

UWA

The UNIVERSITY of
WEST ALABAMA

-College of Education-

Undergraduate

Educator Preparation Program (EdPP) Handbook

2024-2025

Disclaimer: The University of West Alabama College of Education reserves the right to modify this handbook as needed or desired. This handbook is intended for informational purposes only and does not create a binding contract. It is the responsibility of educator candidates to familiarize themselves with its content. The Educator Preparation Handbook outlines academic and other requirements that must be met to earn a degree and, in certain cases, remain enrolled at UWA. It does not establish a contractual relationship. UWA also reserves the right to address situations not covered in the handbook on a case-by-case basis during any semester. All procedures outlined are subject to ongoing evaluation, review, and approval by relevant UWA and College of Education officials. While advisors and staff are available to assist, it is ultimately the learner's responsibility to adhere to the outlined requirements. Finally, the College of Education's programs that lead to Educator Certification from the Alabama State Department of Education (ALSDE) are governed by the ALSDE and must follow the guidelines set forth.

General Information

The Alabama State Board of Education approves all Educator Preparation programs at the University of West Alabama. All programs leading to educator certification are accredited according to the Council for the Accreditation of Educator Preparation (CAEP) Standards. CAEP is the only national accreditor for educator preparation recognized by the Council for Higher Education Accreditation (CHEA). However, this accreditation does not extend to individual education courses offered by the institution to P-12 educators for professional development, re-licensure, or other purposes. Degree requirements are subject to change in order to comply with state and/or federal guidelines.

Students and candidates are advised to regularly consult with their academic advisor throughout their program to ensure all requirements are met.

The College of Education is responsible for ensuring that all candidates admitted to the Educator Preparation Program (EdPP) remain in good standing. Candidates may be placed on probation, suspended, or removed from the program due to issues such as grade point average deficiencies, dispositions, academic dishonesty, or institutional sanctions. Candidates must maintain good standing in EdPP to enroll in restricted courses, including the internship.

On the following pages, you will find important information regarding standards, dispositions, the Alabama Educator Code of Ethics, and frequently asked questions. It is important to remember that this handbook is meant to serve as a resource and guide for your educator preparation journey. However, be sure you are consulting with your advisor often to ensure you are meeting the requirements necessary for your program.

Dispositions

- Disposition 1: Professionals in the field of education demonstrate professional practices and demeanor. (CAEP 1.1; InTASC 9)
- Disposition 1: Professional educators communicate professionally and effectively with all stakeholders. (CAEP 1.1; InTASC 10)
- Disposition 1: Professional educators use and integrate technology purposely to enhance teaching and learning. (CAEP 1.5; InTASC 8)
- Disposition 2: Professional educators exhibit honesty and fairness in all endeavors. (CAEP 1.1; InTASC 9)
- Disposition 2: Professional educators demonstrate discretion and confidentiality when discussing colleagues, students, field sites, etc. (CAEP 1.1; InTASC 9)
- Disposition 3: Professional educators consider cultural backgrounds, interests, abilities and needs of students when planning for instruction. (CAEP 1.1; InTASC 1, 2)
- Disposition 3: Professional educators use all available resources/devices to remove educational barriers for diverse populations. (CAEP 1.1; InTASC 2, 5)
- Disposition 4: Professional educators work collaboratively with all stakeholders to improve student learning. (CAEP 1.1; InTASC 3, 7, 10)
- Disposition 4: Professional educators work collaboratively with others for the betterment of the school as a whole. (CAEP 1.1; InTASC 3, 7, 10)
- Disposition 5: Professional educators reflect on feedback from others to improve their instruction. (CAEP 1.1; InTASC 9)
- Disposition 5: Professional educators analyze formative assessments of student learning to make instructional decisions. (CAEP 1.1; InTASC 6)

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARDS (INTASC)

Standard One: Subject Matter

The teacher understands that central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two: Student Learners

The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Standard Three: Diverse Learners

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard Four: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

Standard Five: Learning Environment

The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard Six: Communication

The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction the classroom.

Standard Seven: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

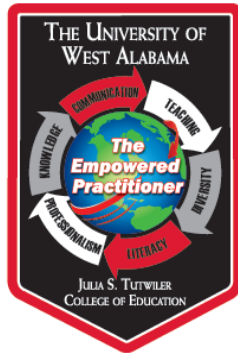
Standard Nine: Reflection and Professional Development

The teacher is a reflective practitioner who continually values the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten: Collaboration, Ethics, and Relationships

A teacher communicates and interacts with parents/guardians, families, school colleagues and the community to support the students' learning and well-being.

THE UNIVERSITY OF WEST ALABAMA
CONCEPTUAL FRAMEWORK
JULIA S. TUTWILER COLLEGE OF EDUCATION



The Empowered Practitioner
The University of West Alabama
Julia S. Tutwiler College of Education
Conceptual Framework

Vision

To be recognized as a catalyst for empowering learners to be global citizens who positively change the world.

Mission

The University of West Alabama's College of Education is committed to...

- ✓ modeling sound research-based teaching methods.
- ✓ engaging community partners in collaboration to inspire positive change.
- ✓ developing literacy in content, technology, and communication.
- ✓ nurturing and developing responsible, innovative, reflective, and caring educational professionals.
- ✓ providing diverse experiences for learners.

Student Learning Outcomes (SLOs)

LO #1: Teaching, Learning, and Assessment

The Empowered Practitioner models sound research-based teaching methods and assessments to facilitate learning.

LO #2: Content Knowledge, Research, and Theory

The Empowered Practitioner applies content knowledge, research, and theoretical concepts to enhance learning.

LO #3: Diverse Learners

The Empowered Practitioner utilizes differentiated experiences to engage diverse learners.

LO #4: Technology and Communication

The Empowered Practitioner enhances teaching and learning through effective technology integration.

LO #5: Literacy

The Empowered Practitioner uses effective communication skills and demonstrates literacy across the curriculum.

LO #6: Professionalism

The Empowered Practitioner demonstrates appropriate professional practices.

Alabama Educator Code of Ethics

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

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

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

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

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

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

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

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

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

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

- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

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

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

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

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

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

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

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

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

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

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related

activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

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

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

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

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

Standard 7: Remunerative Conduct

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

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

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

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

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

Standard 8: Maintenance of Confidentiality

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

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

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

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

- Sharing confidential information concerning student academic and disciplinary

records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.

- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

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

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

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

Reporting

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

Alabama Administrative Code 290-3-2-.05

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

Disciplinary Action

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

Alabama Administrative Code 290-3-2-.05

(1) Authority of the State Superintendent of Education

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

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

4. Refuse to issue, suspend, or recall a certificate for just cause.

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

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

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

How do I get admitted to the Educator Preparation Program (EdPP)?

To be considered for EdPP Admission, candidates must be admitted to The University of West Alabama and meet the following requirements:

1. **Admission** to the University of West Alabama. Admission to UWA is not equivalent to unconditional admission to the Educator Preparation Program (EdPP).
2. **Major:** An appropriate major in a certification teaching field should be declared.
3. **Background Clearance:** Candidates must obtain a “Clear and Suitable to Teach” status on their background check conducted by the ALSDE Vendor. More information on the background check process can be found at <https://www.uwa.edu/university-departments/educator-preparation-and-certification-office/#background-fingerprint>.
4. **EdPP Application:** Submission of formal application to the EdPP is completed as a course requirement in *ED 300 Introduction to Teaching and Learning*. The application can be found in the eForms system of UWA’s TigerHub. The application should only be submitted one time.
5. **Coursework:** Candidates must have completed all basic curriculum courses with a GPA of 2.75 or higher. Additionally, candidates must have a 2.75 GPA in the following areas: Teaching Field, Professional Studies, and Overall.
6. **Interviews:** Candidates must submit three faculty interviews. The interview forms can be found in the eForms system of UWA’s TigerHub.

Once you have met the requirements listed above, your advisor will submit your name to the Certification Office for review. The Certification Office reviews EdPP Applications for admission at the end of each term. It is the student’s responsibility to communicate with their advisor when they are ready to be reviewed for admission.

How will I know I am admitted to the EdPP?

Candidates who have met all requirements will receive an Unconditional Admission notice via their UWA e-mail account.

If you are denied admission to the EdPP, you must submit another request (to your advisor) for your name to be submitted to the Certification Office for review when the requirements have been met.

I have been admitted to EdPP. What is next?

1. **Coursework:** Candidates must complete remaining Teaching Field and Professional Studies coursework with no grade below a “C” and a GPA of 2.75 in all areas (Teaching Field, Professional Studies, and Overall).
2. **Required Assessments**
 - a. **Praxis:** Candidates must submit a passing score on all Praxis assessments before enrolling in the Internship course. Official scores are only accepted from the testing company. Upon registration, be sure you indicate UWA (1737) and the ALSDE (7020) as score recipients. It is also imperative that you provide your Social Security Number upon registration. This allows your scores to match to your UWA and ALSDE files. Failure to provide your SSN or indicate UWA/ALSDE as score recipients can cause delays in processing your file.
 - b. **Foundations of Reading 190:** For programs required to submit a passing score on the Foundations of Reading 190 assessment (Elementary Education, Early Childhood Education, and Collaborative Special Education K-6), a passing score on that assessment must be

submitted as a part of your degree requirements. Note, a passing score on the Foundations of Reading 190 is not required prior to Internship.

- c. **edTPA:** Candidates in all programs must submit a passing score on the edTPA. This assessment is completed during the Internship semester with guidance from UWA's Supervising Mentors. More information can be found at https://www.edtpa.com/PageView.aspx?f=GEN_Alabama.html.

How do I apply for Internship?

Internship applications are accepted twice per year. Candidates who wish to intern during the Fall Semester should submit their application by **February 1**. Candidates who wish to intern during the Spring Semester should submit their application by **September 1**. The Internship application is located in Tevera. An announcement will be posted and e-mailed to students each semester when the application is available to students. Late applications are not accepted.

How do I apply for degree?

Candidates must submit a formal application for a degree. More information on the deadlines and that process can be found at <https://www.uwa.edu/information-for-current-students/graduation-and-commencement/applying-for-your-degree/>.

How do I apply for certification?

Application for Certification instructions can be found at <https://www.uwa.edu/wp-content/uploads/2024/09/Application-for-Certification-Updated-08.2024.pdf>.

The application for certification can be submitted once you have started your Internship. It will be held in the Certification Office until your internship is completed and your degree is posted on your official transcript. At that time, the transcript, your application, payment, and Form CIT, along with UWA's recommendation, will be mailed to the ALSDE. Once the application is received at the ALSDE, your file will be reviewed within 90 days.

Acknowledgment of this Handbook

Please understand this is not a comprehensive text for students. You should utilize the resources of your advisor and the UWA Catalogue. Once you have read and understand all components of this handbook, you must submit the EdPP Handbook Acknowledgement Form, which can be found in the eForms system in TigerHub.

If you have questions that have not been addressed here, please contact your advisor. If they are unable to assist you, please reach out to certification@uwa.edu.

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