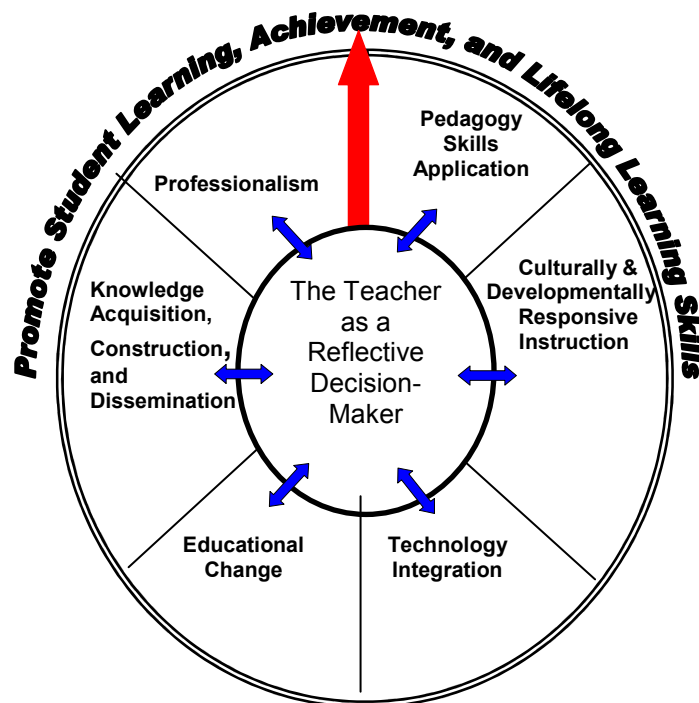


Program Philosophy

The **CONCEPTUAL FRAMEWORK** for all teacher education programs is the “teacher-as-a-reflective-decision-maker.” In an effort to promote student learning in P-12 settings, the successful teacher must be one who continually makes informed instructional, curricular and assessment decisions in the creation of an effective learning environment. Based on this view, faculty who assist in the preparation of teachers in the School of Education and Professional Studies, the Howard College of Arts and Sciences, and the School of Performing Arts, have accepted the theme: *Teacher as Reflective Decision-Maker* as the focus for all teacher education training programs. This focus:

- Supports and organizes the conceptual framework of all programs
- Creates a common language for communication among faculty in diverse specialty areas
- Takes into account the increasingly diverse population served by schools in America
- Promotes a unity across teacher education programs under the auspices of the university

Students reflect upon their teaching, as they are involved in planning, presenting, facilitating, and assessing. Three developmental phases identify levels of progression of prospective teachers through the teacher education program: the foundational, the methodological, and the internship phases.



Institutional Standards

- Demonstrate knowledge required in the profession (e.g., subject they teach, leadership skills)
- Demonstrate that they know how to impart the knowledge they possess (e.g., they know how to teach their subjects to students, know how to work with educators)
- Demonstrate systematic thinking and decision making in their educational practice
- Demonstrate dispositions conducive to student learning and collaboration in the school community
- Demonstrate responsiveness to a school community of various cultures and learning abilities
- Demonstrate willingness for professional growth through self-examination, professional coaching, and adoption of educational change
- Demonstrate commitment to students and student learning

Advisement for Teacher Education

Students interested in pursuing a degree and/or certification in teacher education should seek the advice of the Certification/Advisement Officer. Since becoming a teacher requires not only graduation from Samford, but certification by the Alabama State Department of Education, it is imperative that a student takes all courses on the state checklist for the selected certification area. These may differ from general education and major requirements for students in other schools on campus.

The Certification Officer/Advisement Counselor is readily accessible for counseling and academic advisement throughout a student's college years. She will maintain a file on each student and provide assistance in meeting all course requirements for certification at the Class B level. Physical Education and Music Education majors will receive the name of their faculty advisor at freshman orientation.

Programs Offered for Class B Certification

Teacher Education programs are offered in the following certification areas:

1. ESEC (combined major):
 - Early Childhood Education (P-3)
 - Elementary Education (K-6)
 - Early Childhood Special Education (P-3)
 - Elementary Collaborative Teacher (K-6)

2. Secondary Education (Grades 6-12)

Certification may be earned in the following composite areas:

 - English/Language Arts
 - History/Social Science

Certification may be earned in the following major areas:

 - History
 - Mathematics
 - World Languages (French, German, Spanish)

3. P-12 Education
Certification may be earned in the following areas:
 - World Languages (French, German, Spanish)
 - Music Education: Instrumental
 - Music Education: Vocal/Choral
 - Physical Education

Each program in Teacher Education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Requirements for all Teacher Education programs may be obtained from the office of the Department Head or the Certification Officer/Advisement Counselor.

A summary of special requirements for Teacher Education students in general may be noted:

1. Early Childhood/Early Childhood Special Education/Elementary Education/Elementary Collaborative Teacher majors are not required to earn additional majors or minors.

2. An additional major or minor is not required of those earning P-12 or 6-12 secondary certification. If you decide to double major, all requirements for each major must be met. **Certification to teach high school requires a major in a certifiable field.**

Focus on Student Learning: Developmental Sequence

We want our graduates to be proficient in analyzing the academic, cultural, and personal challenges within the classrooms where they serve, so that they can apply knowledge of best practice and research in the creation of effective learning communities for all students.

Foundational Phase

Identifying education as a possible career field, the freshman student enters teacher training at the foundational level. At this point, the student is considering whether or not becoming a teacher is the appropriate career choice. Foundational courses expose the student to an introduction of the history and sociology of education, which includes educational psychology, and the nature of students with special learning challenges.

Associated with the introductory courses that teacher education students take are Education 221 and Education 222. In EDUC 221, Issues Within the Educational Culture, students will explore current issues in education with emphasis on Problem – Based Learning. Students are exposed to real-life situations that are taking place in today’s classrooms. In EDUC 222, Clinical Experience in the Educational Culture, students will serve as an aide for 45 hours in an inner-city school. Here, the beginning student has an opportunity to work directly with students as a tutor or teacher assistant, under the careful supervision of a support teacher. This is the student’s first opportunity to reflect on classroom experiences from the teacher’s point-of-view and begins to make decisions about his/her own personal philosophy of education.

The foundational phase also includes EDUC 311, The Development of the Young Child; EDUC 323, Overview of Child Development; and EDUC 213, Adolescent Development within the Educational Culture. These are foundational courses in which the content is introduced and integrated into the content of methodological courses.

As part of the foundational phase, you will need to do the following:

- **Register for and take the Alabama Prospective Teacher Testing Program (APTTP) examination.** The Orelan Bullard Beeson School of Education and Professional Studies require that you take and pass the APTTP examination before you are formally admitted into the Teacher Education Program. As formal admittance is required by the first semester of your junior year, you should plan to take the exam no later than the first semester of your sophomore year. For details and registration information about the APTTP, please visit www.act.org/alabamapttp or call 1-800-294-2105.

- **Be fingerprinted in order for the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) to run a background check on you.** If you have been “arrested for, convicted of, or entered a plea of no contest to a felony of misdemeanor other than a minor traffic violation”, the State Superintendent of the Department of Education will review your record prior to issuance of your teacher certificate. Prior criminal behavior may put your teaching certificate in jeopardy, so if you have to answer “Yes” to either statement two or three below, you will need to meet with the Certification Officer, Mrs. Janet Smith immediately.
 1. I have no criminal behavior in my background that would jeopardize my teaching certificate.
 2. I have some questionable behavior in my background that I would like to discuss with the Certification Officer.
 3. I am aware of some questionable behavior in my background that may jeopardize my teaching certificate.
- **All ESEC majors must register for an pass PRAXIS II.** You will have three opportunities to take and pass the test and if you do not pass, you will be allowed to graduate, but will not receive teacher certification. For more information, go to www.ets.org/praxis, or contact the Certification Officer, Mrs. Janet Smith. NOTE: This is subject to change based on policy revisions by the Alabama State Department of Education.
*****Secondary and P-12 majors will take Praxis their senior year.**

Methodological Phase

Class experiences now include an integration of foundational and methodological courses for the teacher education majors. Students continue to gain the general foundational knowledge of the profession as they are beginning to apply this knowledge to the classroom. The technical/methodological aspects of the knowledge teachers need to make valid reflective decisions as they create for their students an effective learning environment are incorporated along with the aspects of child and adolescent development.

In the methods and materials blocks, teacher education coursework does become more specialized. Teacher education students are exposed to basic principles of instruction and classroom organization at the age/grade levels selected for specialization. Appropriate media and technology to support effective instruction at the chosen levels are examined. Clinical experiences are progressively more involved when more technical and reflective follow-up are undertaken.

Prior to the internship or professional semester, senior teacher education students enroll in the following courses:

- EDUC 414W: Assessing Student Learning (ESEC Majors only)
- EDUC 416: The Professional Educator (ESEC Majors only)
- EDUC 426: The Professional Secondary Language Arts/English Teacher (Secondary Education Majors Only)
- EDUC 427: The Professional Secondary Mathematics Teacher (Secondary Education Majors Only)
- EDUC 428: The Professional Secondary History/Social Science Teacher (Secondary Education Majors Only)
- EDUC 429: The Professional French/German/Spanish Teacher (Secondary Education Majors Only)

These courses are designed to assist teacher education students in recognizing factors that influence student achievement, and in developing a plan for raising student achievement with children and adolescents. Pre-service teachers learn to assess the achievement of students as they teach lessons and units in clinical experiences.

Internship Phase

During their last semester in college and just before their graduation, Teacher Education students spend fifteen weeks in a public school classroom under the direction of a master teacher and a university supervisor. During this period the student teachers demonstrate their proficiency as reflective decision-makers, designing and implementing instructional plans for actual students.

Opportunities are provided over an extended period of time for student teachers to further demonstrate their ability to determine students' needs, to modify objectives, to accommodate different learning styles, and to assess student achievement.

Certification Phase

Prior to student teaching, you will attend a Certification Seminar where you will complete the paper work required by the Alabama State Department of Education for certification.

In-service Phase

The focus of the final phase is to support teachers during their first few years of teaching, especially during the first year, by providing professional development workshops and seminars on topics requested by the teachers. Topics have included classroom management, standardized testing, and first day of school.

Teacher Education Program – Undergraduate

Foundational Phase

EDUC 213	Adolescent Development Within the Educational Culture	2
EDUC 221	Issues Within the Educational Culture	4
EDUC 222	Clinical Experiences in the Educational Culture	4
EDUC 223	Introduction to Technology	1
EDUC 311	The Development of the Young Child	2
EDUC 323	Overview of Child Development	2
PHED 321	Motor Development	1

Methodological Phase

EDUC 305	Teaching in the Middle School	4
EDUC 312	Principles of Early Learning	6
EDUC 313	Application of Early Learning	6
EDUC 315W	Teaching and Learning in the Secondary Classroom	4
EDUC 316	Practical Teaching and Learning	2
EDUC 324W	The Arts Curriculum	6
EDUC 329	The Sciences Curriculum	6
EDUC 330	Curriculum Application	2
EDUC 331	Curriculum Application in Secondary Classroom	4
EDUC 413	Classroom Management and Discipline	2
EDUC 414W	Assessing Student Learning	2
EDUC 415	Technology Across the Curriculum	2
EDUC 416	The Professional Educator	2
EDUC 417	Educational Practices in Action	6
EDUC 418	Collaboration in Education Practices	4
EDUC 426	The Professional Secondary English/Language Arts Teacher	3
EDUC 427	The Professional Secondary Mathematics Teacher	3
EDUC 428	The Professional Secondary History/Social Science Teacher	3
EDUC 429	The Professional Secondary French/German/Spanish Teacher	3
PHED 336	Fundamental Sports Skills Acquisition and Analysis	4
PHED 360	Curriculum Design and Instructional Strategies	4
PHED 420W	Tests and Measurements in ESSM	4
MUSC 310	Elementary Materials and Methods: Vocal and Inst. Music	4
MUSC 359	Secondary Material and Methods: Vocal and Inst. Music	3
MUSC 391	Materials and Methods of Teaching Instrumental Music In the Secondary Grades	3

Internship Phase

EDUC 373	Practical Classroom Experience	1
EDUC 473	Student Teaching: Grades P – 12 th	12
EDUC 474	Student Teaching: Grades P – 6 th	12
EDUC 475	Student Teaching: Grades 6 th – 12 th	12
MUSC 402	Student Teaching: Music	12
PHED 404	Student Teaching: Physical Education	12

ESEC Suggested Sequence

Freshman Year				
Fall Semester:	18	Jan Term		Spring Semester: 18
UCCA 101	4			UCCA 102 4
UCCP101	4			UCCP 102 4
MATH 110, 150, or 240	4			BIOL 4
GEOG 101	4			MATH 107 4
UCFH 120	2			Appreciation 2
Sophomore Year				
<i>*Take APTTP*</i>				
Fall Semester:	18	Jan Term	2	Spring Semester: 19
Science	4		2	MATH 210 4
UCBP101	4			HIST 217 or 218 4
Science	4			ESSM 321 2
ESSM 231	4			EDUC 221 4
ESSM 202	2			EDUC 222 4
				EDUC 223 1
Junior Year				
<i>*Take Praxis*</i>				
ECE Block			ELEM Block	
Fall Semester:	18	Jan Term	1	Spring Semester: 18
EDUC 311	2	EDUC 373	1	EDUC 323 2
EDUC 312	6			EDUC 324W 6
EDUC 313	6			EDUC 329 6
EDUC 316	2			EDUC 330 2
ART 206	2			EDUC 414W 2
Senior Year				
Pre-Pro./Spec. Ed.			Student Teaching	
Fall Semester:	18	Jan Term		Spring Semester: 12
EDUC 413	2			EDUC 474 12
EDUC 415	2			
EDUC 416	2			
EDUC 417	6			
EDUC 418	4			
MUSC 3300	2			

Total Credits: 140

Please note the following:

- If you do not want to take 18 credits per semester, you should plan to take January Terms and/or Summer Terms or come an additional semester to make up credit deficiencies.
- IDSC 201 can only be taken after completion of UCCA and UCCP 101 and 102.
- A 3.0 GPA is required.
- PHYS 100 and 108 are only offered in Jan Term
- ESSM 231, ESSM 321, ESSM 202, ART 206, and MUSC 3300 may be taken prior to being formally admitted.
- Only five education courses can be taken prior to being formally admitted.
- Any grade of D+ or lower must be repeated.
- Subject to change if state and/or federal requirements regarding Teacher Education Programs are revised.

***The ECE, ELEM and PRE-PRO/SPEC ED Blocks MUST be taken in sequence. Failure to do so could delay your graduation up to one year.**

ESEC MAJORS

ECE Block	Early Childhood Block Fall Term Only M – F (8 – 12)
ELEM Block	Elementary Block Spring Term Only M – F (8 – 12)
PRE-PRO/SE Block	Fall Term Only M – W (8 – 12) R (8 – 9:50 and 11 – 12:50) F (8 – 12)

Blocks must be taken in sequence.

Failure to do so could delay your graduation up to one year.

English/Language Arts Suggested Sequence

Freshman Year					
Fall Semester:	16	Jan Term	4	Spring Semester:	18
UCCA 101	4	Science	4	UCCA 102	4
UCCP 101	4			UCCP 102	4
Natural Science	4			THEA 212	2
UCFH 120	2			English	4
THEA 200	2			JMC 200	4
Sophomore Year					
		Take APTTP			
Fall Semester:	18	Jan Term	1	Spring Semester:	18
EDUC 221	4	EDUC 373	1	EDUC 213	4
EDUC 222	4			EDUC 305	4
ENGL	4			THEA 322	2
UCBP 101	4			ENGL	4
THEA 242	2			COMS 215	4
Junior Year					
Fall Semester:	17	Jan Term	4	Spring Semester:	17
COMS 221	4	MATH 210	4	EDUC 331	4
EDUC 315	4			EDUC 414W	2
ENGL	4			ENGL	4
ENGL	4			JMC 310	6
EDUC 223	1			PHED	1
Senior Year					
		Take Praxis			
Fall Semester:	17	Jan Term	4	Spring Semester:	17
EDUC 415	2	ENGL	4	COMS 319	4
EDUC 426	3			ENGL	4
ENGL	4			ENGL	4
ENGL	4			ENGL	4
THEA 415	4			PHED	1
Fifth-Year Senior					
Fall Semester:	12				
EDUC 475	12				

Total Credits: 163

Please note the following:

- If you do not want to come an additional year, you should plan to take January Terms and Summer Terms.
- IDSC 201 can only be taken after completion of UCCA and UCCP 101 and 102.
- A 3.0 GPA is required.
- Any grade of D+ or lower must be repeated.
- Only five education courses can be taken prior to being formally admitted.
- Subject to change if state and/or federal requirements regarding Teacher Education Programs are revised.

History/Social Science Suggested Sequence

Freshman Year					
Fall Semester:	16	Jan Term	6	Spring Semester:	16
UCCA 101	4	Science	4	UCCA 102	4
UCCP 101	4	UCFH 120	2	UCCP 102	4
Humanities Course	4			GEOG 101	4
SOCI 100	4			POLS 200	4
Sophomore Year					
		Take APTTP			
Fall Semester:	17	Jan Term	1	Spring Semester:	17
HIST	4	EDUC 373	1	HIST	4
EDUC 221	4			EDUC 213	4
EDUC 222	4			EDUC 305	4
PHED Activity	1			PHED Activity	1
HIST	4			HIST	4
Junior Year					
Fall Semester:	17	Jan Term	4	Spring Semester:	15
HIST	4	UL HIST	4	EDUC 331	4
ECON 201	4			EDUC 414W	2
EDUC 223	1			EDUC 415	2
EDUC 315	4			ECON 202	3
GEOG ELECTIVE	4			POLS 205 or 312	4
Senior Year					
		Take Praxis			
Fall Semester:	17	Jan Term	4	Spring Semester:	16
UL HIST	4	UL HIST	4	UCBP 101	4
EDUC 428	3			Science	4
UL HIST	4			UL HIST	4
Appreciation	2			MATH 210	4
POLS 310, 319W, 322, or 351W	4				
Fifth-Year Senior					
Fall Semester:	12				
EDUC 475	12				

Total Credits: 158

Please note the following:

- If you do not want to come an additional year, you should plan to take January Terms and Summer Terms.
- IDSC 201 can only be taken after completion of UCCA and UCCP 101 and 102.
- A 3.0 GPA is required.
- Any grade of D+ or lower must be repeated.
- Only five education courses can be taken prior to being formally admitted.
- Subject to change if state and/or federal requirements regarding Teacher Education Programs are revised.

Sequence of Course Offerings

ESEC Majors

Block I	Offered Spring and Fall Term
Block II	Offered Fall Term only
Block III	Offered Spring Term only
Block IV	Offered Fall Term only

Secondary Education Majors

Block I	Offered Spring and Fall Terms
Block II	Offered Spring Term Only
Block III	Offered Fall Term Only
Block IV	Offered Spring Term Only
Block V	Offered Fall Term Only

Physical and Music Education Majors

EDUC 221 & 222	Offered Fall and Spring Terms
EDUC 311	Offered Fall and Spring Terms
EDUC 323	Offered Spring Term Only
EDUC 413	Offered Fall Term Only

Teacher Education Program Faculty Areas of Specialty

- Mrs. Birkenfeld, Karen Mathematics and Science
- Dr. Box, Jean Ann Dean, OBB School of Education and Professional Studies
- Dr. Dean, Carol Chair, Teacher Education
- Dr. Ennis, Les Director of Doctoral Programs
- Dr. Finn, David Special Education
- Dr. Freeman, Charlotte Child, Adolescent, and Educational Psychology
- Dr. Haralson, Michele Curriculum, Media, Technology
- Dr. Hilsmier, Amanda Special Education
- Dr. Hoaglund, Amy Early Childhood Education
- Mrs. Johnson, Myrtis Clinical Experiences
- Dr. Little, David Elementary Education, Reading
- Dr. Neil, Pattie Educational Leadership
- Dr. Newton, Jodi Educational Leadership
- Dr. Owusu-Ansah, Angela Assessment
- Dr. Persall, Maurice Director of Graduate Programs
Director of Educational Administration
- Dr. Ralls, Martha Secondary Education and Middle School
- Dr. Wood, Patti Gifted Education

Facilities

The Orlean Bullard Beeson School of Education and Professional Studies is located in a four-story building housing the departments of Family Studies, Interior Design, Nutrition and Dietetics, and Teacher Education. Exercise Science and Sports Medicine (ESSM) programs are housed in the gymnasium and field house facilities that are across the street from the Orlean Bullard Beeson Building, but are vitally linked to the School of Education through shared classes and laboratory facilities.

Located in another part of the campus is Music Education, which is housed within a developed facility with appropriate recital and rehearsal rooms, classrooms, and offices. Secondary Education students are provided teaching field training (subject fields such as history or mathematics) in buildings and departments within the Howard College of Arts and Sciences throughout the campus.

Curriculum, Materials, and Technology Center

The Samford University Curriculum Materials and Technology Center (CMTC) is located on the third floor of the Orlean Bullard Beeson School of Education. Directed by a certified media specialist, the CMTC is designed to meet the specific needs of the teacher education program of the School of Education and is also open to other departments across campus and to area teachers.

The CMTC houses three separate areas:

- **Make and Take Lab:** This is the hub for teacher-created activities and manipulatives. Equipment and supplies are provided for laminating, enlarging and tracing patterns, producing letters and cutouts, projecting audiovisuals, and recording teaching materials. A photocopy machine is available for student use in the CMTC area.
- **Teacher Education Library:** The CMTC is the centralized resource of teaching materials. A wide variety of textbooks for every grade level and subject area, teacher editions, teacher reference books, curriculum guides, video tapes, CD's, and other teaching materials are available for checkout in the CMTC.
- **Technology Lab:** Teachers today must understand how to effectively integrate technology across the curriculum. The state-of-the art technology in the CMTC computer lab and Media Resource Center

provides computers, printers, scanners, digital and video cameras for students to use both in and out of class.

The Problem-Based Learning Center

The Problem-Based Learning Center was created in the summer of 1996. It was developed as a designated space for students to work together to solve problems. A center director was named in spring of 1997 with the responsibility to serve as faculty support and to coordinate the facilities and resources collaborates with the CMTC to provide students with several small rooms and a large resource area.

The Center includes print resources, on-line resources, laser discs, CD ROM's, videos, and round tables convenient for group work. Such resources enable students to learn what is available and how a variety of resources can be used in classroom instruction. The structure of the rooms enables students to gather around a computer and participate in interactive learning experiences. Resources include materials appropriate for P-12 classrooms. The centers are available to teacher education students throughout the year.

Faculty Relationship to Students

Faculty offices are located on the third floor and the back hall of the second floor. Faculty is available at least thirty hours a week to meet with students either in class or in their offices. Faculty members are committed to having a close relationship with students; they help plan their clinical experiences and provide a reflective atmosphere in which students may discuss and seek to relate the concepts and theory of their foundational and methods classes to their field experiences in public schools.

Faculty will model appropriate teaching behaviors and skills in their classrooms and serve as mentors to students. Faculty will also supervise student teachers, providing continuity to a developmental training process. Faculty members are associated closely with students at all three levels of their teacher education training—the foundational, methodological, and internship phases.

Office of Clinical Experience

The Orlean Bullard Beeson School of Education and Professional Studies faculty believe that it is important to have a strong relationship with a variety of schools in the community. These experiences provide students the opportunity to observe in different cultural settings and become better prepared for a variety of employment settings. These professional, clinically-based experiences are an integral part of the total preparation program and are designed in such a way that basic and advanced level students have many opportunities to become proficient in the three critical teaching functions of planning, presenting and facilitating, and assessing.

Clinical experiences in the public schools, which are an important part of each undergraduate and fifth year non-traditional student's teacher training program, are coordinated through the Office of Clinical Experience. This office may be found on the third floor of the Orlean Bullard Beeson Building.

Students come to the Clinical Experience Office to clarify their clinical assignments. Here, contacts with local public and private schools in inner-city, rural, and suburban environments are planned cooperatively between faculty and the clinical experience director to expose students to "real" classroom situations as aides, observers, and finally, as teacher interns. Mrs. Myrtis Johnson is the coordinator of the Clinical Experience Office.

Special Functions

Also welcome in the Curriculum, Technology, and Materials Center are teachers and administrators from public and private schools in the Birmingham area. Currently, teachers from Homewood, Vestavia Hills, Hoover, Mountain Brook, Jefferson County, and Birmingham City Schools are using the facilities of the Orlean Bullard Beeson School of Education and Professional Studies on a regular basis.

In addition to their regular use of the Teacher Education facilities during the academic school year, public school teachers and their administrators come to the campus during the summer for graduate study, numerous workshops providing specialized training in many subject/grade levels, and exposure to new teaching methodologies and techniques. Recently conducted workshops include:

- Assessing and Remediating Reading Skills Deficiencies
- Kindergarten/Day Care Workshop
- Managing the Disruptive Child
- Problem Based Learning
- Quality Education
- Technology in Education

Alabama Governor's School

The Alabama Governor's School for gifted and talented youth from all over the state is held on campus for two weeks each summer. This program is held in cooperation with the State of Alabama Governor's Office to provide opportunities for intense and creative exposure of exceptional youth to ideas and concepts on the "cutting edge" of academic fields of their choice. The director of the Governor's Honors School is a member of the Samford faculty.

Samford Summer Institute for Teaching Excellence

The annual Samford Summer Institute for Teaching Excellence (SSITE) gathers several hundred of Alabama's top teachers (nominated by their principals) to the Orlean Bullard Beeson School of Education and Professional Studies. Here, Samford faculty, graduate students, and public school teachers are enriched through exposure to each other and nationally known speakers. Some teachers return each year to SSITE, building an ever-enlarging cadre of teachers across the state committed to teaching excellence. The director of SSITE is a faculty member.

Quality Education Center

The Center for Quality Education has been involved in using the principles of Quality Education to create a high level of success in schools. Quality Education, developed through intensive work with school personnel includes the best practice of many outstanding schools and research results that effect change.

Samford's Center for Quality Education serves as a resource to individual schools and education systems assisting them in creating new opportunities for improvement and maintaining progress. The Center for Quality Education participates in a collaborative effort with agencies/businesses throughout Alabama to improve the quality of education for Alabama students.

Admission, Retention and Completion Admission to Teacher Education

Teacher Education spans a period of pre-entry to formal educational training to graduation. Acceptance into the University does not mean that one has been accepted into the Teacher Education Program. A student must formally apply for admission to the Orlean Bullard Beeson School of Education and Professional Studies just as pre-law or pre-medical students must apply to his/her respective professional schools. An application form and other needed forms will be provided in EDUC 221 and/or 222. Students must complete their program within four years of being admitted to Teacher Education or must reapply for admission to the program. A student may also acquire an application form in the Certification Office located in the OBB building, Room 322.

A student must fulfill the following requirements in order to be considered for admission into the Teacher Education Program:

1. Completion of the following courses:
 - **ESEC Majors:** EDUC 221, 222, and 223 with a grade of C- or better.
 - **Secondary and Composite Majors:** EDUC 213, 221, 222, and 305 with a grade of C- or better.
 - **Music Majors:** EDUC 213, 221, and 222 with a grade of C- or better.
 - **Physical Education Majors:** EDUC 221 and 213 with a grade of C- or better.
2. Completion of the application form which is a part of EDUC 221.
3. Completion of 60 credits of coursework with a GPA of at least 3.0 on a 4.0 scale in each of the following areas:
 - Cumulative
 - Major
 - Professional
4. Completion of an interview with a Faculty Panel.
5. Two letters of recommendation from either the head of one's major department or from a professor in this major area with an endorsement by the head of the department.

ESEC: Two recommendations from Education Professors

Composite and Secondary:

One recommendation from Professor in Major Field
One recommendation from an Education Professor

PE: One recommendation from Dr. Donna Dunaway
One recommendation from an Education Professor

Music: One recommendation from Dr. Phil Min (Instrumental)
or Dr. Moya Nordlund (Vocal/Choral)
One recommendation from an Education Professor

6. Passing score on the Alabama Prospective Teachers Testing Program (APTTP) examination.
7. ACT score of 20 or an SAT score of 930.
8. Completion of a sample writing.
9. Fingerprints on file with the Alabama State Department of Education.
10. Demonstration of satisfactory potential for teaching, including evidence of emotional stability and satisfactory record as to conduct, character, and mental health, to the effect that the applicant has no personal qualities prejudicial to satisfactory performance as a teacher.

Acceptance is contingent upon the recommendation of the Admission Panel that meets bi-annually: mid-July and mid-October. Before admission, a student may take only the specified education courses, which are listed on the previous page. Admission to any education course other than these prior to formal admission into the Teacher Education Program requires the permission of the Department Chair. Applicants will be notified in writing of the decision of the committee. Transfer students follow the same admission plan.

Retention in Teacher Education

Once admitted to Teacher Education, students are expected to continue to meet the requirements of the program. Failure to maintain a 3.0 GPA on a 4.0 scale in the major courses, the professional courses, and overall, places the student on probation. No grade below a "C-" in any course is permitted. In case of a lower grade, the course must be repeated.

Any student who, in the opinion of the Screening Committee, is judged to have developed characteristics, academic or otherwise, deemed undesirable for the profession may be dropped from the program after appropriate review. For a comprehensive understanding of values violations and sanctions, please see the section in your catalog entitled, "STUDENT RIGHTS AND RESPONSIBILITIES".

Criteria for Correction and/or Removal of Teacher Education Students from Teacher Education Programs

In order to monitor a formally admitted teacher education student's conduct and professional behavior when a problem is identified, the following criteria shall be used by the Department of Teacher Education as a means of correction or dismissal of the student from the teacher education programs.

1. An initial conference shall occur between the supervising professors, teacher/s and the student. If the unsatisfactory behavior still occurs the student and supervising teacher/s shall:
2. Conference with the Chair of Teacher Education. If the unsatisfactory behavior continues then the Chair of Teacher Education shall, within one week:
3. Present information concerning the behavior of the student to a Chair-appointed behavior review panel consisting of three faculty members who are not involved in the situation. Within two weeks, this panel, based on its findings, has the authority to recommend to the Dean of the School of Education placement of the student on probation for a period of not less than one full semester and loss of formal admittance status to teacher education.
4. The Dean has the authority to overrule or modify the decision of the faculty panel. If the Dean agrees with the panel decision then the student shall be sent registered mail by the Dean's office, within 30 days, a letter stating the issuance of probation and loss of admittance status.
5. At the end of the probationary period, the Department Chair shall review the student's status with the Dean, and a recommendation will be made as to whether the student should be re-admitted to teacher education or be permanently removed from the program.

A Student's Right to Appeal

Student Grievance Procedure

A student has a right to appeal if he or she disagrees with a probation decision in regard to conduct or misbehavior or is removed from the program due to unsatisfactory conduct or misbehavior. This right to appeal is the same process used when appealing academic disputes. The process is outlined below:

1. Instructor

If a student's grievance is a highly individual one, the student should first discuss the situation by talking to the supervising teacher(s) involved.

2. Departmental Chair

If a student wishes to express a dissatisfaction with some aspect of a behavior related probation or removal from teacher education programs, he or she should schedule an appointment with his or her assigned academic mentor or with the appropriate Department Chair. This person will investigate the complaint and will discuss the findings with the student. It is hoped that a majority of the complaints can be handled within the appropriate department.

3. Academic Review Board

If the above procedure does not resolve the dissatisfaction then the student may submit any dispute in writing to a faculty grievance committee. The faculty grievance committee shall be appointed by the Dean and shall consist of three full-time faculty members who have not been involved in the grievance. At least one faculty member on the committee will not be a faculty member of the department involved.

4. Dean

If the above procedure does not resolve the dissatisfaction, the student may then file a formal complaint in writing to the Dean of the School of Education and Professional Studies for his/her decision on the matter.

5. Provost

If the above procedure does not resolve the dissatisfaction, then the student should begin the following procedure:

- a. If all avenues for resolving the dissatisfaction within the School have been exhausted and the student feels that the grievance has not been satisfied, the student shall discuss the matter with the University Provost. The Provost will review the dissatisfaction with the Dean of Education, the appropriate departmental chair and, at the Provost's discretion, the supervising teacher(s).

- b. If the oral process section (a) does not resolve the grievance, it shall be presented in writing to the Provost for submission to a grievance committee.
- c. The faculty grievance committee shall consist of three full-time faculty members who have not been involved in the grievance. At least one faculty member on the committee will not be a faculty member of the school involved.
- d. Within a reasonable time (thirty days or less) the grievance committee will report findings and recommendations to the Provost for review and decision.

Dispositions

Dispositions Code of Personal Conduct Operational Definition:

The values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and that impact student learning, motivation, and development, as well as, the educator's own professional growth.

Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

The teacher education department faculty believes as a part of their conceptual framework, that dispositions are for your welfare. Those dispositions included in the document are in alignment with the standards set forth by NCATE, INTASC, NBPTS, PEPE, employers, and education professionals.

Dispositions Procedures

Each semester students will receive a dispositions assessment from the Professors in whose block they are enrolled: Introductory, Early Childhood, Elementary, Pre-Professional/Special Education, or Secondary. These assessments will be kept on file in the Certification Office.

At any time during the Teacher Education Program, however, a student may receive a report for poor demonstration of dispositions. Such a report will be handled in the following manner:

1. First Incident

You will receive written notification of the incident(s) report from the Block Coordinator/Program Director and the Chair of the Teacher Education Department. Development of a personal plan of action will be required detailing how the incident(s) will be resolved, how it could have been handled differently, and what steps will be taken to ensure that the incident(s) will not occur again.

2. Second Incident

- (I.) The incident(s) report will be presented to the student in a formal hearing before a board of three faculty/staff members. The faculty/staff members filing the report will not be in the hearing, but will be available to present information, documentation, and/or clarification during the proceedings.
- (II.) The student will be given two weeks to respond to the report in both oral and written form.
- (III.) The faculty/staff members who filed the report will be given two weeks to respond to the student's oral and written responses.
- (IV.) The hearing board will consider the oral and written responses from the parties involved with the student and faculty/staff members available for questions and/or additional explanations. Following clarifications and summaries, the board will make their final deliberations as to whether or not the student should be allowed to remain the Teacher Education Program.
- (V.) The decision of the review board will be final and a record of this hearing and subsequent action taken becoming a part of the student's file.

Letters of Concern

A letter of concern may also be submitted to the Chair of the Teacher Education Department from any Samford faculty or staff member. This letter will be placed in the student's file and will be taken into consideration when the student's disposition evaluation is prepared at the end of the semester.

Samford University
Orlean Bullard Beeson School of Education and Professional Studies

Dispositions
Self-Assessment

Name _____

Social Security Number _____

Major _____

Dispositions refer to an individual's displayed attitude and professionalism. On a scale of 1- 5, with 1 being low and 5 being high, how would you rate yourself on each of the following disposition statements listed below. Please indicate by placing a check in the appropriate box.

	1	2	3	4	5
I interact appropriately with others					
I interact positively with others					
I treat others with courtesy, respect, and open-mindedness					
I do what is morally right					
I work with diverse groups					
I handle issues of diversity with respect and affirmation (support for diversity)					
I respect the feelings of others					
I raise the self-esteem of others					
I challenge all students to high levels of achievement					
I participate and contribute actively to team efforts					
I help others when they need help with their work					
I am reliable, responsible, and consistent					
I reflect on the issues at hand before I make a decision					
I do NOT cheat on my assignments					
I do NOT plagiarize (I do not make other people's work or writing appear as if it were mine)					

Comments:

**Dispositions Standards Assessment Tool for the
Department of Teacher Education
OBB School of Education and Professional Studies
Samford University**

Student Name and SS#: _____

Report completed by: _____

Signature: _____

Date: _____

	Not Observed	Low	Below Average	Average	Above Average	High
Classroom Self-Presentation						
Interacts appropriately and positively with others						
Exhibits leadership						
Exhibits flexibility when faced with unexpected events						
Demonstrates competence in oral and written usage of grammar						
Writes with clarity, detail, and conciseness						
Treats others with courtesy, respect, and open-mindedness						
Demonstrates enthusiasm						
Takes initiative						
Exhibits sound judgment and moral reasoning						
Demonstrates confidence						
Demonstrates a sense of humor						
Demonstrates appropriate self-monitoring and control of emotions and behavior						
Expresses empathy for and sensitivity to others						
Is punctual						
Handles social justice and multiculturalism with respect and affirmation						
Wears appropriate attire in clinical experiences and uses appropriate hygiene						
Writes legibly						
Speaks effectively with respect to volume, intonation, and enunciation						

	Not Observed	Low	Below Average	Average	Above Average	High
Social Interaction Skills						
Interacts positively with young people and school personnel						
Shows concern for the self-concept and self-esteem of others						
Assists child/youth in achieving his/her personal best						
Maintains composure						
Addresses people in authority with respect for the position and expertise, avoiding replies such as yep and nope						
Does not interrupt others in conversation, including those who are on the phone						
Expresses appreciation when appropriate						
Displays a healthy sense of humor (non-hostile)						
Group Interaction Behavior						
Displays the ability to work with individuals from different backgrounds, individuals with exceptional needs or limitations, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations and individuals of both genders and different sexual orientation						
Participates and contributes actively to team efforts						
Demonstrates adaptability						
Works cooperatively						

	Not Observed	Low	Below Average	Average	Above Average	High
Classroom Professional Behavior						
Is reliable and responsible						
Prepares thoroughly, consistently						
Demonstrates reflective thinking/decision making						
Possesses organizational skills						
Invests adequate time and effort to plan, teach, and reflect on instructional activities						
Is well organized						
Meets deadlines						
Uses constructive criticism (feedback)						
Demonstrates ethical behavior						
Demonstrates restraint in the discussion of confidential matters						
Demonstrates resourcefulness						
Demonstrates creativity/imagination						
Demonstrates curiosity/interest in continuous learning						
Academic Integrity						
Exhibits a strict code of honesty related to tests and research assignments						
Acknowledges the work of others scrupulously						
Demonstrates respect for resources, e.g., returning library and school resources						

Incident Report

Name _____

Semester _____

Date _____

First or Second Incident _____

Evaluator(s) _____

Disposition(s)

Present

Absent

Code of Personal Conduct Evaluation Teacher Education Dispositions

Name _____

Date _____

Evaluator _____

- | | |
|--------------------------------|----------------------------|
| 1. Self-Preservation | 4. Professional Behavior |
| a.) Positive Outlook | a.) Constructive Criticism |
| b.) Optimism | b.) Conflict Management |
| c.) Enthusiasm | c.) Confidentiality |
| d.) Initiative | d.) Attendance/Punctual |
| e.) Other | e.) Other |
| | |
| 2. Group Interaction Behavior | 5. Academic Integrity |
| a.) Mutual Respect | a.) Honesty |
| b.) Team Player | b.) Trustworthy |
| c.) Collaboration | c.) Fair-Minded |
| d.) Commitment | d.) Respectful |
| e.) Other | e.) Other |
| | |
| 3. Social Interaction Behavior | |
| a.) Flexible | |
| b.) Patient | |
| c.) Generous | |
| d.) Sensitive to Others | |
| e.) Other | |

Memo

To: Any Arts and Sciences or OBBSE faculty/staff member who teaches Education students

From: Carol Dean

Re: LETTERS OF CONCERN

If you teach or interact regularly with Education students, we need your help in assessing student dispositions for teaching.

When we recommend our students for teacher certification, we feel it is very important that they have been equipped with the necessary skills to make them effective teachers. These skills include strong content knowledge, effective teaching skills, and the personal qualities or dispositions needed for teaching in our diverse world.

Dispositions, as defined by NCATE, Professional Standards, 2002, are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities...guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.”

Occasionally, an Education student in your class may exhibit dispositions that are inappropriate for a teacher. Behaviors that might cause concern include (but are not limited to) excessive absences or tardiness, rude or aggressive behavior, disrespectful behavior, not taking course content or assignments seriously, lack of tolerance for diversity, strange or inappropriate verbal or nonverbal behaviors, dishonesty or inappropriate dress.

As faculty/staff become more familiar with our education students, we strongly encourage you to write a Letter of Concern when a student exhibits any of the above behaviors. Please discuss this letter with the student and then forward it to me in the Teacher Education Office. I will set up a meeting with the student and the appropriate action will be taken as outlined in our undergraduate handbook under the policy entitled “Incident Report”.

A special form is not needed, but I encourage you to use the attached prototype Letter of Concern. If you have any questions or concerns, please feel free to contact me.

(Sample letter of concern)

Date

Letter of Concern

(Start with some background information about the course and context)

I am writing this letter for the file of Susan Student, who was a student in my GEOG 101 course this past fall semester. This is a required course that occurs early in the Teacher Education Program. The focus of the course is on basic techniques as writing a lesson plan.

(Try to say something about the student's strengths and any mitigating circumstances)

Susan is a nontraditional student who brings maturity, teaching experience and generally strong communication skills to our class. She is active in discussions and takes the initiative in conversations. She is very intelligent, very motivated, and has a sincere desire to improve her skills.

I have had Susan in class before, and I have talked to her from time to time over the past year. I know that she has taken a job to bring in some much needed income. She is also a single mother. All in all, this has been an extremely stressful year for Susan, and I think that most (if not all) of the behaviors that concern me are due to the high stress and busy schedule that she has had. I am putting this letter in her file in case I am wrong and these behaviors are a continuing pattern.

(Describe your concerns. Be detailed if possible).

My first concern about Susan has to do with reliability. Our class met twice a week, for 30 class meetings. Of those 30 meetings, Susan was absent five times (twice without calling) and she was late 11 times. Assignments were late 7 out of 12 times.

My second concern is about some of Susan's behaviors in our classroom. She frequently dominated class discussions, despite my efforts to keep her contributions short. When I talked to her about this after class, she improved for a short time, but quickly slipped back into the same pattern. Even in small groups, she often forgot to listen to others' viewpoints. Nervous habits, such as tapping her pencil or snapping her gum were distracting to most of the other students. By the middle of the semester, other students were actively avoiding sitting near her or being placed into a group with her.

Finally (and most seriously) Susan was absent during our last meeting as a class and did not participate in the final group presentation. She never did call to explain her absence. Her final grade was greatly affected by this negligence.

I am very disappointed in Susan's behavior in this course, particularly at the end. Although I still feel that she has many of the qualities expected in a teacher, I would be reluctant to recommend her at this time.

(Explanation of process)

I understand that if this is the only expression of concern in Susan's file, this will not hinder students. However, if others express concerns, Susan will be called in to discuss these issues, and it may affect her progress in the program.

Carol Dean
Chair, Teacher Education

Completion of Program

Students who successfully complete a prescribed program at the baccalaureate level in Teacher Education will be eligible for the Alabama Class B teacher's certificate in their area(s) of specialization. Completion of the program is contingent upon the following:

- receiving a passing score of the APTTP
- achieving a 3.0 GPA (4.0 scale) on all work attempted in both professional education and in the area or areas of specialization
- satisfactory performance as a teacher during the professional semester
- completing and orally presenting a professional portfolio
- receiving a passing score on the Praxis examination prior to the end of the professional semester

Senior Project: The Electronic Portfolio

The culmination of your teacher education preparation is the creation and presentation of an electronic portfolio at the end of your student teaching. The purpose of the portfolio is to chronicle your progress throughout the program, including such things as journal reflections, pictures of clinical experiences, sample lesson plans and other original works, a profession resume, and your teaching philosophy. You will create the portfolio as part of the course requirements in EDUC 415, but **begin now to collect materials you will want to include!** You may view samples of previous portfolios on our teacher education website.

Checklist of Teacher Education Requirements

- ✓ Make appointment with advisement counselor in the Orlean Bullard Beeson School of Education and Professional Studies for initial information concerning admission to the program and coursework in your chosen specialty area. Begin taking general education requirements.
- ✓ During the sophomore year, enroll in your first Education block. At that time you will serve as a student aide in a local school system as assigned by the Office of Clinical Experience. You will receive a copy of the Undergraduate Teacher Education Handbook at that time.
- ✓ Take the Alabama Teacher Preparation Program Test (ATPPT) with a passing score as mandated by the Alabama State Department of Education.
- ✓ Fill out the application form for admittance to the Teacher Education Program. (Opportunity will be provided in EDUC 221 to do this, or the form can be obtained in the Certification Office, OBB 322).
- ✓ While enrolled in EDUC 221, schedule an appointment for an interview with the Faculty Panel.
- ✓ Complete the above foundational level professional courses that are permitted before being admitted to teacher education, as advised by the School of Education advisement counselor.
- ✓ Maintain a 3.0 overall GPA in University general studies, 3.0 in professional studies, and 3.0 in each major or specialization area.
- ✓ Have credentials for formal admission to the Teacher Education Program reviewed by the Certification Officer, who will present your profile to the Screening Committee in mid-July or mid-October when you have completed all basic requirements. A letter will be sent to you informing you of your admission status.
- ✓ Upon formal admittance to the Teacher Education Program, continue to enroll in professional courses, complete all general studies requirements, and complete specialization area or major requirements. All EDUC prefix courses will require observation in the local schools as part of the required coursework. The Office of Clinical Experience and the course professor will coordinate your

clinical experiences. Students are responsible for maintaining a record of this observation experience in the Office of Clinical Experience. Forms will be provided to you for this purpose each semester.

- ✓ Complete five full days of observation in a classroom. Some of these will be a part of required course work and others should be done independently. One should be the first day of school. If assistance is needed, please contact the Office of Clinical Experience.
- ✓ Maintain a 3.0 GPA in your area of specialization and/or areas of major studies (secondary education students) and general studies.
- ✓ Fill out an application for student teaching one year prior to your actual student teaching. Assistance is available from major area advisors or specialization area advisors. Submit the completed application to the Office of Clinical Experience.
- ✓ Earn a passing score on the Praxis II examination.
- ✓ Attend the mandatory general orientation and evaluation sessions at the beginning and end of the professional semester conducted by the Director of Clinical Experience.
- ✓ Successfully complete fourteen full weeks of student teaching in the field to which you are assigned by the Office of Clinical Experience. During this time, each student must attend a minimum of six seminars with the University Supervisor for student teaching. Also, each student will compile a professional portfolio and make an oral presentation.
- ✓ Apply for certification in the area(s) of teaching specialization with the Certification Officer upon completion of, and graduation from Samford University. A passing score on the APTTP and Praxis before an application for certification will be submitted to the Alabama State Department of Education.

Teacher Education Sequence

Phase One:

1. Has an interest to explore Teacher Education
2. Entering students and transfer students meet Certification Officer
3. Enroll in EDUC 221 and/or 222 (45 hours in schools)

Do you still want to teach? If so, continue the sequence. If not, choose another major.

Phase Two:

1. Select desired program
2. Apply for the Teacher Education Program with the Certification Officer/Advisement Counselor
3. Successfully complete EDUC 221
4. Complete the faculty interview
5. Take and pass the APTTP examination

*Was your clinical experience successful? If not, meet with your advisor.
Do you still want to teach? If so, continue the sequence. If not, choose another major.*

Phase Three:

1. Successfully complete 60+ credits with a minimum GPA of 3.0 (if GPA is lower than this requirement, see advisor)
2. Obtain recommendations from Professors as designated per your major

Were you admitted into the Teacher Education Program? If so, continue the sequence. If not, complete the following steps:

- Meet with Certification Officer/Academic Counselor to determine what is needed
- Complete requirements

Phase Four:

1. Receive acceptance letter from Certification Officer/Academic Counselor
2. Begin appropriate courses
3. Complete required courses and clinical experience

Phase Five:

1. Meet with Certification Officer/Academic Counselor to make sure all coursework is complete and you have a GPA of 3.0 in the following areas:
 - Cumulative
 - Professional Studies
 - Major Field
2. Meet with the Director of Clinical Experience to make sure all requirements in this area are complete
3. Take and pass the PRAXIS II with a passing score

Phase Six:

1. Complete and submit student teaching application to Clinical Experience Office
2. Receive letter from Clinical Experience Director
3. Review records check with the Certification Officer/Advisement Counselor
4. Attend senior seminars
5. Attend student teacher orientation
6. Complete student teaching experience
7. Apply for certification
8. Apply for graduation in the student records office
9. Complete e-portfolio and oral presentation

Was student teaching successful? If not, meet with the Certification Officer/Advisement Counselor and the Director of Clinical Experience to complete additional student teaching.

Phase Seven:

1. Graduate
2. Obtain verification letters and degree statement from Certification Officer/Advisement Counselor

Application for Admission to Teacher Education Program

Name: _____

SS#: _____

Major: _____

First Semester and Year Enrolled at SU: _____

Samford Address: _____

Cell Phone Number: _____

Samford Email Address: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone Number: _____

I hereby make application for admission to the Teacher Education Program (TEP) at Samford University, leading to Class B certification by the State Department of Education of Alabama.

I realize that it is my responsibility to complete all requirements for admission to the Teacher Education Program of the OBB School of Education and Professional Studies at Samford University.

Signature _____

Date _____

**If there is a change in any of the above information,
please notify Mrs. Smith immediately.**

Admission Requirements and Procedures for the Teacher Education Program (TEP)

- 1. Catalog:**
The catalog for the year you entered Samford University must be read. This will give you the requirements for graduation from Samford University and the teacher certification requirements of the Orlean Bullard Beeson School of Education and Professional Studies and the Alabama State Department of Education. **NOTE:** Subject to change if state and/or federal requirements regarding Teacher Education Programs are revised.
- 2. Program Checklists:**
Copies of the Alabama State Approved Program for teacher certification can be obtained from your advisor. Students must obtain and adhere to the correct program checklist for their major field. It is the students responsibility to successfully complete all the courses on the checklist in order to be eligible for both graduation and teacher certification. A copy of your checklist is enclosed for your review. If there are any discrepancies, please contact Mrs. Janet Smith immediately. **NOTE:** Subject to change if state and/or federal requirements regarding Teacher Education Programs are revised.
- 3. ACT or SAT Score:**
A minimum ACT score of 20 or a minimum SAT score of 930 is required for admission into the Teacher Education Program.
- 4. Grade Point Average (GPA):**
Students must have a cumulative GPA of 3.0 or higher before they can be admitted into the Teacher Education Program. After you have been admitted into TEP, you must not only maintain your cumulative GPA of 3.0 or higher, but you must also maintain this same GPA in your education courses and in all courses in your major(s). Students will be required to withdraw from the TEP program if their GPA falls below 3.0 in any of the above areas.

Students will not be recommended for their Alabama teacher certificate if the following GPA's are not met at the time of graduation:

- Cumulative GPA of 3.0 or higher
This includes all work at Samford University and all credits transferred in from other institutions.
 - GPA of 3.0 or higher in Education Courses
 - GPA of 3.0 or higher in Major Courses
- Extra coursework may be taken to raise a GPA to 3.0 when it is feasible.

5. Grades:

No grade below a "C -" is acceptable in any course. This includes transfer credits.

6. Advisors:

- **ESEC and Composite Majors** (English/Language Arts and History/Social Science) are only advised in the OBB School of Education and Professional Studies by Mrs. Janet Smith.
- **Secondary Education Majors** (French, German, History, Math, and Spanish) are advised by Mrs. Janet Smith **and** an advisor in Arts and Sciences.
- **Music and Physical Education Majors** have advisors **only** in their major field, but please stay in close contact with Mrs. Janet Smith concerning your teacher certification.

7. Registration:

Students must see their advisor for Pre-Advising every semester. During your meeting you and your advisor will decide on the courses you will take for the following semester, fill out your trial study, and be assigned your registration pin number so you can register YOURSELF for your classes.

Please note: It is in your best interest to consider the advice of your advisor and only register for the courses you agreed upon. Failure to do so could significantly delay your graduation as you and you alone are responsible for the courses in which you register. If any changes on your trial study need to be made, you must contact your advisor before any changes are made.

8. Courses that can be taken before admission to TEP:

- **ESEC Majors:**
EDUC 221, 222, 223
- **Composite and Secondary Education Majors:**
EDUC 213, 221, 222, and 305
- **Physical Education Majors:**
EDUC 213 and 221
- **Music Education: Instrumental and Vocal**
EDUC 213, 221, and 222

NOTE: If you register for any Education courses other than those listed above, you must have the permission of Dr. Carol D. Dean, Chair of the Teacher Education Department. However, the Alabama State Department of Education will only allow you to take five education courses before you are formally admitted into the Teacher Education Program.

9. Convocation Requirement: 56

Campus wide Chapel/Convocation Programs for faculty, staff, and students are held twice a week during the academic year. Full-time students are required to earn at least eight convocation credits each semester. University regulations for attendance are outlined in the *Student Handbook*.

ALL majors receiving teacher education will receive eight credits during student teaching.

Sequence of Course Offerings – TEP 1

ESEC Majors:

Block I	Offered Fall and Spring Terms
Block II	Offered Fall Term only
Block III	Offered Spring Term only
Block IV	Offered Fall Term only

Secondary Education Majors:

Block I	Offered Fall and Spring Terms (EDUC 221 and 222)
Block II	Offered Spring Term only (EDUC 213 and 305)
Block III	Offered Fall Term only (EDUC 315)
Block IV	Offered Spring Term only (EDUC 331, 414, 415)
Block V	Offered Fall Term only (EDUC 426, EDUC 427, EDUC 428, EDUC 429)

Physical Education and Music Education Majors:

EDUC 221 & 222	Offered Fall and Spring Terms
EDUC 213	Offered Spring for Physical Education Majors
EDUC 213	Offered Fall for Music Education Majors
EDUC 311	Offered Fall Term only
EDUC 323	Offered Spring Term only
EDUC 414W	Offered Fall Term only

I understand that if I am unable to follow the above sequence, it could result in the delaying of my graduation.

ESEC MAJORS

ECE Block	Early Childhood Block Fall Term Only M – F (8 – 12)
ELEM Block	Elementary Block Spring Term Only M – F (8 – 12)
PRE-PRO/SE Block	Fall Term Only M – W (8 – 12) R (8 – 9:50 and 11 – 12:50) F (8 – 12)

Blocks must be taken in sequence.

Failure to do so could delay your graduation up to one year.

Again, you MUST have a 3.0 GPA before you can begin the blocks.

This 3.0 must be maintained in order to remain in the program.

- 10. Metro College:**
If you take a course through Metro College you will be billed additional tuition equivalent to your day rate per credit. This is over and above your regular bulk tuition rate.
- 11. Independent Studies:**
Independent studies are not offered for Education courses.
- 12. Transfer Students:**
Transfer students must meet with the certification officer as soon as possible to have their transcripts evaluated. In order for a course to be accepted, the following guidelines will be applied:

 - a. Education courses are NOT eligible for transfer credit to Samford University without the approval of Dr. Carol D. Dean, Chair of the Teacher Education Department.
 - b. Education courses with a "D" grade from any college cannot be transferred to Samford University.
 - c. Courses from an **unaccredited** college will NOT count for teacher certification even if these courses are accepted by Samford University for credit.
- 13. Transient Credits:**
Students wishing to take courses from other colleges must obtain permission **beforehand**. Education courses may not be transferred into the Teacher Education Program without the approval of Dr. Carol D. Dean, Chair of the Teacher Education Department.

Note: Courses will NOT transfer from an **unaccredited** college. Students are expected to verify appropriate regional accreditation of all colleges they wish to attend. Also please note that no grade below a C- will transfer to Samford.
- 14. Application Forms for Admission to TEP:**
Completion of all application forms is required for admission into the Teacher Education Program. These forms are distributed in EDUC 221.
- 15. EDUC 221:**
Successful completion of EDUC 221 is required for admission into the Teacher Education Program.

- 16. Credits:**
60 credits, including transfer credits, are required for admission to the Teacher Education Program.
- 17. Projected Schedule:**
A projected schedule must be completed before admission into the Teacher Education Program. This projected schedule is only intended as a guide as it may not be possible to follow it exactly due to circumstances beyond the control of the advisor and/or the student. Once again, it is only intended to serve as a guide and is not binding.
- 18. Letters of Recommendation:**
- ESEC:**
Two recommendations from Education Professors
- Composite and Secondary:**
One recommendation from Professor in Major Field
One recommendation from an Education Professor
- Physical Education:**
One recommendation from Dr. Donna Dunaway
One recommendation from an Education Professor
- Music Education:**
One recommendation from Mr. Jim Smisek (Instrumental Only)
One recommendation from Dr. Nordlund (Vocal Only)
One recommendation from an Education Professor
- The Admissions Panel meets bi-annually: mid-July and mid-October. Students who have completed all of the requirements for admission will be presented to the panel. A letter describing the action of the panel will be mailed to each student presented.
- 19. Alabama Prospective Teacher Testing Program (APTTP):**
The Alabama State Department of Education will require you to take and pass all three sections (Reading, Writing, and Mathematics) of the APTTP Test before you can receive your teacher certification. However, the Orlean Bullard Beeson School of Education and Professional Studies requires that you take and pass the APTTP examination before you are formally admitted into the Teacher Education Program. You should plan to take the exam no later than the first semester of your sophomore year, as formal admittance is required by the first semester of your junior year.
- Registration information can be found www.act.org/alabamapttp or call 800/294-2105. For additional information contact Mrs. Janet Smith in the Certification and Advisement Office at Samford University (OBB 322).

20. Exit Exam:

A comprehensive exit examination, PRAXIS II, will be taken by all students their senior year. You will have three opportunities to take and pass the test. If you do not pass, you will be allowed to graduate, but will not receive teacher certification. For more information go to www.ets.org/praxis or contact Mrs. Janet Smith.

21. Student Teaching Applications:

Applications for student teaching must be submitted to Mrs. Myrtis Johnson in the Clinical Experience Office (OBB Room 338) **ONE YEAR** prior to student teaching.

NOTES:

- You must have graduated and completed student teaching prior to obtaining a classroom position. Due to No Child Left Behind, only certified teachers can be hired.
- You cannot student teach at a school where **ANY** of your immediate family members work or attend.

22. Opening Day of School:

You must observe an opening day of school. The form can be obtained from the Clinical Office or on-line. Please return the completed and signed form to Mrs. Janet Smith in OBB 322.

23. Certification:

- a. ESEC majors will be certified to teach grades P – 6.
- b. Secondary Education Majors will be certified to teach grades 6 – 12.
- c. Music Education and Physical Education will be certified to teach grades P – 12.
- d. World Language majors can be certified to teach grades P – 12 or 6 – 12.

24. The Alabama State Department of Education:

- All Education Majors must follow the Alabama State Approved Program for teacher certification. *It is the student's responsibility to understand and comply with these requirements.* After graduation, students who comply with all the requirements are eligible for teacher certification.
- All education majors must have their fingerprints on file with the Alabama State Department of Education before beginning clinical in the schools. The Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) will be conducting background checks on you.

Criminal Behavior Notification and Documentation – TEP Form 2

If you have been “arrested for, convicted of, or entered a plea of no contest to a felony or misdemeanor other than a minor traffic violation”, the State Superintendent of the Department of Education will review your record prior to issuance of your teaching certificate. Prior criminal behavior may put your teaching certificate in jeopardy.

If you have any questions regarding this process, please meet with the Certification Officer, Mrs. Janet Smith, at your earliest convenience.

Please check one of the following:

1. _____ I have no criminal behavior in my background that would jeopardize my teaching certificate.
2. _____ I have some questionable behavior in my background that I would like to discuss with the Certification Officer.
3. _____ I am aware of some questionable behavior in my background that may jeopardize my teaching certificate, and I accept full responsibility for continuing my program in Teacher Education.

25. Fingerprinting Costs:

- \$49.00 Money Order or Cashier's Check made payable to the Alabama State Department of Education. Personal checks or cash is **NOT** accepted. This will cover the cost of your background checks by the ABI and the FBI.
- \$12.00 will be charged to your Student Account by Campus Security. This will cover the cost of doing your actual prints.

26. Digital Fingerprints:

Your fingerprinting will be done by Campus Security, located in the University Center, Office 202. Sign up for a time that is convenient for you. I will be calling to remind you of your appointment time.

Admission Checklist for Admittance to TEP

Name: _____ SS#: _____

____ **Review of checklist with Mrs. Janet Smith** Major: _____

____ **Completion of EDUC 221:** Term and Year _____ Grade _____

____ **ACT or SAT Score:** _____

____ **Admission Requirements to TEP**

____ **Teacher Education Handbook**

____ **Clinical Handbook**

____ **Disposition Self-Assessment**

____ **Basic Computer Skills Self-Assessment**

____ **Projected Schedule**

____ **Completion of 60 Credits:** Term and Year _____

____ **Fingerprint Cards received**

____ **\$49.00 MONEY ORDER or CASHIER'S CHECK received**

____ **GPA:**

- Higher Education Cumulative: _____
- Education Courses: _____
- Major Field Courses: _____
- At the time of admittance: _____

____ **Recommandations:**

- Date _____ Professor _____
- Date _____ Professor _____

____ **Interview:**

- Date _____ Interviewer _____

____ **Writing Sample**

- Date _____ Status _____

____ **APTTP**

- Date _____ Passed _____

____ **Formal admission to TEP:** Date: _____

Information Sheet

Name _____

SS# _____

Due Today

- _____ Review of Checklist
- _____ ACT or SAT score (minimum of 20 on ACT or 930-960 on SAT)
- _____ Application for admission to the Teacher Education Program
- _____ Admissions requirement for the Teacher Education Program
- _____ \$49.00 MONEY ORDER or CASHIER'S CHECK
- _____ Applications for Fingerprinting

Due Friday, October 17, 2008

- _____ Interview with Faculty Panel
- _____ Read Teacher Education Handbook – Mrs. Smith's binder
NOTE: Make certain you understand the Section on Retention and Dispositions
- _____ Read Clinical Handbook – Mrs. Johnson's binder
REMINDER: You must observe an Opening Day of School in August
- _____ Complete Basic Computer Skills Self-Assessment – 2 pages
- _____ Complete Projected Schedule
- _____ Read the Admission Requirements to the Teacher Education Program and Admission Options – 2 pages

Due End of the Semester

- _____ Registered for the APTTP
- _____ Registered for PRAXIS – ESEC only / Secondary's will take their senior year.
- _____ Faculty Recommendation
- _____ Faculty Recommendation
- _____ Writing Sample
- _____ Complete Dispositions Self-Assessment – 1 page

Teacher Education Program (TEP) Handbook Mrs. Smith's Binder

I have read the Teacher Education Handbook and thoroughly understand the section of Retention and Dispositions.

I understand that I am fully accountable for the information contained in this book.

Name (please print) _____

Date _____

Signature _____

Clinical Education Handbook Mrs. Johnson's Binder

I have read the Clinical Education Handbook and thoroughly understand what is expected of me during my clinical placements. I understand that while in the schools I will be representing Samford University and the School of Education and will always conduct myself in a professional manner.

I understand that I am fully accountable for the information contained in this book.

Name (please print) _____

Date _____

Signature _____

Projected Schedule

Sophomore Year: _____	Fall	Jan Term	Spring	Summer One	Summer Two
Junior Year: _____	Fall	Jan Term	Spring	Summer One	Summer Two
Senior Year: _____	Fall	Jan Term	Spring	Summer One	Summer Two
5th Senior Year: _____	Fall	Jan Term	Spring	Summer One	Summer Two

SAMFORD UNIVERSITY

Basic Computer Skills Self-Assessment

You do not have to be a computer genius to be successful in our teacher education program. However, there are some basic computer skills that are necessary to facilitate your success in our program.

I understand that if I am weak in any area, it is my responsibility to seek outside help and resources to acquire these skills.

Your Signature: _____ Date: _____

Basic Hardware Skills and Knowledge

- _____ Identify the visible (outside) components of a computer (e.g. monitor, computer, mouse, keyboard).
- _____ Turn on and off a computer system correctly.
- _____ Manipulate a mouse, including selecting, right clicking, double clicking, and dragging items.
- _____ Know basic computer terms such as: RAM, ROM, CPU, GUI, operating system

Desktop and File Management

- _____ Locate and launch a desired application.
- _____ Search for and find a file using the computer's search function.
- _____ Manage basic Windows/desktop commands such as open MY COMPUTER, empty the RECYCLE BIN, locate and use the START button and use the TASK BAR.
- _____ Open the control panel and change the various settings (display, sound, etc.)
- _____ Launch several programs and use multiple windows.
- _____ Create and manage files and file folders. I can move, copy and rename those files and folders.
- _____ Determine the size of a file or folder.
- _____ Save files to different storage devices (e.g., floppy, flash drive, hard drive).
- _____ I understand file types (.doc, .dot, .txt., .rtf)
- _____ Know that there are two basic types of software (operating system software and application software).
- _____ Understand the difference between files, folders, and programs.

Telecommunication Skills and Knowledge

- _____ Describe basic features of the various telecommunication tools such as listservs, e-mail, newsgroups, chat, bulletin boards and the World Wide Web.
- _____ Access the Internet from home or school using a common Internet Browser (e.g., Netscape, Internet Explorer)
- _____ Upload and download files from the Internet
- _____ Use hypertext links to view WWW pages
- _____ Identify WWW page origin from its URL
- _____ Add bookmarks of useful sites
- _____ Copy contents of web pages to a storage device
- _____ Use search engines on the Internet to find personal and professional Web site information.

Word Processing Skills

- _____ Open and Save a new file
- _____ Open a previously saved file
- _____ Use Save As when appropriate
- _____ Enter text
- _____ Edit text using mouse or arrow keys to position the cursor
- _____ Alter the alignment of selected paragraphs
- _____ Alter Page Setups (eg., document margins, orientation, paper size)
- _____ Change text styles (eg., size, font, etc.)
- _____ Select (highlight) text efficiently
- _____ Use the Spelling Checker
- _____ Insert Page Breaks
- _____ Print selected pages
- _____ Use Print Preview to view a number of pages before printing
- _____ Move and Copy text
- _____ Insert Bullets and Numbering
- _____ Create first line or hanging paragraph indents
- _____ Create/edit headers and footers
- _____ Create tables
- _____ Create graphs
- _____ Use the drawing tool to draw objects

E-mail

- _____ Create and send an E-mail message
- _____ Use an address list
- _____ Use the Reply and Forward features for mail
- _____ Read and Save an attached file
- _____ Attach and send an attachment
- _____ Create folders for saving mail

WebCT

- _____ Access courses on WebCT
- _____ Send email through WebCT
- _____ View grades on WebCT

Powerpoint

- _____ Create slides for a presentation
- _____ Choose a design template
- _____ Add new slides using various layouts
- _____ Create a chart
- _____ Use drawing tools
- _____ Add a graphic
- _____ Add transitions, animation (effects) and sound

Faculty Member Recommendation For Admission to the Teacher Education Program

Student's Name: _____

Date: _____

Faculty Member's Name: _____

Position: _____

Department: _____

The above student has applied for formal admission into the OBB School of Education and Professional Studies. Based on your knowledge of the student, his/her academic performance, personality, attitude, etc., please indicate whether or not he/she should be admitted into the Teacher Education Program.

_____ I do recommend acceptance.

_____ I do not recommend acceptance.

If you do not recommend acceptance of this student, please briefly give reasons for your opinion.

Signature: _____ Date: _____

Faculty Member Recommendation For Admission to the Teacher Education Program

Student's Name: _____

Date: _____

Faculty Member's Name: _____

Position: _____

Department: _____

The above student has applied for formal admission into the OBB School of Education and Professional Studies. Based on your knowledge of the student, his/her academic performance, personality, attitude, etc., please indicate whether or not he/she should be admitted into the Teacher Education Program.

_____ I do recommend acceptance.

_____ I do not recommend acceptance.

If you do not recommend acceptance of this student, please briefly give reasons for your opinion.

Signature: _____ Date: _____

Samford University
Orlean Bullard Beeson School of Education and Professional Studies

Dispositions
Self-Assessment

Name _____

Social Security Number _____

Major _____

Dispositions refer to an individual's displayed attitude and professionalism. On a scale of 1- 5, with 1 being low and 5 being high, how would you rate yourself on each of the following disposition statements listed below. Please indicate by placing a check in the appropriate box.

	1	2	3	4	5
I interact appropriately with others					
I interact positively with others					
I treat others with courtesy, respect, and open-mindedness					
I do what is morally right					
I work with diverse groups					
I handle issues of diversity with respect and affirmation (support for diversity)					
I respect the feelings of others					
I raise the self-esteem of others					
I challenge all students to high levels of achievement					
I participate and contribute actively to team efforts					
I help others when they need help with their work					
I am reliable, responsible, and consistent					
I reflect on the issues at hand before I make a decision					
I do NOT cheat on my assignments					
I do NOT plagiarize (I do not make other people's work or writing appear as if it were mine)					

Comments:

Admission Requirements to the Teacher Education Program

Writing Sample

The writing sample will be scheduled for administration two (2) times a semester. Students will be responsible for completing the writing sample time before admitted into the teacher education program.

Students will have one hour to answer three (3) of six (6) questions related to the field of education. Writing samples will be graded on content and writing mechanics.

Oral Interview

The oral interview will be conducted after the students have completed the writing sample portion of the admission process. The student will be responsible for scheduling the interview. The faculty member with which the interview will be conducted will be provided by Mrs. Janet Smith.

The interview will be conducted as a guided conversation. Faculty will use some ideas from the writing sample and guiding questions in the conversation. Student oral responses will be evaluated according to the student's ability to communicate ideas, provide support examples, organize presentation, appropriate language use, vocal variety, appropriate grammar and punctuation, and appropriate body language.

Scoring of the oral interview will be based on a pass/fail basis. A students may score *acceptance*, *acceptance with review*, and *provisional acceptance* based on his/her GPA, writing sample, oral interview, and prior experiences with children.

Scoring Criteria

Acceptance: Based on the students' GPA, writing sample, oral interview, and prior experiences with children. This means that the faculty member has no concerns about the future success of this student as a future teacher.

Acceptance with Review: Based on the students' GPA, writing sample, oral interview, and limited experiences with children, this student will be accepted into the program. The student will complete the next semester of coursework in the education program. Another meeting will be called to discuss the students' performance over the semester and the students' desire to continue in the field of education. If the student desires to continue and concerns have been expressed, the student is made aware that any future concerns in field placements or class performance can result in an extended amount of time at Samford. This type of acceptance allows the student to reflect upon his/her experiences in the classroom and determine if education is the proper career choice for him/her.

Provisional Acceptance: Based on the students' GPA, writing sample, oral interview, and lack of experiences with children, this student will be accepted into the program. However, this student will be watched carefully to determine if he/she needs to continue in the field of education. The student will complete the next semester of coursework in the education program. Another meeting will be called to discuss the students' performance over the semester and the students' desire to continue in the field of education. If the student desires to continue and concerns have been expressed, the student is made aware that any future concerns in field placements or class performance can result in an extended amount of time at Samford.

Admission Options

Directions: Place a check where applicable. Student must meet criteria in ALL areas to receive **acceptance** into the program. If not, then the student will move down according to where he/she falls in the criteria. If all areas are checked for **acceptance** EXCEPT GPA, then the student will receive **acceptance with review**. If all areas are checked in **acceptance with review** but poor communication was noted in the interview, the student will receive **provisional acceptance**.

Acceptance

- _____ Experiences with children in a consistent, structured setting or licensed agency.
(Experience beyond babysitting and keeping nursery at church, includes experiences as a counselor at summer camp, daily worker at a day-care facility, or consistent tutor to an after-school program)
- _____ Clear and organized verbal communication or ideas
(No problems on oral interview form)
- _____ Mature perspective toward the realities of the classroom
(Realistic of the difficulties in the classroom, but passionate about the profession)
- _____ The faculty member has NO concerns about the future success of this student as a teacher.

Acceptance with Review

- _____ Experiences with children on a less structured or consistent basis.
(Includes babysitting, keeping nursery at church, or teaching Sunday School)
- _____ Verbal communication of ideas is not very clear or organized, includes inaccurate grammar, poor word usage, lack of clarity of ideas or beliefs
(Only a 1-2 problems during the oral interview)
- _____ Immature perspective toward the realities of the classroom
(“I love kids and want to work with them” or “I have a Learning Disability and want to help kids like myself”)
- _____ The faculty member has some concern about the lack of experience and expectations of the prospective teacher

Comments:

APTTP

The APTTP is a basic skills assessment consisting of the following three areas:

- Applied Mathematics
- Reading for Information
- Writing

You are required to pass the above three assessments as a requirement for admission into the Teacher Education Program.

Samford's Code is: 1721
Alabama State Department of Education's Code is: 7020

Register online at www.act.org/alabamapttp
Or by phone at 1-800-772-9476

Registration Deadline	Test Date	Approximate Score Receipt Date
July 3, 2008	August 2, 2008	September 9, 2008
September 19, 2008	October 11, 2008	November 15, 2008
November 21, 2008	December 20, 2008	January 31, 2009
February 6, 2009	March 7, 2009	April 11, 2009
April 17, 2009	May 16, 2009	June 27, 2009
July 3, 2009	August 1, 2009	September 12, 2009

Official score reports must be submitted directly from the testing service to the Teacher Education and Certification Office of the State Department of Education and Samford University.

Be sure to circle the test date you have registered for!!

Praxis II

Major	Test #	Test Name	Minimum Score
ESEC	0014	Elementary Education: Content Knowledge (English, Math, Science, & Social Science)	137
ENLA	0041	English Language, Literature, and Composition: Content Knowledge	151
HISO	0081	Social Studies: Content Knowledge	153
History	0941	World and U.S. History: Content Knowledge	143
Mathematics	0061	Mathematics: Content Knowledge	126
Music: Instrumental & Vocal Choral	0113	Music: Content Knowledge	150
Physical Education	0091	Physical Education: Content Knowledge	141
Spanish	0191	Spanish: Content Knowledge	147
French	0173	French: Content Knowledge	148
German	0181	German: Content Knowledge	142

Samford's Code is: 1721

Alabama State Department of Education's Code is: 7020

Register online at www.ets.org/praxis

Or by phone at 1-800-772-9476

Registration Deadline	Test Date	Approximate Score Receipt Date
August 14, 2008	September 13, 2008	October 14, 2008
October 16, 2008	November 15, 2008	December 16, 2008
December 11, 2008	January 10, 2009	February 10, 2009
February 12, 2009	March 14, 2009	April 14, 2009
March 26, 2009	April 25, 2009	May 26, 2009
May 14, 2009	June 13, 2009	August 25, 2009
June 25, 2009	July 25, 2009	August 25, 2009

