacher Education and Certification Office, for Alabama professional educator certificates must meet the requirements for the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification.

2011-2012 Basic Skills Test Dates

REGISTRATION DEADLINE (FRIDAY)	TEST DATE (SATURDAY)	SCORE REPORT RECEIPT DATE (SATURDAY)
September 9, 2011	October 8, 2011	November 12, 2011
November 18, 2011	December 17, 2011	January 28, 2012
February 3, 2012	March 3, 2012	April 7, 2012
April 20, 2012	May 19, 2012	June 23, 2012
June 22, 2012	July 28, 2012	September 1, 2012

Which tests do I take?

- Students must take three tests: Reading for Understanding; Mathematics; and Writing.

When do I take the Basic Skills Test?

- UAH Candidates undergraduate and nontraditional fifth year graduate candidates must take the APTTP - Basic Skills Assessments during Block 1 of their program.

How do I register?

- Online registration: <http://www.act.org/alabamapttp>
- Telephone registration: 1-800-294-2105 or 1-319-341-2500

How much will it cost?

Combination of Tests	Test Fee
Reading for Information, Applied Mathematics, and Writing (in combination)	\$98.00
Reading for Information	\$46.00
Applied Mathematics	\$46.00
Writing	\$56.00
Reading for Information and Applied Mathematics	\$56.00
Reading for Information and Writing	\$72.00
Applied Mathematics and Writing	\$72.00

Where do I send my scores?

- Alabama State Department of Education - Scores are automatically sent to the ALSDE
- UAH – Scores sent to UAH only if you list UAH on the application form
 - **It is my responsibility to list UAHuntsville as a recipient of my test scores.**
- **PHOTO COPIES OF SCORE REPORTS WILL NOT BE ACCEPTED**

ALABAMA PROSPECTIVE TEACHING TESTING PROGRAM PART 2 – Praxis II Subject Assessments

All students who apply to the Alabama Department of Education, Teacher Education and Certification Office, for Alabama professional educator certificates must meet the requirements for the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification.

Praxis II Testing Schedule 2011-2012

Test Date	Registration Deadline	Extended Registration Deadline*	Emergency Registration Deadline**	Approximate Score Report Mailing Date
September 17, 2011	Aug. 18, 2011	Aug. 25, 2011	Sept. 9, 2011	Oct. 11, 2011
November 12, 2011	Oct. 13, 2011	Oct. 20, 2011	Nov. 4, 2011	Dec. 6, 2011
January 14, 2012	Dec. 15, 2011	Dec. 22, 2011	Jan. 6, 2012	Feb. 17, 2012
March 10, 2012	Feb. 9, 2012	Feb. 16, 2012	Mar. 2, 2012	Apr. 3, 2012
April 28, 2012	March 29, 2012	Apr. 5, 2012	Apr. 20, 2012	May 22, 2012
June 9, 2012	May 10, 2012	May 17, 2012	June 1, 2012	July 3, 2012
July 21, 2012	June 21, 2012	June 28, 2012	July 13, 2012	Aug. 14, 2012

(Note: *late fee of \$45 ** late fee of \$75)

Tests for French, German, and Spanish: Content Knowledge given only three times per year

NEW: Several Praxis II tests are now available in computer-driven format. See next page for options.

Which test should I take?

- Students should register for the test for their teaching field (Elementary Education; English Language Arts, Mathematics, etc.)
- Be sure to select the correct test code(s) --refer to listing of tests and passing scores.

When do I take the Praxis II Test?

- Undergraduate candidates must take the APPTP – Praxis II Subject Assessments no later than Block 3 of their program.
- Graduate candidates in Alternative Master's Program may take APTTP – Praxis II Subject Assessments as soon as they have passed the Basic Skills Test and have been formally admitted to the Teacher Education Program.

How do I register for Praxis II?

- For paper version
 - Online registration: <http://www.ets.org/praxis>
 - Telephone registration: 1-800-772-9476; 1-866-387-8602 (for Disability Services) or 1-800-771-7714 (for test-takers who are deaf or hard-of-hearing).
- For computer-delivered tests
 - Online registration: <http://securereg3.prometric.com/professionalhome.aspx>.
 - Telephone registration: 1-800-853-6773

How much will it cost to take the test(s)

Cost: \$50 - registration
\$80 – per test

Where do I send my test scores?

- **Alabama State Department of Education Code - 7020**
- **UAH Code – 1854**
 - **It is my responsibility to list UAH (1854) as a recipient of my test scores.**
- **PHOTO COPIES OF TEST SCORE REPORTS WILL NOT BE ACCEPTED**

PRAXIS II TESTS AND SCORES

Test Name	Test Code Paper Version	Test Code Computer -Delivered Version	New Passing Score
Art: Content Knowledge	0133		150
Biology: Content Knowledge	0235		143
Chemistry: Content Knowledge	0245		150
Chemistry, Physics, and General Science	0070		560
Earth & Space Sciences: Content Knowledge	0571		150
Economics	0910		520
Elementary Education: Content Knowledge	0014	5014*	137
Elementary Education: Teaching Reading	0204	5204*	155
Elementary/Collaborative: special Education Core Knowledge and Application	0354	5354*	153
English Language, Literature, and Composition: Content Knowledge	0041	5041*	151
French: Content Knowledge	0173		148
General Science: Content Knowledge	0435		147
Geography	0920		560
German: Content Knowledge	0181		142
Government/Political Science	0930		570
Latin	0600		590
Mathematics: Content Knowledge	0061	5061*	126
Middle-School: Content Knowledge	0146		141
Middle-School English Language Arts	0049	5049*	148
Middle-School Mathematics	0069		149
Middle-School Science	0439		142
Middle-School Social Studies	0089	5089*	149
Music: Content Knowledge	0113		150
Physics: Content Knowledge	0265		138
Psychology	0390		550
Reading Specialist	0300		530
Social Studies: Content Knowledge	0081	5081*	153
Sociology	0950		550
Spanish: Content Knowledge	0191		147
Speech Communication	0220		580
Theatre	0640		510
World & U.S. History: Content Knowledge	0941		143

***Required for all elementary & collaborative teacher candidates graduating Sept. 1, 2012**

* Tests # 5041, #5061, and #5081 – available July 2012

**If you are earning a master's degree in a different field than your bachelor's level certificate, you must take Praxis II prior to a recommendation for certification.

OTHER IMPORTANT DATES AND DEADLINES

Application for Student Teaching

January 31 - student teaching for following fall

June 30 – student teaching for following spring

Application for Graduation

October 1, 2011 Spring 2012 graduation

Feb. 1, 2012 December 2012 graduation

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education Advisors

Dr. Monica Dillihunt	Elementary Education Collaborative Teacher	824-2328	dillihm@uah.edu
Dr. Sandra Enger	Secondary Education Math and Science	824-6671 824-2329	engers@uah.edu
Dr. Philip Kovacs	Secondary Education English Language Arts	824-2331	philip.kovacs@uah.edu
Dr. Jason O'Brien	Secondary Education History/Social Studies	824-6181	jason.obrien@uah.edu
Dr. Mary Piersma	Reading Specialists Graduate 5 th Year Students Music	824-2325	piersmam@uah.edu
Dr. Gail Pritchard	Elementary Education Foreign Language	824-2326	pritcht@uah.edu
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Ms. Susan Gill	Certification Officer	824-6220	gills@uah.edu

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Teaching Field Advisors:

College of Liberal Arts:

Art	Dr. Lillian Joyce	824-2588	joycel@uah.edu
Communications	Dr. Clarke Rountree	824-2305	rountrj@uah.edu
English/Language Arts	Dr. Holly Flint	824-2372	holly.flint@uah.edu
Foreign Language			
Spanish	Dr. Linda Maier	824-2346	maierl@uah.edu
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College of Science:

Biology/General Science	Dr. Debra Moriarity	824-6045	moriard@uah.edu
Chemistry	Dr. William Setzer	824-2416	wsetzer@matsci.uah.edu
Mathematics	Ms. Elizabeth Bowman	824-2230	bowman@math.uah.edu
Physics	Dr. Gary Zank	961-7401/2833	GaryP.Zank@gmail.com

Liberal Arts Advisement

Frank Bell 824-2867
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Student Affairs Office

Dr. Regina Hyatt 824-6700
Regina.Hyatt@uah.edu

Student Success Center

Diana Bell 824-3142
belldc@uah.edu

College of Science Advisement

Morgan Lewis 824-6290
lewism@uah.edu

Student Health Center

824-6775

Math Tutoring

Ms. Tami Lang 824-6400
lang@math.uah.edu

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Chairs of Teaching Fields Departments

College of Liberal Arts
Professor Glenn Dasher

Art	Dr. Lillian Joyce
Communication Arts	Dr. Clarke Rountree
English	Dr. Daniel Schenker
Foreign Language	Dr. Rolf Goebel
History	Dr. Andrew Dunar
Music	Dr. Donald Bowyer
Philosophy	Dr. Andrew Cling
Political Science	Dr. Kathy Hawk
Psychology	Dr. Jeff Neuschatz
Sociology	Dr. Mitch Berbrier

College of Science
Dr. Jack Fix, Dean
Dr. Dan Rochowiak, Associate Dean

Biology	Dr. Debra Moriarity
Chemistry	Dr. William Setzer
Mathematics	Dr. Jai Li
Physics	Dr. Gary Zank, Interim Chair

WEB RESOURCES

UAH Resources

Salmon Library	www.uah.edu/library
Writing Center	www.uah.edu/writing
Undergraduate Student Handbook	www.uah.edu/student_life/handbook

Public School Websites:

Huntsville City School System	www.hsv.k12.al.us .
Madison City School System	www.madisoncity.k12.al.us .
Madison County School System	www.madison.k12.al.us

Alabama State Department of Education

www.alsde.edu

Additional Resources

Alabama Virtual Library	www.avl.lib.al.us
Marco Polo	www.marcopolo-education.org
Alabama Learning Exchange (ALEX)	http://alex.state.al.us

Professional Organizations

Interstate New Teacher Assessment and Support Consortium (INTASC)	www.ccsso.org/intasc.html
National Board for Professional Teaching Standards (NBPTS)	www.nbpts.org
International Reading Association	www.reading.org
National Council for Teachers of Mathematics	www.nctm.org
National Council for Teachers of English	www.ncte.org
National Science Teachers Association	www.nsta.org
National Council for Social Studies	www.ncss.org
National Association of Schools of Music	www.nasm.org
Council for Exceptional Children	www.cec.org
National Association for Education of Young Children	www.nayed.org

STUDENT ORGANIZATIONS

SAEA

Student Alabama Education Association

The Student Alabama Education Association SAEA is a pre-professional organization that is influencing the future of education. It is composed of tomorrow's teachers who are interesting in learning about and preparing themselves for the teaching profession. SAEA is open to any student who is an education major.

The organization's purpose is to make preservice teachers more aware of their role, issues, and problems in education. It also provides an opportunity to interact with other students at UAH and students from other Alabama institutions who are interesting in learning more about the profession they have chosen.

The UAH chapter of SAEA has been very active and successful. Students have hosted guest speakers who are leaders in education, have attended state conferences with other education students, and have participated in other professional seminars. The chapter was recognized as outstanding state SAEA chapter several times in the past five years.

SCEC

Student Council for Exceptional Children

The Student Council for Exceptional Children was chartered in the spring of 2002. The mission of the SCEC correlates to that of the national Council for Exceptional Children: improving educational outcomes for individuals with diverse learning needs. It is supported by the believe that quality education is a collaborative effort and therefore open to all education students who advocate equitable access to and meaningful participation in quality educational opportunities for all students.

Members of the UAH chapter of the SCEC participated in a number of fundraising activities during the year. Several members attended the Alabama Federation Council for Exceptional Children at Auburn University and the National Council for Exceptional Children convention in Seattle, Washington and Baltimore, and represented UAH at the Alabama State Department of Education booth at the national convention. Plans are already underway to attend the national conference next year.

KDPi

Kappa Delta Pi

Kappa Delta Pi is an International Honor Society in Education that is dedicated to scholarship and excellence in education. The mission of Kappa Delta Pi is to "recognize scholarship and excellence in Education, promote the development and dissemination of worthy educational ideals and practices, enhance the continuous professional growth and leadership of diverse membership, foster inquiry and reflection on significant educational issues, and maintain a high degree of professional fellowship.

Qualified students are invited to join the UAH chapter of Kappa Delta Pi in the spring of each year. Members in Kappa Delta Pi participated in professional development activities, honored graduating student teachers, and participated in several fund raising activities.