INTRODUCTION
Faculty in the P-6 (Early Childhood and Elementary) Program value clear communication of expectations, policies, and procedures. The purpose of this manual is to make program decision-making transparent and to clarify faculty expectations for candidates.

Since it is often necessary to update and revise this document, revisions to the policies as adopted by faculty are in effect for current P6 candidates at the time of the adoption of the new policies regardless of when students enter TEP. The current policy manual is housed on the P6 webpage of the School of Education website for easy accessibility by current candidates.

P-6 PROGRAM PROCEDURES FOR FACULTY
P-6 Faculty Meetings
P-6 Faculty Meetings are held regularly to determine program policy, make admission decisions, follow student progress, and conduct other business that is the responsibility of program faculty.

Meetings are called by the P-6 Program Director who also presides.
Minutes are recorded by a volunteer or the person designated by the Program Director.

The recorder provides a written record of the meeting to all P-6 faculty within two weeks of the meeting.

Minutes are considered approved by faculty, unless the Program Director is notified of needed changes.

P-6 faculty value reaching decision by consensus, but any faculty member can ask for a voice or private vote.

Decisions regarding change in program policy require consideration by a quorum.

Quorum
A quorum is considered to be two-thirds of the full-time faculty and instructors teaching P-6 courses.

Communication
When policy decisions are made that do not require approval by the School of Education Curriculum and Program Committee or other administration, the Program Director will prepare the change to the policy manual before the next Program Meeting when faculty will review and confirm the changes. Following faculty review, the changes will be posted to the public by the Program Director.

When policy decisions require additional approvals, the Program Director will follow the status quo and will report to program faculty at future meetings. When decisions are finalized, the Program Director will be responsible for changing the appropriate policy manual section and bringing it to the next program meeting for faculty review. Following faculty review, the changes will be posted to the public by
the manager of the program website after input is relayed through the Program Director. The Director of Student Services will also be notified as appropriate.

The P-6 Policy Manual will be made available to candidates by being posted on the P-6 Program web page.

**P-6 Policy Regarding Key Assessments**

Faculty members in UAB’s SOE have developed an integrated, multidimensional assessment program that requires that all candidates demonstrate attainment of important professional standards. Candidates are required to successfully pass key assessments identified in their programs and to place these assignments in their electronic portfolios. Any candidate who fails to pass a key assessment after two attempts will be assigned a grade of “F” in the course. The grade earned on the first attempt will be the grade used to calculate the final grade in the course. Candidates who do not successfully pass a key assessment at 70% cannot progress in the teacher education program.

**P-6 POLICY REGARDING GRADE DISPUTES**

**Introduction**

P-6 Program candidates, both undergraduate and graduate, are expected to accept personal responsibility for their own learning. Faculty supports this learning through a well-constructed syllabus that includes course objectives, assignment due dates and assignment percentage weight or "points." Faculty also provides clear statements of expectations through written assignment instructions and/or assignment rubrics. In addition to written explanations, P-6 faculty discusses assignments in class, and make time available outside of class to answer student questions.

**Assignment Revisions**

Key assessments include the opportunity for one revision, if the first submission is not acceptable. Other assignments are not subject to revision. The highest grade allowed on a resubmitted key assessment cannot exceed a total of 70 points or “C”. Candidates are expected to contact instructors ahead of time when expectations are not clear or when assistance in completing an assignment is needed.

**When You Disagree About Your Grade**

It is important to clarify the difference between being disappointed about a grade and disagreeing with the grade assigned. A feeling of disappointment is natural when an assignment or test does not receive a grade of "A" or "B." Disagreeing with the grade assigned means that the student believes the instructor overlooked information provided, misinterpreted a response, made an arithmetic error in computing the score or grade, or in some other way unfairly judged student work.

When a student disagrees with a grade on an assignment or in a course, the first step is to contact the instructor to discuss the issue. Most often errors or misunderstandings easily can be resolved with a conversation. Professional conduct is expected during these conversations.
The appropriate process in disputing a grade is as follows:
1. Clarification should be sought from the course instructor in an attempt to resolve the issue without further appeal.
2. If the issue cannot be resolved in consultation with the course instructor, the student may submit a written appeal to the Academic Chair requesting consideration of the appeal. This request should include a description of the basis for the appeal and the failed attempt to resolve it with the instructor. Upon receipt of such a request, the Academic Chair will bear responsibility to solicit information relevant to the situation from the student and instructor, and on the basis of that information to make determination for or against the appeal. If in the judgment of the Chair there is legitimate basis for the appeal, the Chair of the instructor’s department will ensure that the assigned grade is appropriately changed.
3. If the Academic Chair determines that there is an insufficient basis for the grade change and rules against the appeal, the student may submit a final written appeal to the Academic Dean requesting him or her to convene a panel of three faculty and one student to consider the appeal and make a recommendation to him or her on its disposition. Similarly, if the Dean rules for the appeal, the Instructor may appeal the decision by going through the same process. Based on the recommendation of the panel, the Dean will issue a decision. The decision will be final.

Dispositions
The P6 faculty adheres to the following assessment of professional dispositions and policies regarding dispositions in all P6 courses and field work:

Assessment of Professional Dispositions
UAB School of Education

Commensurate with professional standards and university accreditation requirements, UAB faculty, staff, advisors, and field supervisors are required to conduct ongoing evaluations of candidates’ professional dispositions. Consequently, each candidate’s professional dispositions are evaluated throughout all courses and field experiences in the following areas. Note: The examples of deficiencies are intended to be illustrative rather than exhaustive or prescriptive.

Legal and Ethical Conduct
Description:
Behaving in a manner consistent with the standards of legal and ethical conduct (e.g., professional conduct with students, parents, colleagues, professors, etc; academic conduct consistent with UAB code; protecting privacy and confidentiality of candidates)
Examples of Deficiencies:

- Engages in illegal or unethical conduct involving minors or which would be grounds for dismissal from a teaching position
- Fails to protect privacy and confidentiality of candidate or student information
- Violates UAB Codes of Candidate and Academic Conduct

Professional Conduct
Description:
Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, composure, honesty, appropriate use of technology)

Examples of Deficiencies:

- Is frequently late or absent without prior permission
- Fails to act or dress according to standards of the school
- Often fails to complete assignments or duties on time
- Is dishonest in interactions
- Fails to maintain composure in classroom or in interactions
- Uses technology for personal communication (text or voice) during class or school time
- Violates school or university policies regarding appropriate and ethical uses of technology

Sensitivity to Diversity:
Description:
Is sensitive to community and cultural norms and is responsive to, and respectful of, individual and cultural differences and experiences. Demonstrates the belief that all candidates and students can learn, and a commitment to supporting the growth of all learners.

Examples of Deficiencies:

- Shows overt bias, prejudice or lack of fairness toward certain candidates, students or groups of people
- Makes negative comments about candidates’ or students’ abilities to learn
- Unwilling to adapt instruction to meet varying needs and abilities

Safety and Well-being:
Description:
Demonstrates concern for, and protection of, the safety and the well-being of self, students, parents, and colleagues

Examples of Deficiencies:

- Acts in a manner that might put others at risk
- Fails to act in a manner that protects the safety and well-being of others in the classroom or school

Acceptance of Feedback:
Description:
Is open and responsive to feedback from others

Examples of Deficiencies:

- Reacts defensively or antagonistically to feedback about performance
- Frequently ignores suggestions for improving practice

Commitment to Effective Communication:
Description:
Demonstrates thoughtful, effective verbal and non-verbal communication and listening

Examples of Deficiencies:

- Communications are confusing, inappropriate, or hostile

Commitment to Collaboration:
Description:
Demonstrates a willingness to collaborate with parents and others to improve candidate or student learning and development

Examples of Deficiencies:

- Does not solicit involvement or input from other concerned parties when appropriate
- Does not communicate with parents when appropriate
- Rejects requests to participate in collaborations to support candidates or students, or improve learning opportunities within a school
- Does not participate in community activities outside of the classroom
Commitment to Improving Teaching or Professional Practice:

Description:
Demonstrates a commitment to continual improvement through reflection, inquiry, modifying instruction, and remaining current in knowledge and professional practice

Examples of Deficiencies:

• Displays little or no effort to improve instructional practices and knowledge

Commitment to the Profession:

Description:
Demonstrates a positive attitude and commitment to the profession

Examples of Deficiencies:

• Exhibits poor attitudes toward the discipline and/or teaching profession

Process for Assessing Candidates’ Professional Dispositions

Faculty members are to review each of the above dispositions and examples of deficiencies with candidates each applicable term. Candidates should be aware that violations of these dispositions may constitute grounds for removal from a School of Education program at UAB. Depending on the nature of the violation, a single incident may be sufficient to warrant termination from a program, course, or placement. In other cases, multiple violations will prompt a review of the candidate. Violation of dispositions may at times be considered a violation of the UAB code of conduct for students. The School of Education reserves the right to address the violation internally in addition to actions of the university.

PROCESS FOR DOCUMENTING AN UNSATISFACTORY PROFESSIONAL DISPOSITION:

What happens after an unsatisfactory professional disposition is documented?

• The completed unsatisfactory disposition form is submitted to the chair and program coordinator/director of the candidate’s program with supporting documentation. The department chair provides a copy of the form to the Director of the Office of Student Services to file confidentially.
• The candidate receives a copy of the signed unsatisfactory disposition form from the individual completing the unsatisfactory disposition form.
• Unsatisfactory disposition forms are discussed during regular program meetings, TEP admission reviews, and student teaching eligibility reviews.
• In cases where the candidate is being recommended for immediate removal from a program, course, or placement, the individual completing the unsatisfactory disposition form immediately informs the Department Chair, who then takes appropriate action.
What happens after two unsatisfactory disposition forms are completed?

- All procedures for the first unsatisfactory disposition form apply when a second form is completed.
- If a candidate receives two unsatisfactory disposition forms, the Department Chair schedules a meeting with the candidate and the person(s) submitting the forms (or representative) within 20 business days of being notified of the form. During student teaching, the Director of Student Teaching schedules the meeting with the candidate and person(s) submitting the unsatisfactory disposition forms.
- A list of actions that the candidate agrees to follow is prepared and signed by the candidate and the Department Chair and/or other appropriate personnel.
- If the second unsatisfactory disposition form is of sufficient severity to warrant removal, the chair is informed and takes appropriate action.

What happens after three unsatisfactory disposition forms are completed?

- All procedures for the first unsatisfactory disposition form apply when a third form is completed.
- If a candidate receives a third unsatisfactory disposition form, the Department Chair notifies the candidate and the School of Education (SOE) Dean’s Office within 7 business days of notification. During student teaching, the Director of Student Teaching notifies the Department Chair, candidate, and the SOE Dean’s Office.
- The Department Chair (or Director of Student Teaching) convenes a review committee composed of appropriate faculty and staff, within 20 business days of notification, and provides documentation regarding the unsatisfactory disposition forms and prior course of action agreement(s).
- The candidate can provide a written statement if he/she wishes to do so.
- The review committee, within 20 business days of notification, examines the material and determines the appropriate course of action. The Department Chair or review committee notifies the candidate and the SOE Dean’s Office.
  - Note: When a candidate’s status in the program is in question, the review committee examines the material, suggests a recommendation, and the Department Chair determines whether to remove the candidate from the program.

How can a decision be appealed?

- The candidate may appeal a decision made by the review committee to the Department Chair by submitting a written rationale within seven business days of receiving the review committee’s decision. The candidate is informed of Department Chair’s final decision via a letter within ten business days.
- The candidate may appeal a decision made by the Department Chair to the SOE Dean’s Office by submitting a written rationale within seven business days of receiving the Department Chair’s decision. The candidate is informed of the SOE Dean’s final decision via a letter within ten business days.

Where is the unsatisfactory disposition form stored?

- All unsatisfactory disposition forms will be filed in the appropriate Department Chair’s office, Office of Student Services, and with the candidate’s respective program coordinator.

Who has access to review the unsatisfactory disposition form?

- All unsatisfactory disposition forms are reviewed during applicable program and department meetings to ensure that the candidate is being informed and assisted in a purposeful manner.
- The Department Chair grants permission for individual review of the unsatisfactory disposition form by an appropriate faculty or staff member.
Assessment of Unsatisfactory Professional Dispositions

Candidate Name: _______________________________  Candidate ID No.:________________

Term: ☐ Fall  ☐ Spring  ☐ Summer  Year: 20_____

Program & Major: ___________________________  Course Number: _______  Course Title: ___________________________

Placement Site (if applicable): ___________________  Cooperating Teacher (if applicable):________________________

Form Completed By: ___________________________  Date Completed: _____________

Each candidate’s professional dispositions will be evaluated throughout all courses and field experiences. This form will be used when a student displays an unsatisfactory behavior requiring immediate action and/or to document when a student never/seldom exhibits a specified behavior. Candidates should be aware that violations of these dispositions may constitute grounds for removal from a School of Education (SOE) program. The SOE reserves the right to address unsatisfactory professional dispositions internally, in addition to actions of the university. *This document does not replace the UAB policies pursuant to academic and non-academic misconduct.

<table>
<thead>
<tr>
<th>Legal/Ethical Conduct:</th>
<th>Behaves in a manner consistent with the standards of legal and ethical conduct, in addition to the safety and well-being of self, students, parents, and colleagues (e.g., professional conduct with students, parents, colleagues, professors).</th>
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<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
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<tbody>
<tr>
<td>Behaves in an ethical manner and in accordance with school policies</td>
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<tr>
<td>Criminal background check remains in “clear” status</td>
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<tr>
<td>Protects privacy and confidentiality of students and school personnel</td>
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<tr>
<td>*Complies with UAB Student Codes of Academic and/or Non-Academic Conduct</td>
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<td>*If a student is non-compliant, refer to the procedures at the following website: <a href="http://www.uab.edu/education/academic-a-non-academic-misconduct">http://www.uab.edu/education/academic-a-non-academic-misconduct</a></td>
</tr>
</tbody>
</table>
Other:

**Professional Conduct:** Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, composure, honesty, appropriate use of technology).

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<tbody>
<tr>
<td>Dresses appropriately</td>
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<tr>
<td>Is present at specified times/locations</td>
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<td>Is punctual</td>
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<tr>
<td>Assumes responsibility for coordinating any changes to scheduled visits</td>
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<tr>
<td>Is prepared for any assigned tasks</td>
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<tr>
<td>Appropriately uses personal devices such as cell phone and lap top</td>
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<td>Completes assigned duties with minimal supervision</td>
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<td>Other:</td>
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**Sensitivity to Diversity:** Is sensitive to community and cultural norms and is respectful of individual and cultural differences and experiences. Demonstrates the belief that all students can learn and a commitment to supporting the growth of all learners.

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<tbody>
<tr>
<td>Is sensitive to and accepting of students’ differences</td>
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<tr>
<td>Treats all students equitably and fairly</td>
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<tr>
<td>Encourages self-directed learning by all students</td>
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<td>Other:</td>
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</table>

**Commitment to Effective Communication and Acceptance of Feedback:** Demonstrates thoughtful, effective verbal and non-verbal communication and listening, and is open and responsive to
feedback from others.

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<th>Never/Seldom</th>
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</thead>
<tbody>
<tr>
<td>Implements suggestions</td>
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<tr>
<td>Establishes and maintains positive rapport with students</td>
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<tr>
<td>Establishes and maintains positive rapport with teachers and other adults</td>
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<tr>
<td>Is open and receptive to constructive feedback</td>
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<tr>
<td>Uses grammatically correct English (oral and written)</td>
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<td>Uses appropriate non-verbal communication</td>
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<tr>
<td>Communications are appropriate</td>
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<tr>
<td>Other:</td>
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**Commitment to the Profession and Improving Teaching Practice:** Demonstrates a commitment to continual improvement through reflection, collaboration, inquiry, modifying instruction, and remaining current in knowledge and professional practice.

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<tbody>
<tr>
<td>Demonstrates command of subject matter</td>
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<tr>
<td>Displays initiative</td>
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<tr>
<td>Believes that all students can learn</td>
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<tr>
<td>Reflects on or self-critiques performance</td>
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<tr>
<td>Displays intellectual curiosity about classroom dynamics, subject matter, pedagogy, or other aspects of the profession</td>
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</table>
Collaborates with colleagues, families, and communities to support students’ development
Other:

For any dispositional areas identified above as unsatisfactory, please describe any efforts that were undertaken to address the issue(s). Provide any other supplemental details below. Attach additional sheets for documentation or information as needed.
Comments:

Signature of Person Submitting Form: __________________________________________

Date this UDAF was discussed with the candidate: ________________

*Candidate Signature: __________________________________________
P6 Program Policies for Undergraduate Candidates

ACADEMIC CONDUCT

The following statement is copied directly from the UAB Policies and Procedures Library website (http://www.uab.edu/handbook/f-policies-procedures/f-policylibrary). These policies and procedures apply to undergraduate candidates in the P-6 Program:

All UAB students are expected to be familiar with the UAB Academic Honor Code as well as any honor codes that are specific to their schools or disciplines. The code represents a commitment to integrity in the academic community and a respect for an individual’s educational endeavors:

I have read and, by choosing to become a member of the UAB academic community, accept the UAB Academic Honor Code. I understand that violation of this code will result in penalties as severe as expulsion from the university. I promise and confirm that I will not, at any time and under any circumstances, involve myself with abetting, cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at the University of Alabama at Birmingham.

The UAB Academic Honor Code

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person’s ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student’s performance prior to withdrawal if the violation is substantiated.

**Procedure for Suspected Violation**

In the event of a suspected violation of the Academic Honor Code, UAB follows this procedure:

1. Upon reaching the conclusion that academic dishonesty may have occurred and that action is warranted, the instructor should inform the student of the charge as soon as possible. The student has the right to hear the instructor’s reasons for making the charge, to inspect all relevant evidence in the instructor’s possession, and to respond to the charge. Based on the student’s response and all the evidence, the instructor will determine if a penalty is appropriate. If a penalty is deemed appropriate, the instructor will inform the student of the action to be taken. If the student is not in agreement with the findings or the penalty, the instructor will provide the student with a written statement of the action taken and the basis for it. A copy of this letter will be sent to the chair of the department.

2. Within two weeks of this notification of a judgment of academic dishonesty, the student may appeal the instructor’s decision by letter to the chair of the department or his/her designated representative. The chair, acting expeditiously, should take testimony from the student, the instructor, and all appropriate witnesses and make a decision. If the chair reverses the finding of academic misconduct, the instructor must reexamine the work in question and assign credit without prejudice. In the
event that the chair is the instructor in the course, the dean will replace the chair in the appeal process.

3. In cases where a grade of F is assigned in the course and the student has utilized the appeal process described above (in section 2), the student has two weeks to appeal the decision by letter to the dean of the school responsible for the course. The dean should acknowledge receipt of the student’s appeal and inform the student of the course of action within 10 working days of the date the appeal is received in the dean’s office. At the dean’s discretion, an advisory panel may be appointed to study the appeal and make a recommendation to the dean. However, it is the responsibility and prerogative of the dean alone to make, in a timely manner, the final decision. The decision of the dean is final.

4. In cases where the final decision concerning an academic misconduct charge is an F for the course, a letter to this effect will be sent to the Office of the Associate Provost for Undergraduate Programs and be kept on file. The course repeat policy will not apply to course grades resulting from instances of academic misconduct. In these cases, the grades of F received will be computed in the UAB grade point average.

A student who has received the grade of F for two instances of academic misconduct will be expelled from the university. Under certain circumstances, a student may be expelled on the first offense. The student will be duly informed of the pending expulsion and will be provided the opportunity to be heard. The student has two weeks after notification to request in writing a hearing with the Associate Provost for Undergraduate Programs. Students expelled from UAB for academic misconduct will have that noted on their transcripts.

In addition, students should consult the policies of the school/program in which they are enrolled to determine school/program guidelines and penalties regarding academic misconduct and suspension for academic misconduct. Schools that suspend a student on the first offense may post this offense on the student’s UAB academic record.

A student suspended from a UAB school for academic misconduct will have a hold placed on his/her registration and will not be permitted to enroll in another UAB school without that school’s permission. Some UAB programs have policies preventing enrollment of students with past academic misconduct offenses.

P-6 POLICIES REGARDING PREPARING FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)

Writing Competency Sample

Competence in written communication is necessary for success in the professional P-6 courses. Even more importantly, elementary and early childhood
teachers are expected to be able to teach effective written communication to their students. The School of Education identifies communication competency as one of the required outcomes for degree candidates. This competency is measured at several times during a student's program. If the competency is not met, supports are provided. It is the responsibility of the student to make use of the supports provided in order to meet the competency expectation. If recommended by a course instructor or the program director, candidates must take an academic writing course, EDU 210, Writing for Educators.

The first opportunity to demonstrate writing competency is provided in EDU 200. Candidates are given a formal writing task which is graded by the course instructor. Candidates are provided the results of the evaluation as "Pass," "Fail with Minor Concerns," or "Fail with Major Concerns."

Candidates who receive "Pass" have met the writing requirement for TEP admission are not required to submit an additional writing sample during the interview process.

Candidates who receive "Fail with Minor Concerns" are required to submit a second writing sample during the TEP interview process. The specific concerns for each student are identified on the notification letter. Two different support options are available to assist candidates with minor concerns as they prepare for demonstration of writing competency in the TEP interview process:

1. Participation in EDU 210-Writing for Educators course
2. English Department Resource Center, Web Writing Portal, or the Writing Candidates who require a more structured review of these minor concerns may (but are not required to) take EDU 210 before applying for TEP.

Candidates who receive a "Fail with Major Concerns" are REQUIRED TO COMPLETE EDU 210 Writing for Educators before participating in the TEP admissions process. These candidates must receive a grade of "B" or higher and pass the writing sample before being permitted to proceed with the TEP admission application. It is the responsibility of the student to participate in getting the help needed to develop writing competence.

Teacher Education Program applicants who transfer into our program from another college or university must submit a writing sample as part of the admissions process. These candidates are given two opportunities to pass the writing sample. The same procedure for evaluation and remediation of the student writing sample listed above is used for transfer candidates.

**Criminal Background Check**

All candidates are required to have a cleared background check in order to engage in any type of field placement. In EDU 200 candidates are required to register for a background check and have their fingerprints taken either at a Cogent Services location or local police station. This process must be completed and a “cleared” status reported to UAB before being admitted to the TEP program. The responsibility of the fingerprinting rests solely on the candidate. It is also the
candidate’s responsibility to provide the Office of Student Services documentation of the results and post the background check results in his or her electronic portfolio. Background checks are published in a searchable database, the Alabama Teacher Certification Portal. (https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx)

Courses and Grades
In addition to the overall-grade point average required for admission to the Teacher Education Program (2.5)(2.75 effective Fall 2016), undergraduate candidates are expected to maintain a 3.0 GPA in professional education courses (Pedagogy courses). Candidates can not use any other courses taken concurrently with Pedagogy courses to increase GPA. Failure to maintain this GPA will result in removal from the TEP program or students may elect to retake the course again, but can not proceed to the next block until the GPA has increased to 3.0. If candidate retakes Pedagogy courses to increase GPA, the candidate must retake the course in which the C was earned. Additionally, the candidate will not be considered for readmission.

Course Repeats and Academic Forgiveness for Undergraduate Candidates
UAB has a policy for course repeats and academic forgiveness (https://www.uab.edu/students/one-stop/item/895-forgiveness-form). Over the process of completing a degree, an undergraduate student is allowed a total of four opportunities for academic forgiveness, and only one instance of academic forgiveness is allowed for any one course. It is the student’s responsibility to notify the Office of Registration and Academic Records of his/her applying the forgiveness policy to a repeated course. The process is not automatic. Unless academic forgiveness has been officially applied to a course repeat before the TEP admission process, the grades for both course attempts are used in the computation of GPA. Please note that the four instances of academic forgiveness can be used for core courses (only those taken at UAB) and professional education courses. Only one pre-TEP course (EDU 200, EDF 362, EPR 363, ECY 300, EDT 300, EEC 300, EEC 301) can be counted for forgiveness when calculating a candidate’s Professional Studies GPA for TEP admission. (1-20-11)

Courses may be repeated without academic forgiveness. Any course taken at UAB may be repeated at UAB. Without academic forgiveness, both the original grade and the repeated grade(s) appear on the student’s transcript and are calculated in the student’s grade point average (GPA). P-6 Faculty allow only one course repeat in the Pre-TEP education courses and only one course repeat in a methods course (EEC 402, 405, 406, 412, 413, 414, EDR 440, 443). The allowed repeats may be with or without academic forgiveness.

Program Completion
Candidates admitted to the TEP program have three years from the time of their acceptance to complete the remaining courses, including the internship. If the program is not completed within three years, the student must re-apply for consideration by the faculty.

Extended Absences from Program Participation
Candidates who have not been enrolled for a full calendar year are required to complete the program plan in force at the time they resume taking courses. The original checklist and program plan are no longer valid. Candidates who have not been enrolled for more than one semester in which there has been a change in the program checklist requirements may be required to complete the program plan in force at the time they resume taking courses depending upon the nature of the program changes. All testing requirements in force at the time of reenrollment are required. Although undergraduates may be guaranteed their original program plan by the university, certification for teaching may not be granted from Alabama State Department of Education unless the candidate has completed the current state-approved checklist.

**TEP ADMISSION POLICIES**

**Required Courses Taken At Another University**

*Education courses* required for graduation and certification may not be taken at another university or transferred in from another university. Our program is nationally accredited by NCATE (National Council for Accreditation of Teacher Education). One of the requirements of our accrediting body is a system of assessment that documents our candidates’ development as they progress through the program. Our assessment system is tied to assignments in most of the required courses. Candidates must take the courses and successfully complete the assignments in order to make progress toward the degree. Pre-TEP courses will not be accepted as transfer credit because of the key assessments attached to those courses unless a course substitution has been approved by CPC.

**Core Curriculum**

Candidates must complete 41 semester hours in the Core Curriculum prior to applying to the Teacher Education Program. Candidates must have a grade of at least one “B” and one “C” in EH 101 and EH 102 and a grade of “C” or higher in CM 101. Candidates must complete one core curriculum mathematics course: MA 105, 106, 107, 109, 110, 125, 126, 227, 252, 260 and MA 313 with a grade of “C” or higher prior to admission to the Teacher Education Program.

**Floater Courses**

The following courses are considered “floater” courses and may be taken before or after admission to TEP, contingent upon the undergraduate adviser’s approval: EEC 302, EEC 405, EEC 415, EPR 410, and HPE 301.

**Grade Point Average**

Our teacher certification programs expect candidates to be seriously committed to their own learning. Additionally, teacher certification candidates are expected to demonstrate maturity and acceptance of personal responsibility. One measure of this maturity is grade point average.

Admission to the Teacher Education Program (Undergraduates) requires minimum overall and core GPAs of 2.5 (2.75 effective Fall 2016). A minimum 2.75 GPA is expected for the following Pre-TEP education courses (EDU 200, HPE 200, EDF 362, EPR 363, ECY 300, EDT 300, EEC 300 and EEC 301).
Non-Native Speakers of English
Non-native speakers of English must apply to UAB’s English Language Institute (ELI) eli@uab.edu. Candidates must pass the ELI Language placement test or successfully complete Level 5 courses in the Intensive English Program.

Interview
The TEP admission process requires an oral interview with a P-6 faculty member. Faculty use a semi-structured interview. Faculty select from a set of structured pre-planned questions, but may also ask other questions that arise during the conversation. Candidates are evaluated on their use of language and standard grammar, their professionalism in dress and manner, the depth of thinking demonstrated in their responses, and their ability to generate multiple possibilities for consideration. Professional dress and punctuality are considered when faculty decide if the interview standard has been met.

Electronic Portfolio and Formal Writing Review
The faculty member who conducts the interview will also review the Pre-TEP Portfolio. Candidates are expected to email their assigned faculty reviewers, tell them the portfolio is available for review, and provide contact information.

Electronic Portfolio Submissions Format
Documents submitted to the electronic portfolio need to conform to the following guidelines:
- If an artifact is missing for any reason, the Reflection for artifact must explain the reason for the missing document.
- Do not submit documents in Microsoft Publisher (.pub) format. Many faculty do not have that program and cannot open those documents.
- Use Word documents whenever possible.
- Scanned documents should be submitted as .pdf files (NOT .tif or .jpeg). Most scanning programs allow a "save as" option where the .pdf format can be selected. .tif and .jpeg files are large. Downloading them takes time that slows the process of evaluating your portfolio. When scanned documents have multiple pages, they must be combined to create a single .pdf document. For example, if a document has a front and back page, only one file that includes both sheets should be submitted.
- Video clips, must be uploaded in "compressed" format (For example, zip). When the files are not compressed, it can take as long as 15 minutes for the reviewer to download your document.

The electronic portfolio is expected to be a single submission with multiple documents. For example, the reviewer should find one listing for each student's portfolio. When a student's portfolio is opened, the UAB Outcomes are expected to appear. When each outcome is clicked, the reviewer expects to find Key assessments and/or other related documents listed.

The following documents and artifacts are expected in the Pre-TEP portfolio:
(Note: the EEC portfolio is currently being aligned to INTASC Standards and is being revised. Students should check with the TEP coordinator regarding required portfolio items.)

<table>
<thead>
<tr>
<th>Required Artifact</th>
<th>Location in the Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECY 300 Signed Field Experience Documentation</td>
<td>Field Experiences</td>
</tr>
<tr>
<td>EDF 362 Signed Field Experience Documentation</td>
<td>Field Experiences</td>
</tr>
<tr>
<td>EPR 363 Signed Field Experience Documentation</td>
<td>Field Experiences</td>
</tr>
<tr>
<td>EEC 300 Field Experience Documentation</td>
<td>Field Experiences</td>
</tr>
<tr>
<td>EPR 363 Case Study</td>
<td>Outcome 2</td>
</tr>
<tr>
<td>EEC 300 Project</td>
<td>Outcome 2</td>
</tr>
<tr>
<td>ECY 300 Special Needs Project</td>
<td>Outcome 3</td>
</tr>
<tr>
<td>EDF 362 Ethnographic Case Study</td>
<td>Outcome 3</td>
</tr>
<tr>
<td>EDU 200 Spontaneous Writing Evaluation</td>
<td>EDU 200</td>
</tr>
<tr>
<td>Personal Philosophy of Teaching</td>
<td>Outcome 11A</td>
</tr>
<tr>
<td></td>
<td>If you have not completed a philosophy of teaching in your Pre-TEP coursework, you need to do so as part of the TEP application process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verification of Passing Score on All Three Sections of Basic Skills Assessment (AECTP)</th>
<th>OSS Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing Score on Praxis II: Elementary Content Knowledge</td>
<td>OSS Portfolio</td>
</tr>
<tr>
<td>Passing Score on Praxis II: Early Childhood Content Knowledge</td>
<td>OSS Portfolio</td>
</tr>
<tr>
<td>Criminal Background Check</td>
<td>OSS Portfolio</td>
</tr>
</tbody>
</table>

Often candidates are enrolled in a course with a Key assessment at the time they apply for admission to the TEP, and the Key assessment for that course has not been completed. The portfolio needs a statement explaining why any expected document is missing and when it will be posted. A completed electronic portfolio at the time of the interview is the responsibility of the student. The only exceptions faculty reviewers consider are artifacts for courses the student is enrolled in at the
time of the interview.

Faculty reviewers are responsible for doing a final check of the TEP applicants’ portfolios they have been assigned. If the portfolio is still incomplete at this point, the candidate is required to re-apply to TEP the following semester. Candidates are reminded that competence in written communication is part of the portfolio review. Poorly written and poorly edited documents and reflections may result in unfavorable portfolio reviews that affect the TEP admission decision. Additionally, the TEP Coordinator checks the GPAs and grades of each applicant at the end of the semester in which admission is being considered.

AECTP (AECAP)

A passing score on all parts of the AECTP is required before an applicant can be considered for admission to TEP. The P6 program does not accept conditional entries. This score report must be in the electronic portfolio. If a passing score is not reported, TEP admission will be denied. All official score reports must be posted to TaskStream by the last day of the preceding semester for TEP entry. A hard copy of the AECTP score report will be needed as part of the certification application. Candidates are reminded it is each individual’s responsibility to keep a hard copy of the report for this purpose. Candidates may attempt the AECTP test up to 3 times prior to admission to TEP (3-16-13).

AECAP (July, 16) Alabama Educator Certification Assessment Program (AECAP) is a precondition of professional educator certification issuance. The AECAP consists of basic skills assessments, subject area assessments, and in fall of 2018, a performance assessment.

Passing scores for the AECTP are:

- AECTP
  - Reading for Information 5 or higher
  - Applied Mathematics 4 or higher
  - Writing 3 or higher

Praxis II

Candidates must pass the Praxis II Elementary Education Multiple Subjects and Early Childhood Content Knowledge in order to be considered for admission to the TEP program. There are no conditional entries into TEP. All official score reports must be posted to TaskStream by the last day of the preceding semester for TEP entry. Praxis II Elementary Education: Multiple Subjects (code 5031 until 8/31/15. Beginning 9/1/15, code #5001 will be used). Candidates must pass every subtest as follows:

- Reading/Language Arts (code 5032) 165 or higher
- Mathematics (code 5033) 157 or higher
- Social Studies (code 5034) 142 or higher
- Science (code 5035) 144 or higher
Praxis II: Early Childhood Content Knowledge (code 0022 paper/code 5022 computer)
Candidates must make a passing score 163 or higher for TEP eligibility.

Admissions Review
The TEP Coordinator prepares a report for P-6 faculty that summarizes each applicant's current status including GPAs, grades in Pre-TEP courses, course repeats including those with academic forgiveness, disposition reports, interview and writing sample results, and other relevant information. As soon as possible after interviews are completed, the P-6 Program faculty meets to review applications. This application review requires a quorum of P-6 faculty, and the admission decisions are the responsibility of the faculty. The P-6 faculty reviews each applicant individually.

Based on this review, the faculty decides:
1. to admit the applicant,
2. to deny admission to the applicant or
3. to defer the decision until information is complete.

The decision to "defer" is made only when candidates are currently enrolled in required TEP courses, or when the required grade point average may be possible by the end of the semester. Deferred decisions are not made when other artifacts are missing from the portfolio. In those cases, the decision will be to deny admission.

After the review meeting, the Office of Student Services is notified of the decisions by the TEP Coordinator. Because many candidates who apply for admission are enrolled in required courses at the time of application, deferred decisions are common. Faculty members are provided with updated summaries of the decisions. Candidates are notified of the TEP admission decision as soon as possible after the final check for grades at the end of the semester. Candidates who are denied admission receive a communication explaining the reason for the denial and advice about whether and under what conditions a re-application may be appropriate. An appeal can be submitted to the Program Director.

Multiple Applications to TEP
Faculty in the P-6 Program will consider a student for TEP admission only two times. Candidates are advised to consider carefully their initial application and preparation. If the grade point average does not meet the minimum requirement, if the portfolio is not complete, if the writing sample is failed, a decision to "deny" is likely. Only one additional application is allowed. When applying for the second time, all official test scores must be posted and portfolio items complete before the application is submitted.

POLICIES RELATED TO PROGRESS IN THE TEACHER EDUCATION PROGRAM (TEP)

Advising
All TEP applicants who have been assigned “Admit” or “Defer” status will receive notification of mandatory advising sessions that must be completed before candidates will be admitted to the Teacher Education methods courses. These
mandatory advising sessions are held on several days near the end of each semester, via e-mail, or phone conference. When candidates receive a letter from the P-6 Program informing them of acceptance to the Teacher Education Program, they are assigned advisors in the Office of Student Services. The advisor should be contacted immediately. Advising soon after admission to the program helps to avoid serious problems later. Advisors and candidates develop a schedule for the remaining required courses, but additional requirements for testing and applications deadlines also are discussed.

For most candidates, the final decision regarding admission cannot be made until final grades are posted at the end of the semester in which the TEP application is made. Thus, candidates often are in the position of needing to register for courses before having a faculty advisor assigned. Difficulties arise when candidates fail to consider how they will complete any remaining Pre-TEP or core courses. At the point of admission to TEP, not including any remaining Pre-TEP courses, a full-time student has two full semesters of courses plus the semester-long internship remaining. The methods courses and internship are only available in Fall and Spring Semesters. Candidates should plan accordingly. The following chart explains faculty expectations for planning program completion for full-time candidates while summer classes are still being taught:

<table>
<thead>
<tr>
<th></th>
<th>1st TEP Semester</th>
<th>2nd TEP Semester</th>
<th>3rd TEP Semester</th>
<th>4th TEP Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Admission</td>
<td>EEC 402</td>
<td>EEC 412</td>
<td>EPR 410 and/or</td>
<td>EEC 490</td>
</tr>
<tr>
<td></td>
<td>EEC 440</td>
<td>EEC 413</td>
<td>EEC 415 (if not</td>
<td>EEC 491</td>
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<tr>
<td></td>
<td>EEC 406</td>
<td>EEC 414</td>
<td>taken prior to TEP</td>
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<td></td>
<td>EDR 440</td>
<td>EDR 443</td>
<td>admission)</td>
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<td></td>
<td>EEC 494</td>
<td>EEC 494</td>
<td>EEC 405 (if not</td>
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<td>taken prior)</td>
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<td>Any remaining</td>
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<td></td>
<td>math courses</td>
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<td><strong>Fall</strong></td>
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<td></td>
<td>EDR 440</td>
<td>EDR 443</td>
<td>admission)</td>
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<tr>
<td></td>
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<td>EEC 494</td>
<td>EEC 405 (if not</td>
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<td>taken prior)</td>
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<td>Any remaining</td>
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<td></td>
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<td></td>
<td>math courses</td>
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<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
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<td>EPR 410 and/or</td>
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<td>EEC 491</td>
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<tr>
<td>1st TEP Semester</td>
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<tr>
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<td>EEC 415 (if not taken prior to TEP admission)</td>
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<td>EEC 405</td>
<td>EEC 414</td>
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<td></td>
</tr>
<tr>
<td>EDR 440</td>
<td>Any remaining math courses</td>
<td>EDR 443</td>
<td></td>
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<tr>
<td>EEC 494</td>
<td></td>
<td>EEC 494</td>
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</tbody>
</table>

Candidates having remaining Pre-TEP courses who are admitted at the beginning of the summer semester and candidates admitted in any semester who plan to take courses part-time must see an advisor before registering, even if they have not received word about admission.

Candidates who participate in the TEP Admissions process are required to attend group advising sessions at the end of each semester. These sessions are offered on several different days and times. Advising sessions are conducted by the Office of Student Services. Your signature on a sign-in sheet for one of these sessions is required in order for you to be admitted to any methods courses.

**Field Experiences**

All methods courses and most Pre-TEP courses require designated field experiences in addition to the time spent in class. Field experiences are considered an integral part of course content and a necessary component of preparation to become a classroom teacher. Most field experiences occur during the school day in actual school settings and are required class assignments whether the course meeting time occurs during day or evening hours. Exemptions from field experiences are not granted for any student. Under no circumstances, should a student contact a school directly for field experience placements.

Candidates who work full-time are advised to consult with their faculty advisor as soon as possible after program admission to learn of requirements for specific courses. The field experience for the Pedagogy blocks begin shortly after the semester begins and continues throughout the semester.

The Pedagogy I Block has over 100 field hours and is comprised of partial/full days on Tuesdays for four-five weeks and full days on Wednesdays and Thursdays for approximately four/five weeks. All candidates, regardless of the number of courses, will have the requirements on Tuesdays. Candidates who are not enrolled in all four Pedagogy I courses will not have their field time prorated on Wednesdays and Thursdays during the weeks that classes are not in session. Students will be assigned a field placement for the semester and student choice is not possible.

The Pedagogy II Block has over 100 field hours and is comprised of full days on Wednesdays for approximately nine/ten weeks and full days on Tuesdays and Thursdays for approximately four/five weeks. All candidates, regardless of the number of courses, will have full days on Wednesdays. Candidates who are not
enrolled in all four Pedagogy II courses will not have their field time prorated on Tuesdays and Thursdays. For example, someone enrolled in one course will have the same number of hours as someone enrolled in all courses. Students will be assigned a field placement for the semester and student choice is not possible.

Placements are assigned by the P6 faculty and are based on several criteria, including, but not limited to, the following: providing a diverse range of experiences in various grade levels, working with various student abilities and exceptionalities, providing a diverse range of school settings (urban, rural, suburban), etc. Effort is given to placing students near their residence; however, close proximity is not the top criteria for placements.

An estimate of field experience hours follows in the table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Field hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECY300- Survey of Special Education</td>
<td>20 hours</td>
</tr>
<tr>
<td>EPR 363- Foundations of Education II: Psychological</td>
<td>20 hours</td>
</tr>
<tr>
<td>EEC 300- Child Development and Family Relations</td>
<td>12 hours</td>
</tr>
<tr>
<td>EEC 301-Introduction to Early Childhood and Elementary Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

*Note: Each semester a student enrolls in a pedagogy course (EDR 440, EDR 443, EEC 402, EEC 405, EEC 406, EEC 412, EEC 413, EEC 414) he or she must also enroll for two hours of EEC 494 Fieldwork in Education for a maximum of 8 hours.

Pedagogy I and II are designed to include a unified field experience. Candidates who opt not to take the entire Pedagogy Block engage in many additional field hours.

**Grades**

Candidates in the Teacher Education Program are expected to maintain high academic standards. A minimum grade of "C" is required in all methods (Pedagogy I & Pedagogy II) courses with a 3.0 GPA in pedagogy courses. All P-6 Program faculty provide individualized academic support for candidates in the forms of assignment rubrics, office hours, personal appointments, and email responses to questions. Many faculty provide study aids and/or other supports on the learning management system. Additionally, faculty advisors are available to assist.

Candidates at this level of professional preparation are expected to take
personal responsibility for their own learning by seeking assistance or clarification regarding topics or assignments they do not understand.

A grade of "D" or "F" in a methods (Pedagogy I or II) course means that the Candidate must retake the course and earn a grade of "C" or better in order to progress in the program. This policy is not negotiable. Candidates planning to complete the internship in the Spring are advised to consider that failing a methods course means a delayed graduation until at least the following December. Faculty understand that such a change in schedule results in personal hardship, but consideration for a grade must be based on the Candidate's work completed in fulfillment of course objectives, not on matters of personal convenience.

**P6 Honors Courses**

Students will be reviewed for entrance into the P6 Honors program at the beginning of the Junior year. Those candidates qualifying will be sent an invitation letter. As a component of acceptance into the Honors program, a faculty recommendation is required. Upon receipt of the invitation letter, candidates should complete an application and return to Room 100. Honors students will complete two additional courses: EDH 491 and EDH 492.

1) The requirement for admission will be Junior Standing and the completion of 9 hours of pre-professional education courses from the following ECY 300, EEC 300, EEC 301, EDF 362, EPR 363 (not TEP admission.) This will allow transfer students to apply in their second semester.
2) All applicants should meet the following criteria: "otherwise have demonstrated commitment to early childhood and elementary education". Therefore, non-cert, individually designed majors, etc., are eligible for admission.
3) For entry, Candidates must qualify with 3.5 GPA in Education Courses taken (i.e. pre tep) and have 3.0 GPA Overall.
4) Once admitted, Candidates must maintain a 3.0 overall and 3.25 in education courses through graduation.

**P-6 POLICIES RELATED TO ADMISSION TO INTERNSHIP**

**Grades**

Admission to the internship requires a minimum higher education GPA of 2.50; minimum GPA of 2.50 in core curriculum; minimum GPA of 2.75 in pre-professional, pre-TEP courses; minimum GPA of 3.0 in TEP Pedagogy I & II professional courses.

**Coursework Completion**

All courses must be completed before candidates are admitted to the internship.

**P6 Undergraduate Internship Testing Requirements**
Candidates must pass the Praxis II Teaching Reading in order to enroll in the internship. Also, candidates must pass the Praxis II Principles of Teaching and Learning K-6 OR pass the official score required by ALSDE on an official submission of edTPA in order to be recommended for certification. (Beginning Fall 18, all Candidates must pass edTPA for state certification.)

Praxis II: Teaching Reading (code 0204 paper/5204 computer) Candidates must make a passing score 155 or higher for Internship eligibility.

Praxis II: Principles of Learning and Teaching K-6 (PLT) (Code 0622) Candidates must make a passing score 145 or higher for certification eligibility OR candidates have the option of submitting edTPA for an official score beginning Fall, 16 as the certification eligibility requirement. Students must pass edTPA with the score to be determined by ALSDE. If a candidate attempts edTPA and does not pass, candidate may take the PLT for the certification requirement or retake the portions not passed on the edTPA. Candidates must sign a document stating their choice of the certification requirement. This decision may not be reversed later than thirty days following the beginning of the internship term.

- **Dispositions**
  Candidates must evidence satisfactory professional dispositions to enroll in the internship. Candidates who have accumulated more than two negative disposition reports are not admitted to the internship, regardless of grade point average. Candidates with more than two negative disposition reports can graduate with a degree in education, but without certification.

**Criminal Background Check**
Candidate’s criminal history background check status must be “cleared” on the ALSDE database for admission to the internship.

**P-6 POLICIES RELATED TO THE INTERNSHIP**

**Taking Courses During the Internship**
All education courses must be completed before being admitted to the internship.

Spring internships require planning ahead for candidates regarding spring breaks. Candidates should follow the spring break of the school in which they are placed for student teaching. This may not necessarily coincide with the UAB spring break. Female candidates who are or become pregnant during student teaching should provide a doctor’s excuse with approval to complete the internship.

**Absences During Internship**
It is the policy of the P6 faculty to require a medical or hardship documented excuse when the student is absent for more than three days during the internship. All excused days must be “made up” at the end of the semester. Student teachers are not allowed to take “personal holidays” during the internship. Unexcused days could result in an Incomplete grade with the student being required to complete the internship during the following Fall or Spring semester.
Policy Regarding Courtesy Placements

Due to new edTPA guidelines, courtesy placements will no longer be considered beginning Spring term, 2016.

Required Internship Assignments

Introduction

Beginning Spring, 16, all candidates will complete the edTPA Tasks during internship. Before the internship, assignments demonstrate the candidates’ knowledge and understanding of how to plan for instruction. Assignments during the internship demonstrate the candidate’s skills and abilities to actually perform curriculum, instruction, and classroom management functions. All P6 candidates will complete Tasks 1-4 of the Elementary handbook beginning Spring, 2016. Candidates should follow the submission guidelines as documented in the edTPA Elementary Evidence Chart and review edTPA Submission Requirements to ensure that the materials conform to the required evidence specifications and requirements for scoring.

Responsibility for Grading Internship Assignments

The internship assignments (edTPA Tasks 1-4 from the Elementary handbook) related to classroom instruction and management are graded by the internship supervisor. The internship supervisor and the cooperating teacher are expected to collaborate in order to provide supervision and support for successful completion of these assignments. Rubrics for these assignments are provided by P-6 faculty.

List of Internship Requirements

The following assignments are required of all P-6 Program candidates during the internship and are to be included in the final electronic portfolio, including a reflective log of field experiences evidencing collaboration and a professional learning plan. All P6 candidates will complete Tasks 1-4 of the Elementary handbook beginning Spring, 2016. These tasks will be uploaded into the electronic portfolio for external or local evaluation. Candidates must pass the external or local evaluation in order to pass student teaching, beginning Spring 16.

Faculty/field supervisors review Candidate’s final portfolio. The portfolio is due one week after the last day of class as published in the UAB Academic Calendar (https://www.uab.edu/students/academics/academic-calendar) Faculty contact the candidate with any revisions/edits for the portfolio. Candidates then have one week to make the suggested revisions and edits. Revised portfolios sent after the one-week allowance will not be evaluated until the next semester. Once the portfolio is completed, the candidate’s certification is submitted to the Alabama State Department of Education.

Electronic Portfolio Submissions Format
Documents submitted to the portfolio need to conform to the following guidelines:

Candidates should follow the submission guidelines as documented in the edTPA Elementary Evidence Chart and review edTPA Submission Requirements to ensure that the materials conform to the required evidence specifications and requirements for scoring. Candidates will have two additional assignments (collaboration and PLP) aligning with INTASC Standards.

P6 Program Policies for Graduate Students

Academic Conduct

The following statement is taken directly for the UAB Graduate Student Handbook. These are the policies that the P-6 Program implements regarding inappropriate academic conduct on the part of graduate students.

Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING: helping another student commit an act of academic dishonesty. Allowing others to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING: use or attempted use of unauthorized materials, information, study aids, the answers of others, or computer-related information.

PLAGIARISM: claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc. done by someone else. Examples include improper citation of referenced works, use of commercially available scholarly papers, failure to cite sources [including internet], and copying others' ideas.

FABRICATION: presenting as genuine falsified data, citations, or quotations.

MISREPRESENTATION: falsification, alteration or misstatement of the contents of documents, academic work, or other materials related to academic matters, including representing work substantially done for one class as work done for another without receiving prior approval from the instructor. Misrepresentation also includes misrepresenting schedules, prerequisites, transcripts, or other academic records.

A student who commits an act of academic misconduct will be given the grade of F in the course in which the misconduct occurred. The program in which the student is housed may expel the student from the university on the first offense. Students should consult the policies of their graduate program to determine whether expulsion can occur with a first offense. If, as determined by the records of the Graduate Schools, the act of academic misconduct is a second offense, the student will be expelled from the university. The transcript of a student expelled for committing academic misconduct will bear the statement "Expelled for Academic Misconduct."
When an instructor sees cause to charge a student with academic misconduct, the instructor will communicate the charge to the department chair/program director appropriate to the course, who will notify the student of the charge and provide the student with an opportunity to respond. If, at that time, the student cannot refute the charge effectively, the department chair/program director will expeditiously notify the student and the director of the student's program in writing of the administrative action to be taken. The notice shall also inform the student of the right to appeal and the steps involved in that process. Copies of the letter with appropriate documentation will be sent to the graduate dean, who will maintain records of all proceedings. If the department chair/program director is the instructor who charges the student with academic misconduct, then another faculty member from the department or program, appointed by the graduate dean, will review the charge and take appropriate actions.

If the charge is not resolved to the student's or faculty member's satisfaction within a school, either party may request an appeal by the Graduate School Appeals Board.

Academic misconduct that involves possible criminal action will be referred to other appropriate offices within the institution. Students and faculty should also consult the university's policy on scientific misconduct (UAB Policy Concerning the Maintenance of High Ethical Standards in Research and Other Scholarly Activities, p. 29) for discussion of standards and policies that apply to research and research courses.

- **P-6 Policies Regarding Preparation for Admission to the Alternative Masters Program (AMP)**

  **Writing Competency**

  Alternative Masters Program candidates demonstrate writing competence during the interview process. If an AMP applicant fails the writing sample, EDU 210 must be taken and a grade of "B" earned before unconditional admission is approved.

- **Interview**

  The Alternative Masters Program admission process requires an oral interview with a P-6 faculty member. Faculty uses a semi-structured interview. Each faculty selects from a set of structured pre-planned questions, but also asks other questions that arise during the conversation. Candidates are evaluated on their use of language and standard grammar, their professionalism in dress and manner, the depth of thinking demonstrated in their responses, and their ability to generate multiple possibilities for consideration. Professional dress is considered to be dress usually expected for a job interview in the business world. Punctuality is considered when faculty decide if the interview standard has been met.

- **Criminal Background Check**
Clearance on the criminal background clearance is required by the Alabama State Department of Education. Once you have cleared the criminal background check, please keep a copy of your suitability letter that will be mailed to you by the Alabama State Department of Education. If admitted, you will be required to place this letter in your electronic portfolio as part of EDU 500. Please note that prior to admission, we will be able to verify that you have cleared this background check by consulting an electronic database. This means that you do not need to send us verification of clearance prior to admission to the Graduate School. Information about this background clearance may be found at: http://www.uab.edu/soestudentservices/alternative-masters-teacher-education-program/fingerprint-procedure. Background checks are published in a searchable database, the Alabama Teacher Certification Portal. (https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx)

AMP Admission Policies

For admission to the Alternative Masters Certification Program the Alabama State Department of Education (ALSDE) requires minimum GPA of 2.50 (2.75 effective Fall, 2016) in the candidate’s undergraduate studies. Additionally, candidates must pass the AECTP Basic Skills Test, the Praxis II: Elementary Education Multiple Subjects, and The Praxis II Early Childhood Content Knowledge as part of admission requirements.

AECTP (AECAP)

A passing score on all parts of the AECTP is required before an applicant can be considered for admission to Alternative Masters Program. This score report must be in the electronic portfolio. If a passing score is not reported, admission will be denied. A hard copy of the AECTP score report will be needed as part of the certification application. Candidates are reminded it is each individual’s responsibility to keep a hard copy of the report for this purpose. Candidates may attempt the AECTP test up to 3 times prior to admission (3-16-13).

Passing scores for the AECTP are:

- AECTP
  - Reading for Information 5 or higher
  - Applied Mathematics 4 or higher
  - Writing 3 or higher

Praxis II

Candidates must pass the Praxis II Elementary Education Multiple Subjects and Early Childhood Content Knowledge in order to be considered for admission to the Alternative Masters program.

Praxis II Elementary Education: Multiple Subjects (code 5031 if passed before 8/31/15. Beginning 9/1/15, candidates must take code #5001). Candidates must pass every subtest as follows:

- Reading/Language Arts (code 5032) 165 or higher
• Mathematics (code 5033) 157 or higher
• Social Studies (code 5034) 142 or higher
• Science (code 5035) 144 or higher

Praxis II: Early Childhood Content Knowledge (code 0022 paper/code 5022 computer)
Candidates must make a passing score 163 or higher for program eligibility.

Portfolio and File Review
Alternative Masters Program applicants do not submit a portfolio for review as part of the admission process. Faculty who interview AMP applicants are asked to assist in the review of file materials that support the application. A check for criminal background clearance must be included as part of the application file.

POLICIES RELATED TO PROGRESS IN AMP
Advising
In addition to being admitted to the Graduate School, Candidates receive a letter from the P-6 Program informing them of acceptance to the Alternative Masters Program. This letter includes advisor assignments. Candidates should schedule an advising appointment soon after admission to the Program to develop a Plan of Study which is a timeline or schedule for completing the required courses and meeting testing and application deadlines.

Advising Issues
In addition to EEC 594, EEC 502, EEC 540, 506, EDR 540, EEC 512, 513, 514 and EDR 543, and Internship Blocks, AMP Candidates have a block of introductory courses and may have pre-requisite courses to complete, as well. Most AMP Candidates begin their advising in the Student Services Office. Those academic advisors can determine if pre-requisite courses are needed. Graduate students seeking admission to the AMP are advised to begin by completing any pre-requisites identified by the Student Services Office. After completing pre-requisites, the following preliminary courses must be completed before taking methods courses:

EDU 500 Education as a Profession (first term of enrollment requirement)
EEC 600 Transition into Teaching (co/prerequisite for EEC 610)
EEC 650 Systematic Reflections about Teaching (first term of enrollment requirement)
EEC 612 Models of Teaching

The following courses can be taken at anytime during the AMP program, prior to methods or during methods courses.

ECY 600 Introduction to Exceptional Learners
EEC 515 Learning Environments
EPR 510 Measurement and Evaluation (EEC 600 is a prerequisite)
EEC 505 Children’s Literature
Required methods classes include:

Pedagogy I-
EEC 502-Primary Math Methods or EEC 505 Children’s Literature (refer to checklist)
EEC 540 Advanced Workshop in Education: Methods to Support English Learners
EEC 506-Teaching Language Arts
EDR 540-Developmental Reading I
EEC 594 Field Work in Education

Pedagogy II-
EEC 512-Teaching Math
EEC 513-Teaching Science
EEC 514-Teaching Social Studies
EDR 543-Developmental Reading II
EEC 594 Field Work in Education

Field Experiences
All methods courses and most of the preliminary AMP courses require designated field experiences in addition to the time spent in class. Field experiences are considered an integral part of course content and a necessary component of preparation to become a classroom teacher. Most field experiences occur during the school day in actual school settings and are required class assignments whether the course meeting time occurs during day or evening hours. Exemptions from field experiences are not granted for any candidate. Placements are assigned by the P6 faculty and are based on several criteria, including, but not limited to, the following: providing a diverse range of experiences in various grade levels, working with various student abilities and exceptionalities, providing a diverse range of school settings (urban, rural, suburban), etc. Every effort is given to placing students near their residence; however, close proximity is not the top criteria for placements.

An estimate of field experiences follows in the table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 515 – Learning Environments</td>
<td>6</td>
</tr>
<tr>
<td>EEC 600 Transition into Teaching</td>
<td>16</td>
</tr>
<tr>
<td>EEC 612 Models of Teaching</td>
<td>10</td>
</tr>
<tr>
<td>EEC 650 Readings in Teaching and Learning</td>
<td>20</td>
</tr>
<tr>
<td>ECY 600 Introduction to Exceptional Learners</td>
<td>20</td>
</tr>
</tbody>
</table>

*Note: Each semester a student enrolls in a pedagogy course (EDR 540, EDR 543, EEC 502, EEC 540, EEC 506, EEC 512, EEC 513, EEC 514) he or she must also enroll for one hour of EEC 594 Fieldwork in Education for a maximum of 8 hours.
Pedagogy I and II are designed to include a unified field experience.

The Pedagogy I Block has over 100 field hours and is comprised of partial/full days on Tuesdays for six weeks and full days on Wednesdays and Thursdays for approximately four/five weeks. All candidates, regardless of the number of courses, will have the requirements on Tuesdays. Candidates who are not enrolled in all four Pedagogy I courses will not have their field time prorated on Wednesdays and Thursdays during the weeks that classes are not in session. Students will be assigned a field placement for the semester and student choice is not possible.

The Pedagogy II Block has over 100 field hours and is comprised of full days on Wednesdays for nine/ten weeks and full days on Tuesdays and Thursdays for approximately four/five weeks. All candidates, regardless of the number of courses, will have full days on Wednesdays. Candidates who are not enrolled in all four Pedagogy II courses will not have their field time prorated on Tuesdays and Thursdays. Students will be assigned a field placement for the semester and student choice is not possible.

Candidates who opt not to take the entire Pedagogy Block engage in many additional field hours.

ALL candidates are expected to participate at the field site designated by the course instructor. Candidates employed in a school setting as a teacher who have a Special Alternative Certificate (SAC) may defer some fieldwork to the summer semester by receiving an incomplete in the course based on approval by the P 6 faculty. However, minimal key observations will still be required during the semester in which a candidate is enrolled in a pedagogy course.

Candidates who work full-time are advised to consult with their advisor as soon as possible after program admission to learn of requirements for specific courses. The field experience for the content area methods block (EEC 512, 513, 514, EDR 543, EEC 594) begins shortly after the beginning of the term and involves a three day per week classroom assignment for four/five weeks in addition to isolated days.

Grades
Candidates in the AMP are expected to maintain high academic standards. A minimum grade of "C" is required in all methods (EEC 502, EEC 540, 506, EDR 540, EEC 512, 513, 514, EDR 543, EEC 594) courses. In addition to the minimum grade of “C” required in all methods courses, AMP candidates are expected to maintain a 3.0 GPA in Pedagogy I to progress to Pedagogy II and a 3.0 in Pedagogy II to progress to Internship. Failure to maintain this GPA will result in removal from the TEP program. All P-6 Program faculty provide individualized academic support for candidates in the forms of assignment rubrics, office hours, personal appointments, and email responses to questions. Many faculty will provide study aids and/or other supports on the learning management system (i.e. Canvas, Moodle, Edmodo). Additionally, advisors are available to assist candidates.

Candidates at this level of professional preparation are expected to take personal responsibility for their own learning by seeking assistance or clarification
regarding topics or assignments they do not understand.

A grade of "F" in a methods (Pedagogy I or II: EEC 502, EEC 540, 506, EDR 540, EEC 512, 513, 514, EDR 543) course means that the candidate must retake the course and earn a grade of "C" or better in order to progress in the program. This policy is not negotiable. Candidates planning to complete the internship in the Spring are advised to consider that failing a methods course means a delayed graduation until at least the following December. Faculty understand that such a change in schedule results in personal hardship, but consideration for a grade must be based on the Candidate's work completed in fulfillment of course objectives, not on matters of personal convenience.

**P-6 POLICIES RELATED TO ADMISSION TO INTERNSHIP**

**Grades**
Admission to the internship requires a minimum GPA of 3.0 for AMP candidates. Candidates must maintain a 3.0 GPA until the end of their internship and program.

**Coursework Completion**
All education courses must be completed with a “C” or better before candidates are admitted to the internship.

**Praxis Tests**
AMP candidates must take and pass all required Praxis tests before being admitted to the internship.

**P6 AMP Internship Exam Requirements**
Candidates must pass the Praxis II Teaching Reading in order to enroll in the internship. Also, candidates must pass the Praxis II Principles of Teaching and Learning K-6 OR pass the official score required by ALSDE on an official submission of edTPA in order to be recommended for certification. (edTPA will become a requirement for state certification in Fall, 18 for all AMP candidates.)

Praxis II: Teaching Reading (code 0204 paper/5204 computer) Candidates must make a passing score 155 or higher for Internship eligibility.

Praxis II: Principles of Learning and Teaching K-6 (PLT) (Code 0622) Candidates must make a passing score 145 or higher for certification eligibility OR candidates have the option of submitting edTPA for an official score beginning Fall, 16 as the certification eligibility requirement. Students must pass edTPA with the score to be determined by ALSDE. If a candidate attempts edTPA and does not pass, candidate may take the PLT for the certification requirement or retake the portions not passed on the edTPA. Candidates must sign a document stating their choice of the certification requirement. This decision may not be reversed later than thirty days following the beginning of the internship term.

**Policy Regarding Courtesy Placements**
Due to new edTPA guidelines, courtesy placements will no longer be considered beginning Spring term, 2016.
Dispositions
Candidates must evidence satisfactory professional dispositions to enroll in the internship. Candidates who have accumulated more than two negative disposition reports will not be admitted to the internship, regardless of grade point average. Candidates with more than two negative disposition reports will be allowed to graduate with a degree in education, but without certification. The dispositions are listed in the program section at the beginning of this document.

Criminal Background Check
Candidate’s criminal history background check status must be “cleared” on the ALSDE database for admission to the internship.

POLICIES RELATED TO THE INTERNSHIP
Taking Courses During the Internship
All courses must be completed before candidates are admitted to the internship.
Spring internships require planning ahead for candidates regarding spring breaks. The student intern should follow the spring break of the school in which they are placed for student teaching. This may not necessarily coincide with the UAB spring break. Female candidates who are or become pregnant during student teaching should provide a doctor’s excuse with approval to complete the internship.

Absences During Internship
It is the policy of the P6 faculty to require a medical or hardship documented excuse when a student is absent for more than three days during the internship. All excused days must be “made up” at the end of the semester. Student teachers are not allowed to take unexcused personal holidays during the internship. Unexcused days could result in an incomplete grade with the student being required the complete the internship during the subsequent Fall or Spring semester.

Required Internship Assignments
Introduction
During the internship, candidates complete their electronic portfolio. Beginning Spring, 2016, each P6 candidate will submit Tasks 1-4 of the Elementary handbook for edTPA. Some portfolios will be submitted for external evaluation while others will be submitted for local evaluation. Candidates will have two additional assignments for the portfolio aligning with INTASC Standards.
Responsibility for Grading Internship Assignments

The internship assignments related to classroom instruction and management are graded by the internship supervisor and/or the cooperating teacher. The internship supervisor and the cooperating teacher are expected to collaborate in order to provide supervision and support for successful completion of these assignments. Rubrics for these assignments are provided by P-6 faculty. Since the purpose of these assignments is to document a candidate's skill and ability to perform in the classroom, the grades for these assignments must be based on observation of implementation within the internship classroom.

The university supervisor gives feedback and completes a midterm and final evaluation for the candidate. The University supervisor grades or "checks off" many of the Key assessments associated with student teaching. These assignments receive a "pass" or "fail" grade. A "fail" means that the assignment must be reworked before posting to the portfolio.

P-6 Program faculty/field supervisors have the responsibility for reviewing electronic portfolios at the end of the internship. The purpose of this final review is to ensure that the portfolio is complete and the candidate has provided evidence of becoming a reflective practitioner.

List of Internship Requirements

The following assignments and accompanying reflections are required of all P-6 Program candidates during the internship and are to be included in the final portfolio beginning Spring, 2016:

Tasks 1-4 of the edTPA Elementary Handbook
PLP (Professional Learning Plan)
Collaboration Evidence

Faculty and/or field supervisors will review candidates’ final portfolios. The portfolio is due one week after the last day of class as published in the UAB Academic Calendar (https://www.uab.edu/students/academics/academic-calendar) Faculty contact the candidate with any revisions/edits for the portfolio. Candidates then have one week to make the suggested revisions and edits. Revised portfolios sent after the one-week allowance will not be evaluated until the next semester. Once the portfolio is completed, the candidate’s certification is submitted to the Alabama State Department of Education.

Portfolio Submissions Format

Documents submitted to the portfolio need to conform to the following
Candidates should follow the submission guidelines as documented in the edTPA Elementary Evidence Chart and review edTPA Submission Requirements to ensure that the materials conform to the required evidence specifications and requirements for scoring. Candidates will have two additional assignments (collaboration and PLP) aligning with INTASC Standards.