Huntingdon College
Teacher Education Program Handbook
# Table of Contents

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>SACS Accreditation</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education Department Faculty and Staff</td>
<td>4</td>
</tr>
<tr>
<td>Certification Areas and Faculty Specialists</td>
<td>4</td>
</tr>
<tr>
<td>Huntingdon College Teacher Education Program Conceptual Framework</td>
<td>5</td>
</tr>
<tr>
<td>Prior to First Field Experience</td>
<td>11</td>
</tr>
<tr>
<td>Admission to the Teacher Education Program</td>
<td>12</td>
</tr>
<tr>
<td>Workkeys Basic Skills Assessment Dates</td>
<td>13</td>
</tr>
<tr>
<td>Coursework Prior to Admission</td>
<td>14</td>
</tr>
<tr>
<td>Retention in the Teacher Education Program</td>
<td>16</td>
</tr>
<tr>
<td>Transfer Work</td>
<td>16</td>
</tr>
<tr>
<td>Course Substitution</td>
<td>17</td>
</tr>
<tr>
<td>Alternate Certification Options</td>
<td>17</td>
</tr>
<tr>
<td>Expenses/Fees</td>
<td>17</td>
</tr>
<tr>
<td>Student Records in the Teacher Education Program</td>
<td>18</td>
</tr>
<tr>
<td>Field Experiences &amp; Clinical Practice</td>
<td>18</td>
</tr>
<tr>
<td>Professional Behavior for All Students in Field-Related Experiences</td>
<td>20</td>
</tr>
<tr>
<td>Personal Appearance for Elementary, Secondary, and Music Education Students</td>
<td>21</td>
</tr>
<tr>
<td>Personal Appearance for Physical Education Students</td>
<td>21</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>21</td>
</tr>
<tr>
<td>Student Teaching Internship</td>
<td>22</td>
</tr>
<tr>
<td>PRAXIS II: Subject/Instructional Test Delivery Dates</td>
<td>23</td>
</tr>
<tr>
<td>PRAXIS II: Subject Assessment - Alabama Test Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Completion of the Teacher Education Program</td>
<td>26</td>
</tr>
<tr>
<td>Applying for Alabama Class B Teacher Certification</td>
<td>27</td>
</tr>
<tr>
<td>Highly Qualified Teachers and No Child Left Behind Act Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Competence of Graduates</td>
<td>28</td>
</tr>
<tr>
<td>The Role &amp; Responsibilities of Faculty Specialists</td>
<td>28</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>29</td>
</tr>
<tr>
<td>Partnership Schools</td>
<td>29</td>
</tr>
</tbody>
</table>
Huntingdon College
Teacher Education Program Handbook

Introduction

Welcome to the Department of Teacher Education at Huntingdon College! Preparing for a future in education is both a challenging and rewarding process. The Huntingdon College Teacher Education Program (TEP) structure and delivery is centered upon the motto, “Supporting and challenging our students today, so that they can support and challenge their students tomorrow”. The Huntingdon College TEP is staffed with professors who are dedicated to melding students into exemplary teachers; i.e., teachers who are well-equipped to execute solid content, sound instructional strategies, effective classroom management, comprehensive assessment, superior written and oral communication, creative utilization of technology, and exemplary professionalism. The Huntingdon College TEP faculty and staff, along with the prestigious professors in the content areas, strive to prepare each student for a long and satisfying career in education.

Students who are interested in a teaching career should consult with the Chair of the Department of Education or any faculty member of the Huntingdon College TEP (see below). Once a decision is made to enter into the Huntingdon College TEP, the student will meet with an Advisor from the TEP and/or the TEP Teacher Certification Officer to review the student's transcripts and to set up a plan of study for future coursework. It is important to review the course offerings and descriptions in the appropriate catalog in the education program, as well as in the core, in order to plan a course of study that will meet all requirements for the degree and for the certification sought by the student. For timely graduation, students are encouraged to begin taking education classes and working toward meeting the requirements for admission to the Teacher Education Program no later than the sophomore year. Admission to Huntingdon College does not guarantee admission to the TEP, as there exist specific state requirements in order to be admitted to the TEP. Upon successful completion of a state-approved teacher education program at Huntingdon College, and after completion of the entire application process, a Class B certification will be issued by the Alabama State Department of Education (ALSDE).

The policies and procedures described in this handbook are reviewed annually by the Huntingdon College Teacher Education Committee. They are consistent with the college catalog and with the
Alabama State Board of Education requirements. The policies and procedures are subject to change should federal or state agencies pass new laws governing teacher education programs. Every effort will be made to keep the Huntingdon College Teacher Education Handbook current as laws and regulations change. Students currently admitted to the Huntingdon College TEP will be kept abreast of changes. Students are encouraged to read all communications from the TEP Department Chair, Professors, and the Teacher Certification Officer as it pertains to student coursework and related responsibilities.

SACS Accreditation

To offer approved teacher education programs, institutions shall be accredited by the Southern Association of Colleges and Schools at the level of program(s) to be provided. Huntingdon College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. If for any reason, Huntingdon College loses regional accreditation, the TEP will notify candidates individually and in writing.

Teacher Education Department Faculty and Staff

Dr. Celia Rudolph– Chair, Teacher Education Program
Dr. Dawn Butler – Reading Specialist
Dr. Elizabeth Casey – Special Education Specialist
Dr. Joy Harbin – Elementary Specialist
Ms. Renee Carlisle – Teacher Certification Officer/Field Placement
Director/Administrative Assistant

Certification Areas and Faculty Specialists

The Teacher Education Program at Huntingdon College is approved by the Alabama State Department of Education to offer programs leading to Class B certification in the following areas. The name of the faculty specialist for each certification area is also identified.

Elementary Certification (Grades K-6)
Dr. Joy Harbin

Collaborative Special Education (Grades K-6)
Dr. Elizabeth Casey

Secondary Certification (Grades 6-12)

- Biology – Dr. Allen Tubbs
- Chemistry – Dr. Maureen Murphy
- English Language Arts – Dr. Elizabeth Hutcheon
- History – Dr. James Albritton
- Mathematics – Dr. Annaliese Spaeth
Huntingdon College Teacher Education Program  
Conceptual Framework

Vision – The Teacher Education Program (TEP) at Huntingdon College is committed to supporting the vision of the College, which is to nurture “...growth in faith, wisdom, and service, and to graduating individuals prepared to succeed in a rapidly changing world.” To that effect, the vision of the Huntingdon College TEP is to prepare all preservice teachers to positively impact the academic, social, emotional, and physical growth of students in Kindergarten through Grade 12 by application of three precepts; compassionate, practiced, and connected.

Mission - The Huntingdon College TEP, a program offering curriculum and experiences leading to teacher certification in eight content areas, is committed to preparing undergraduate students to be excellent teachers; e.g., teachers who are well-prepared to execute (1) solid content, (2) sound instructional strategies, (3) effective classroom management, (4) comprehensive assessment, (5) superior written and oral communication, (6) creative utilization of technology, and (7) exemplary professionalism.

Philosophy - The underlying philosophy of the Huntingdon College Teacher Education Program (TEP) is that the urge to seek a career in teaching is a calling, meaning that a strong personal desire exists to impact the lives and the learning of K-12 students. The Huntingdon College TEP faculty adheres to the belief that all K-12 students can learn, regardless of variation in intellect or socio-economic background, and is committed to preparing pre-service teachers to internalize and employ this inherent belief.

Goals- To fulfill its mission, the Huntingdon College TEP is committed to ensuring that each student seeking teacher certification will:

- study a curriculum of professional content aligned with the Alabama Quality Teaching standards;
- be provided a learning environment conducive to awareness, application, practice, reflection, authentic dialogue, and exploration;
- be challenged to comprehend new ideas, to examine concepts critically, and to communicate clearly;
- participate in meaningful field experiences in K-12 settings;
- be encouraged to develop a sense of vocation about the field of teaching;
Purpose - It is expected that teacher candidates who complete the Huntingdon College Teacher Education Program will obtain a broad and deep knowledge of content and pedagogical skills, as well as the ability to apply that knowledge, both within and across varied disciplines.

Professional Commitment to Knowledge, Teaching Competence, and Student Learning:

Knowledge

The Huntingdon College Teacher Education Program’s commitment to knowledge begins with a core curriculum required of all students at Huntingdon College, which encompasses critical thinking, written and oral communication, Judeo-Christian tradition, historical foundation, aesthetic expression, science, mathematics, and social awareness. Teacher Education candidates learn a broad array of content within each of these areas.

In addition to knowledge acquired in the core curriculum, Huntingdon College pre-service teachers are expected to master outcomes related to the learner and the learning environment as taught in the Professional Studies of each program. These outcomes ensure that the beginning educator has a myriad of opportunities to learn and to apply knowledge regarding theories of learning, learning styles, multiple intelligences, diversity, technology, communication styles, developmentally appropriate teaching, and inclusionary practices and modifications. These classroom experiences coupled with exemplary and diverse field-based experiences ensures that Huntingdon teacher education graduates possess both the knowledge and experience to be able to design and implement classroom opportunities to enhance student achievement for all learners.

Teaching Competence

In order to arrive at the highest level of teaching competence, the Huntingdon College Teacher Education Program identifies three related precepts for all preservice teachers to attain: to be Compassionate, to be Practiced, and to be Connected. Preservice teachers become compassionate about their students by first becoming aware of the foundational concept that all students have a right to learn. Then preservice teachers enhance their compassion and caring through the study of human growth, development and learning. Through further study, preservice teachers develop a caring attitude toward student learning, as well as the social, emotional and physical development of K-12 students. Compassion is also induced by the preservice teacher’s realization that diverse learners need and deserve instructional strategies and learning outcomes that are tailored for their success. The preservice teacher is then given opportunities to become practiced. Preservice teachers emulate lessons modeled by faculty, receiving feedback from peers and professors. Application of strategies and methods also takes place during clinical experiences in real time with real students. The preservice teacher is encouraged to practice the integration of emerging technologies into all lessons when appropriate. Finally, the preservice teacher makes lasting connections about teaching and learning through reflective practice, authentic dialogue, and exploration. Reflective practice is encouraged and required of the preservice teacher through written evaluation of his/her own perceived effectiveness based on video review, peer review, and real-time learner outcomes. Authentic dialogue ensues between preservice teachers, cooperating teachers, and unit faculty.
concerning effectiveness of instructional strategies. Reflective practice and authentic dialogue then begets the exploration of new ideas and alternative strategies, which lead to more effective lessons and stronger student achievement.

This cycle, referred to as the Teacher Preparation Process in the Huntingdon College Teacher Education Program, contains precepts which are imperative for preparing preservice teachers who are compassionate, practiced, and connected.

Student Learning

Huntingdon College’s Teacher Education faculty is committed to meaningful and relevant student learning by all preservice teacher educators. Professors hold high expectations for students as indicated in their syllabi, with rigorous but meaningful experiences and assignments. Each professor believes in, and is committed to, modeling best practices in teacher education in their college classrooms. Professors demonstrate knowledge and application of research-based best practices focused on ensuring student success and improving student achievement. Professors ensure that preservice teachers obtain sophistication in generating and implementing meaningful lesson plans, including implementation of assessments that are consistent with the written instructional objectives. Professors ensure that preservice teacher educators have opportunities to practice strategies and methods in micro-teaching assignments, and to then reflect on their presentations in a trusting, non-threatening environment.

Dispositions

The five standards from the Alabama Quality Teaching Standards (AQTS) provide the foundation for the dispositions that the faculty of the Huntingdon College Teacher Education Program value in teachers and other professional school personnel. To be an effective teacher, Huntingdon College Teacher Education graduates shall adhere to these standards which relate to
content knowledge, teaching and learning, literacy, diversity, and professionalism. To address the alignment of the values by faculty with the dispositions, much of the following language is derived from a summary of the descriptions of each standard found in the Alabama Continuum for Teacher Development (2009, ALSDE and the Governor's Commission on Quality Teaching [(GCQT), pg. 6]

_Huntingdon College Teacher Education Program faculty believes that graduates will improve the learning of all students by ...._

**Dispositions Related to Content**

…mastering the content of the discipline(s) related to their teaching field, including the central concepts, important facts and skills, and tools of inquiry.

…maintaining high and challenging standards in the classroom, while anchoring content in meaningful learning experiences.

**Dispositions Related to Teaching and Learning**

… drawing upon a thorough understanding of learning styles and the development of the child through adolescence.

… recognizing the role of families in supporting student learning, and encouraging communication between home-school.

…employing research-based instructional and assessment strategies.

…providing a safe, student-centered learning environment that motivates and engages all students.

…incorporating fairness into instructional practice and assessment to eliminate sources of bias.

…accepting responsibility for all student learning.
Dispositions Related to Literacy

…using effective oral and written communication with students, parents, and colleagues.

…employing effective reading strategies to increase student understanding.

…understanding mathematical concepts and helping students apply those concepts to everyday, real-world experiences.

…incorporating technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interactions.

Dispositions Related to Diversity

...exhibiting a genuine caring attitude and passion for the continued success and achievement of all students.

…differentiating instruction in ways that exhibit a deep understanding of cultural, ethnic, and social backgrounds.

…recognizing that English Language learners need support.

…incorporating a wide variety of instructional strategies for students with special needs.

…understanding how learning styles affect student motivation, cognitive processing, and academic performance.

Dispositions Related to Professionalism

…engaging in continuous professional learning and reflective practice.

…collaborating with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement
…adhering to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

…initiating dialogue with families and forming partnerships with organizations in the community.

Commitment to Preparing Students for Diversity:
The Huntingdon College Teacher Education unit professors are expected to generate knowledge, learning experiences, and environments that ensure that student teachers understand their responsibility of optimal learning for all students. All students seeking teacher certification are required to take at least one course committed to addressing the needs of students with disabilities. Each methods course in the Teacher Education Department contains standards related to curricular materials and technologies to support the cognitive development and academic achievement of diverse learners. A concerted effort is made to ensure that the students’ 205 clinical hours prior to the internship are placements in schools with varied socio-economic status, ethnic backgrounds, and achievers. All instruments used to evaluate lessons generated and executed by the Huntingdon College preservice teacher contain an evaluative section related to differentiated instruction to address the varied ability levels of students, as well as the preservice teacher’s demonstration of respect for differences in students’ cultural, ethnic, and social backgrounds.

Commitment to Preparing Students to use Educational Technology:
Huntingdon’s Teacher Educator Program is committed to having graduates literate in the utilization of technology in education. A 2-hour course entitled, Educational Technology is required in the Elementary Education/Collaborative Special Education program, in all Secondary programs, and also in the Physical Education program, whereby students design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary technological tools and resources. The Music Department offers specialized educational technology for the future choral or instrumental teachers in a course entitled, Music and Technology. Professors in the education unit regularly model the use of emerging technologies in the classroom including Smartboards and projectors. A one-to-one initiative at Huntingdon College, whereby all students receive a laptop, as well as the existence of wireless access in all education classrooms, allows students to make presentations and assignments based from their personal laptop. All unit professors engage students by using Moodle, an e-learning software platform for communicating, posting assignments and managing grades. All assessment instruments used to evaluate lessons generated and executed by the Huntingdon College preservice educator contain an evaluative section related to use of a variety of instructional resources including emerging technologies that support the learning of all students.
Developing and Assessing Candidate Proficiencies Based on Professional, State, and Institutional Standards:

The Huntingdon College Teacher Education Program keeps professional, state, and institutional standards at the forefront of candidate development. The Professional Studies of each program leading to teacher certification reflect all standards from the Alabama Quality Teaching Standards. In the music program leading to teacher certification, standards from the National Association of Schools of Music (NASM) are sought and implemented, as are standards from the National Association for Sport and Physical Education (NAPSE) for students seeking certification in Physical Education. From an institutional perspective, expectations of students are highly regarded in the Teacher Education Department. Students are expected to conduct themselves according to the Huntingdon College Honor Code, which is founded on the principles of honesty, integrity, responsibility and stewardship. Institutional expectations for students, including the Honor Code, reflect the commitment of the College community as well as the TEP, to foster the development of personal character and positive personal attributes.

Prior to First Field Experience

Statistics have shown that the more hours a candidate spends in field experiences before the full-time internship begins, the better prepared the candidate will be for a successful internship. At Huntingdon College, the goal is to have students experience high quality field experiences often and for a substantial number of hours. At Huntingdon College, all teacher education students must complete a minimum of 205 field experience hours before beginning the teaching internship. Typically, students begin their first field experiences during EDUC 101, Foundations of Education (circumstances may cause the student to begin field experiences in another course.) EDUC 101 is to be completed before admission to the Teacher Education Program (as well as EDUC 235; SSPE 220 for Physical Education majors) and consists of ten hours required observing/assisting hours in the public school classroom.

In compliance with State Department of Alabama regulations and Huntingdon College’s commitment to the safety and well-being of our students, the Huntingdon College Teacher Education Committee has determined that the following criteria must be met before the first field experience occurs, regardless of the student’s intentions to apply for admission to the program, and regardless of whether the first field experience at Huntingdon occurs during EDUC 101 or another course:

1. Complete a Criminal History Background Check:

Any candidate applying for admission to a State-approved teacher education program (and any student beginning their first field experience at Huntingdon College) is required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to ACT 2002-457. The candidate shall be fingerprinted by a service provider, COGENT Systems of Alabama, which is approved by the Alabama State Department of Education. The candidate is responsible for the nonrefundable, nontransferable fee. The candidate shall be issued a suitability
determination (letter) from the State Superintendent of Education. The student must provide the Field Placement Director with the completed documentation of having cleared the criminal history background check before beginning any field experience in a school. (Documentation of clearance is the letter you receive from the Alabama State Department of Education.) To apply online, students should go to www.cogentid.com/AL whereby a list of Cogent fingerprint locations in Alabama are listed. Students must be certain to take a valid identification and the printed receipt to the Cogent fingerprint location.

2. Submit driver's license and proof of insurance or an alternative travel plan:

Students must submit a valid driver’s license and proof of vehicle insurance, or a written plan of transportation that involves public transportation or family transportation to the Teacher Certification Officer. A copy of the license or transportation plan will be kept securely in the student’s file in the Teacher Certification Officer’s office.

Admission to the Teacher Education Program

Students are eligible to begin the application process to the Teacher Education Program after completing 36 semester hours of credit. They may begin meeting the requirements for admission during their sophomore year. The criteria for admission, in the order in which they are usually completed, are as follows:

1. Completion of required components for the first field experience:

   The following two bullets must be completed during EDUC 101, or during the student’s first class containing a field experience component:
   - Complete a Criminal History Background Checklist
   - Submit a copy of a valid driver's license and proof of vehicle insurance, or an alternative travel plan to the Teacher Certification Officer.

2. Completion of required coursework in education:

   (a) EDUC 101 and (b) EDUC 235* ( *for P. E. majors, EDUC SSPE 220 )

   The above named courses must be completed with a grade of C or better. Each class requires a minimum of 10 hours of field experiences in schools, which are designed to help the student make a wise and informed career choice. If a grade lower than C is earned, the course must be repeated at Huntingdon College.

3. Demonstration of a minimum Grade Point Average (GPA) of 2.5:

   Establish and maintain a minimum GPA of 2.5 overall (program general studies, professional studies, and the teaching field), in professional studies, and in the teaching field.
4. **Pass the Basic Skills Assessment:**

Pass all three sections of the Workkeys Basic Skills Assessment, which is a part of the Alabama Educator Certification Testing Program (AECTP). The Basic Skills Assessment of the AECTP consists of three subtests: Applied Mathematics, Reading for Information, and Writing assessment. The assessments measure an examinee's foundational skills that are necessary for effectively performing the critical tasks required of prospective teachers. In order to find out more about the Workkeys Basic Skills Assessment Test of the AECTP, visit the website at [https://actapps.act.org/wkala/wkala](https://actapps.act.org/wkala/wkala) or see the Huntingdon College Teacher Certification Officer. Below are the test dates and deadlines for the upcoming school year. All candidates should download and read the most current *AECTP: Basic Skills Assessments Registration Bulletin* for further details including site locations.

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>Test Site Locations</th>
<th>Registration Deadline</th>
<th>Testing Date(s)</th>
<th>APPROXIMATE SCORE REPORT DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>August 17-25, 2013</td>
<td>September 20, 2013</td>
</tr>
<tr>
<td>Paper and pencil</td>
<td>Alabama test sites</td>
<td>August 30, 2013</td>
<td>September 27-28, 2013</td>
<td>October 26, 2013</td>
</tr>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>October 17-26, 2013</td>
<td>November 23, 2013</td>
</tr>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>January 9-18, 2014</td>
<td>February 15, 2014</td>
</tr>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>March 6-15, 2014</td>
<td>April 12, 2014</td>
</tr>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>May 8-17, 2014</td>
<td>June 14, 2014</td>
</tr>
<tr>
<td>Paper and pencil</td>
<td>Alabama test sites</td>
<td>June 13, 2014</td>
<td>July 11-12, 2014</td>
<td>August 9, 2014</td>
</tr>
<tr>
<td>Computer-based</td>
<td>PSI centers nationwide</td>
<td>*see below</td>
<td>August 7-16, 2014</td>
<td>September 13, 2014</td>
</tr>
</tbody>
</table>

*Registration is open throughout the year, but scheduling is not available until approximately 6 weeks prior to the test window.

5. **Submission of the TEP formal application:**

The TEP application form is available from the Teacher Certification Officer and returned to the Teacher Certification Officer when completed.
6. **Obtain two faculty recommendations:**

For Elementary Education majors, the two recommendations must be from two different education professors of which a class has been taken by the student. For secondary students seeking teacher certification, one recommendation must be from a professor of education, and the other must be from a professor from the student’s teaching field. For Physical Education students, one recommendation must be from an education professor and the other from a professor in the Physical Education department. For music students, one recommendation must be from an education professor and the other from a professor in the music department. Recommendation forms are available from the Teacher Certification Officer.

7. **Pass an interview:**

The interview will be conducted with the Elementary Education Faculty, Physical Education faculty, or the Secondary/P-12 Coordinator and the Faculty Specialist in the teaching field. The interview assesses oral communication skills (including Standard English), knowledge, abilities, interests, aptitudes, and professional disposition consistent with the requirements for successful teaching. Students are expected to dress professionally and arrive promptly. A student who does not pass the interview receives specific feedback and is given a second opportunity. A student who does not pass on the second opportunity is not admitted to TEP.

A student who fails to meet these criteria may complete further work and repeat required examinations in order to meet admission standards. If additional coursework is required to fulfill the GPA requirement for admission, only coursework in the humanities, social sciences, sciences, mathematics, or the teaching field may be used. Students who are not admitted to the TEP because of interview failures may petition the Teacher Education Committee for reconsideration after one semester has passed. The petition must be presented in a formal, written letter to the committee. The letter must address specific steps the student has taken to address the weaknesses shown in the interview.

Furthermore, a candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.

**Coursework Prior to Admission**

The Alabama State Department of Education (ALSDE) requires that colleges and universities limit the number of education courses taken by a student prior to admission to a teacher education program. The ALSDE further requires Teacher Education Programs to identify the courses in which a student may enroll prior to being admitted. At Huntingdon College, students may take any of the courses listed below in each program area prior to admission:
Elementary Majors:

Students seeking Elementary/Collaborative Special Education (K-6) certification are limited to the following courses in professional studies and in the teaching field prior to admission to TEP:

**Professional Studies:**
- EDUC 101 Foundations of Education
- EDUC 202 Survey of Exceptional Children and Youth
- EDUC 235 Human Growth, Development, and Learning
- EDUC 342 Educational Technology

**Teaching Field:**
- EDUC 302 The Exceptional Child in the Classroom
- EDUC 303 The Exceptional Child in the Community
- EDUC 352 Elementary Methods in Fine Arts

Secondary Majors:

Students seeking secondary certification are limited to the following courses in professional studies prior to admission to TEP:

- EDUC 101 Foundations of Education
- EDUC 202 Survey of Exceptional Children and Youth
- EDUC 235 Human Growth, Development, and Learning
- EDUC 342 Educational Technology

Music Majors:

Students seeking P-12 certification in Music are limited to the following courses in professional studies prior to admission to TEP:

- EDUC 101 Foundations of Education
- EDUC 202 Survey of Exceptional Children and Youth
- EDUC 235 Human Growth, Development, and Learning
- MUS 321 Music in Elementary School

Physical Education Majors:

Students seeking P-12 certification in Physical Education are limited to the following courses in professional studies prior to admission to TEP:

- EDUC 101 Foundations of Education
- EDUC 342 Educational Technology
- SSPE 220 Motor Behavior
- SSPE 306 Adapted Physical Education
Retention in the Teacher Education Program

Students who have declared their intention to seek Alabama teaching certification are monitored throughout their undergraduate studies by the Teacher Education Program Faculty and Staff. Academic progress in the core curriculum, in professional studies, and in the major field is reviewed each semester. The success of the student in completing required clinical experiences is also assessed. In addition, a student’s potential for success as a teacher as reflected in dispositions and attitudes is continuously monitored.

TEP students must maintain a minimum GPA of 2.5 overall (program general studies, professional studies, and the teaching field), in professional studies, and in the teaching field. Students must have a grade of at least a C in all education courses and in courses used to fulfill major requirements. If a student earns a lower grade, he or she must repeat the course at Huntingdon College. Transfer credit cannot be used to improve a grade. Students should consult the appropriate Huntingdon College catalog for further details on repeating courses.

A student who fails to keep at least a 2.5 cumulative grade point average overall (program general studies, professional studies, and the teaching field), in professional studies, and in the teaching field, will be required to meet with the Chair of the Teacher Education Department, Teacher Certification Officer, and/or Faculty Specialist from the teaching field. A student may be placed on TEP probation for one semester to remediate the deficiencies. The Teacher Certification Officer documents the causes for the probationary status and the steps required to regain full admission. Probation status may only be granted for one semester. Students may not begin student teaching under probationary status.

Students who are not satisfied with the outcome of the meeting with the Chair of the Teacher Education Department, Teacher Certification Officer and/or the Faculty Specialist should take their concerns to the Provost of the College. Further information about Academic Sanctions may be found in the Huntingdon College catalog.

Transfer Work

Students should plan to take all their education courses at Huntingdon College. Permission for transfer credit is considered only in extenuating circumstances and is limited to basic education courses, such as EDUC 101 Foundations of Education, 202 Exceptional Children and Youth, or 342 Educational Technology. It is the responsibility of the student to arrange permission in advance through the Registrar’s Office and the Teacher Certification Officer and/or Teacher Education Department Chair. Two education courses may be transferred to TEP at Huntingdon College after admission to Huntingdon College.

The TEP program reserves the right to deny the use of transfer credit toward the TEP for any course in education taken three or more years prior to admission to Huntingdon College. This is to ensure that students recommended for certification have a current understanding of the knowledge and abilities demanded by the ALSDE.
Course Substitution

If a student wishes to substitute a course in professional studies or the teaching field, permission must be obtained from the Teacher Certification Officer in consultation with departmental faculty. The courses listed in the catalog(s) and on the official TEP checklists in a student’s education file meet specific state standards for each certification area. Permission for substitution can only be granted when the specific standards are clearly met. Failure to obtain permission in advance may prevent a student from completing his or her program in a timely manner.

Alternative Certification Options. Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative approaches to certification. Any student interested in alternative approaches to certification should contact the Chair of the Teacher Education Program or the Certification Officer in Flowers Hall rooms 321 and 319 respectively.

Expenses/Fees

The student is responsible for the following expenses (Note: Prices listed below are subject to change. Please check the Cogent Systems of Alabama, the ACT website, and the ETS website for the most current prices of the Cogent Fingerprint Background check, the Workkeys Basic Skills Assessment Test and the PRAXIS II tests respectively):

- cost for background check through the ALSDE (must provide documentation of clearance before placement in a school for field experience) – approximately $51.40
- cost of transportation to and from schools for required field experiences and student teaching;
- professional clothing to be worn when present in K-12 schools or other educational settings as required for courses and all field experiences;
- the cost for the Workkeys Basic Skills Assessment test (3 sections – Reading for Information, Mathematics, and Writing – in combination) to be admitted to TEP – approximately $98;
- the cost for the PRAXIS II Principles of Learning and Teaching (PLT) test ($139)
- the cost for the PRAXIS II subject assessment (passing score prerequisite for student teaching internship) - Prices vary depending on content area, ranging from $110. to $139.
- costs incurred for any other experiences while in the schools such as for lunch and field trips

*Special Notes: All students seeking teacher certification take the Workkeys Basic Skills Assessment Test and the PRAXIS II Principles of Learning and Teaching Test. Elementary students at Huntingdon College take three content area PRAXIS II tests: the Elementary Education Multiple Subjects test, the Teaching Reading test, and the Special Education: Core Knowledge and Applications test. Secondary and P-12 students take the PRAXIS II tests associated with their content area.
Student Records in the Teacher Education Program

All files are confidential. A student who wishes to review his or her file should make a formal request in writing to the Teacher Certification Officer. The following information will be kept in the office of the Teacher Certification Officer:

- signed record forms from observations; all verification and evaluation forms;
- audit sheets from the Registrar’s Office;
- advising notes;
- application for admission to TEP; interview scoring rubric, and recommendation letters;
- application for student teaching;
- TEP program checklists;
- copies of test results (Alabama Educator Certification Testing Program: Workkeys Basic Skills Test, PRAXIS II exams);
- observation and evaluation forms from supervising college and school faculty;
- confirmation of handbook receipt; and
- other documents deemed appropriate by the Teacher Certification Officer.

Field Experiences & Clinical Practice

The purpose of field experiences and clinical practice is to help students develop and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn as reflected in the conceptual framework of Huntingdon College’s Teacher Education Program.

Huntingdon College's TEP works with faculty members from the various certification programs at Huntingdon College, as well as members of the professional community in local public and private schools to design, implement, and evaluate field experiences. Huntingdon College's TEP is committed to seeking meaningful field experiences for Huntingdon College students, including the consideration of a school's teaching and learning environment. The TEP seeks the approval of the local superintendent of education (or the appropriate designee in each school system) and the State Superintendent of Education of the criteria for field experiences, practicums, and internships.

The Alabama State Department of Education (ALSDE) requires that students complete exemplary field experiences. The Teacher Education Program at Huntingdon College requires a minimum of 205 hours in educational settings beginning with the first professional course. The specific purposes and assessments for each field experience are included in the syllabus for each course. The majority of time must be spent in structured P-12 settings. Of the 205 hours, 90 hours must be in increments of three hours or more as required by the SDE. The ALSDE also requires that at least half of the field experiences be in the teaching field, and at Huntingdon, the majority of hours must be in the teaching field. Acceptable activities include observing in schools and other agencies, tutoring students and assisting teachers (or other school personnel) in K-12 schools, attending professional development with P-12 teachers, assisting in after-school
programs, tutoring at learning centers, volunteering at summer camps, and attending school board meetings. Participating in schools on non-student days, such as on teacher work days or professional development days, during institute day at the opening of school, or during the closing of school, are valuable experiences that will count towards the 205 hours. Students cannot receive credit toward the 205 hours for substitute teaching in any school, or for any hours whereby the student is paid to tutor, supervise, instruct or otherwise work with children and youth.

All education courses require a field experience of a minimum of 10 hours in the schools; some with up to 40 hours. All field experiences, including those experiences which occur in the summer and during holidays, must be arranged through the TEP office’s Teacher Certification Officer. Students are not to be given credit for experiences which are not approved in advance. For those hours sought during summer and holidays, or outside the requirements of an education course, students should have the principal of the school email Ms. Carlisle at renee@huntingdon.edu.

Occasionally, Huntingdon College students will have opportunities to work in agency programs whereby children and youth are organized for tutoring, skill acquirement, or for activities. Many of these activities are very worthwhile and will count towards the 205 hours; however, no more than 50 hours should be accumulated in this manner. Examples of such opportunities include helping with football camps, vacation Bible School, and summer camps for children and youth. Students should always check with the Certification Officer or the Chair of TEP about the validity of such activities before assuming the hours will count.

According to the State Department of Alabama, “if possible, field experiences and/or the internship should include both the opening and the closing of a school year.” If observing the opening or closing of the school year occurs outside the internship, is important that the student have the principal of the school email Ms. Carlisle at renee@huntingdon.edu indicating approval of the field experience. Students entering into their internship should always consult with their Supervising Professor and the Field Placement Officer about the logistics of starting in the schools before the College academic school year begins.

The 205 hours must be completed prior to beginning the student teaching internship. Students should track and monitor their own hours to be sure they are in compliance with Huntingdon’s hour requirement as well as with state regulations. The Teacher Certification Officer also monitors each student’s hours.

All field experiences and clinical practice are assessed using multiple strategies to evaluate the prospective teacher’s performance and effect on student learning. These strategies include (but are not limited to) a reflective log, evaluations by the Cooperating Teacher(s), observation by the College faculty, and specific assignments by the College faculty as appropriate. During practicum and internship, meetings with the Cooperating Teacher and College faculty are scheduled regularly to allow for reflection and feedback.

Students must submit a time sheet, which includes verification and a reflective log, to document the field experience. These forms are available in individual classes and on the table outside
Flowers Hall room 319. Education classes require that students successfully complete the field experience in order to receive credit for a course.

For more information about field hours, please refer to the TEP Field Experience Matrix available from the Certification Office.

**Professional Behavior for All Students in Field-Related Experiences**

Students shall, at all times, conduct themselves in a professional, courteous manner while in the schools. This includes experiences associated with any field experience hours to include but not necessarily be limited to observing, assisting, tutoring, teaching mini-lessons, teaching full lessons, etc. during normal field hours, the practicum, and the internship. The Huntingdon College student represents the College, and should reflect an attitude and work ethic that is complimentary to the College. Students should understand that the Cooperating Teacher is the primary supervisor during the time in the field, and therefore the preservice teacher shall respect the Cooperating Teacher on multiple levels. Except in instances where personal safety is concerned, it is not the place of the preservice teacher to express a negative opinion of the practices of the Cooperating Teacher. Students should be compliant with the reasonable requests of the Cooperating Teacher, treating him/her as a person of authority. The preservice teacher should make every effort to help the Cooperating Teacher in any and all normal, day-to-day operations of a teacher's duties. Preservice teachers should speak to their Cooperating Teacher in a respectful manner, and should also have only polite and respectful communications with all other school personnel, including the principal, the school secretary, the custodial staff, cafeteria workers, other teachers, etc. Preservice teachers should in no way insult the Cooperating Teacher nor other school personnel by making judgments about the safety or the effectiveness of the school. Huntingdon College students should adhere to the thought that they are guests in the school and in the classroom, and should complete field hours with an earnest work ethic and attitude.

Rules which apply to students at a given school, also apply to the preservice teacher. (For example, if back-packs are not allowed in the classroom, then the preservice teacher will respect the same rule. If gum chewing is not allowed by the students, then the preservice teacher will respect the same rule.) A preservice teacher should never receive or make personal phone calls, nor receive or send texts messages with his/her personal cell telephone at any time during a field experience.

If a preservice teacher for any reason feels threatened or unsafe while in the field, the preservice teacher should immediately communicate with his/her Supervising Professor and/or the Field Placement Officer at Huntingdon.
If it is reported that a preservice teacher has violated the expectation of representing the College in a professional and courteous manner, the preservice teacher may be removed from the field experience based upon the sole judgement of the College administration. Removal from a field experience could result in failure for a course if field hours are required for successful completion of that course.

**Personal Appearance for Elementary, Secondary, and Music Education Students**

Huntingdon TEP students should consider themselves as professionals and as representatives of the College in the community. When a Huntingdon student is in a school or other educational setting in conjunction with course or program requirements, he or she is expected to dress professionally, appropriately, and within the guidelines of the participating school’s expectations for it’s faculty and staff. For women, this means dresses, skirts, or dress slacks. For men, this means dress slacks, a collared golf-style shirt, or shirt and tie. For both sexes, dress shoes should be worn. Hair should be neatly groomed and must be of normal human hair color. For safety reasons, and for respect of public school rules for K-12 students, visual piercing jewelry will be limited to ears only. Blue jeans, sneakers, and hats of any type (unless worn for religious reasons) are prohibited.

**Personal Appearance for Physical Education Students**

Professional dress is an expectation for any Huntingdon College Human Performance major who must go into the P-12 schools for observations, practical experiences, internships, or student teaching. Professional attire is considered tennis-style footwear, socks that cover above the ankles, collared (golf-style) shirts, Khaki shorts/slacks, or any other comfortable loose-fitting shorts/slacks that permit freedom of active movement in physical activity settings. Jeans and other denim clothing are not acceptable. For safety reasons, visual piercing jewelry will be limited to ears only.

**Liability Insurance**

Students in the education department who are participating as a representative of Huntingdon College in any teacher education field-related experience (i.e., observation, assisting, tutoring, practicum or student internship), either in the schools or in a campus based field experience, are covered under Huntingdon College’s Educators and Professional Liability Policy. The Educators and Professional Liability Policy does not cover negligence; only claims stemming from incidents arising out of the performance of normal and reasonable duties. Any student wishing to have additional liability insurance may desire to seek student membership in organizations that offer such coverage such as the Association of American Educators (AAE), the National Education Association (NEA), and the American Federation of Teachers (AFT). Additional coverage and membership fees are at the expense of the student.
Student Teaching Internship

The student teaching internship is normally completed in the last semester. The Department Chair must approve any exceptions to this policy. The student teaching internship must be completed in a public school or a SACS-accredited private school in the greater Montgomery area. The criteria for beginning the student teaching internship are:

- **A written application** must be submitted during the previous semester. The application forms are available from the Teacher Certification Officer.
- **A minimum GPA of 2.5** overall (program general studies, professional studies, and the teaching field), in professional studies, and in the teaching field.
- **Completion of all required courses** in professional studies and the teaching field. (Exceptions to this rule can only be done through petitioning the Teacher Education Committee.)
- **Completion of a minimum of 205 field experience hours**, with at least 90 of these hours in increments of three hours or more.
- **Submission of a passing score on the PRAXIS II: Subject Assessments** exams and the Principals of Learning and Teaching test prior to student teaching. The scores must meet the minimum standard set by the Alabama State Board of Education. Further information about required tests are available online at the Alabama State Department of Education (www.alsde.edu), the ETS registration site (www.ets.org/praxis/al), or the Teacher Certification Officer. These tests are required by the ALSDE to receive an Alabama teaching certificate. The certification process will be expedited if the test results are sent to the Alabama State Department of Education and Huntingdon College.
**PRAXIS II: SUBJECT/INSTRUCTIONAL SUPPORT-AREA ASSESSMENTS**  
**PAPER-AND-PENCIL TEST DELIVERY DATES**

www.ets.org/praxis/al  
PRAXIS Series Customer Service: 1-800-772-9476  
www.ets.org/praxis/register/centers_dates/  

<table>
<thead>
<tr>
<th>TEST DATE</th>
<th>REGISTRATION DEADLINE</th>
<th>EXTENDED REGISTRATION DEADLINE</th>
<th>EMERGENCY REGISTRATION DEADLINE</th>
<th>APPROXIMATE SCORE REPORT DATE MULTIPLE CHOICE ONLY</th>
<th>APPROXIMATE SCORE REPORT DATE CONSTRUCTED RESPONSE</th>
</tr>
</thead>
</table>

**COMPUTER-BASED TEST DELIVERY DATES**

__Praxis II®__

July 29, 2013 – August 17, 2013  
October 7, 2013 – October 19, 2013  
December 9, 2013 – December 21, 2013  
February 3, 2014 – February 15, 2014  
April 7, 2014 – April 19, 2014  
May 12, 2014 – May 24, 2014  
July 14, 2014 – July 26, 2014  
August 4, 2014 – August 16, 2014

*Official Score reports are available 10 business days following the test administration of multiple choice only tests and 15 business days following the test administration of constructed response tests.*

**Note:** For a suggested timeline for taking the PRAXIS II tests, please see your advisor or the Teacher Certification Officer.  
Praxis II: Subject Assessment  Alabama Test Requirements

23
To Be Certified in | You Need to Take | Test Code | Qualifying Score |
---|---|---|---|
ALL Teaching Fields | Principles of Teaching and Learning (K-6) Paper or Computer | 0622 5622 | 145 |
 | Principles of Teaching and Learning (7-12) Paper or Computer | 0624 5624 | 153 |
Elementary Education//Collaborative Special Education (K-6) | (1.) Elementary Education Multiple Subjects | n/a or 5031 |  |
 | NOTE: 5031 is the Code for the full administration of the Elementary Education test. If one section needs to be retaken, the following is applicable: |  |
 | Reading/Language Arts Subtest | 5032 | 165 |
 | Mathematics Subtest | 5033 | 157 |
 | Social Studies Subtest | 5035 | 142 |
 | Science Subtest | 5035 | 144 |
 | AND |  |
 | (2.) Teaching Reading | Paper Computer | 0204 5204 | 155 |
 | AND |  |
 | (3.) Special Education: Core Knowledge and Applications | Paper Computer | 0354 5354 | 153 |
Biology (6-12) | Biology: Content Knowledge | 0235 5235 | 143 |
Chemistry (6-12) | Chemistry: Content Knowledge | 0245 5245 | 150 |
English/English Language Arts (6-12) | English Language Arts: Content Knowledge (Test required beginning 9/1/2013) | n/a or 5038 | TBD |
History (6-12) | World and United States History: Content Knowledge | 0941 5941 | 143 |
Mathematics (6-12) | Mathematics: Content Knowledge (On-screen graphing calculator provided.) (Test required beginning 9/1/2013) | n/a or 5161 | TBD |
The Alabama State Department of Education requires that the internship last for a full semester. The student teaching internship for Elementary/Collaborative Special Education and P-12 certificates consists of two placements of approximately equal length over the fourteen weeks. Secondary internships normally consist of one placement. During the internship, the intern takes full responsibility for teaching for a minimum of 20 full-time days, with 10 of those days being consecutive.

The unit shall provide remediation at no cost to such individuals whose performance on the PRAXIS II tests indicate the need for additional support.

Elementary/Collaborative certification—one lower-elementary placement and one upper-elementary placement, to be divided among students enrolled in regular education and special education.
Secondary teaching certification—one middle-school placement and/or one high-school placement, depending upon the record of field experiences completed at each level.
P-12 certification—one elementary placement and one secondary placement.

Student interns are frequently and regularly evaluated by the Cooperating Teacher, the College Supervisor, and the Faculty Specialist from the teaching field. Specific competencies are assessed through the Internship Abilities Checklists for each certification field and from the Alabama Quality Teaching Standards. Further details can be found in the Student Teaching Internship Handbook.

School faculty, also known as Cooperating Teachers, who supervise students during their internship, must meet the following criteria:

- Be accomplished school professionals who are properly certificated for their present assignments.
- Hold at least a master’s degree.
- Have at least three years of educational experience in their field of specialization.
- Are currently teaching classes in the intern’s area of specialization.

The Cooperating Teachers provide regular and continuing support for student teacher interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.
Students who do not make satisfactory progress in the student teaching internship will be required to meet with the Teacher Education Department Chair and/or the Faculty Specialist for the teaching field to discuss the concerns, required remediation, and possible consequences, including termination of the placement. Further information about the rights of a student in such a situation may be found in the Student Handbook.

The exit criteria for the successful student teaching internship include:
- Acceptable grade recommendations from the cooperating teachers and college supervisors.
- Timely submission of lesson plans, weekly evaluations, and any other documentation requested by the college supervisor.

If an intern is removed from a student teaching placement because of insufficient knowledge and skills or any form of incompetence, he or she will not be given a substitute placement during that semester. The Teacher Education Department Chair, in consultation with the Provost and Dean of the College, and the Faculty Specialist for the major field, will determine whether a second and final placement will be arranged. A second student teaching assignment must be completed in the semester immediately following the previous internship. If the student’s progress in the second and final opportunity is unsatisfactory, the student will be removed from the Teacher Education Program, and the student will not be recommended for a teaching certificate or teaching position.

In the event a student teacher is removed from a placement through no fault of the student, the Teacher Education Department Chair and/or Teacher Certification Officer will assist the student in finding another placement. An example of such a situation would be an extended absence of the assigned cooperating teacher.

The experience of the student teaching internship is demanding and sometimes stressful. Interns are strongly encouraged to avoid taking additional courses and to limit or eliminate other demands and responsibilities, such as employment, during the internship semester. Student teaching is a non-compensated full-time internship.

**Completion of the Teacher Education Program**

It is the responsibility of the Teacher Education Program to ensure that a candidate’s competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. This assessment is based on the following criteria:

1. Satisfactory completion of a state-approved program with at least a 2.5 cumulative grade point average overall (program general studies, professional studies, and the teaching field), in professional studies, and in the teaching field. A grade of C or higher must be obtained in each professional education course. For each approved program, the major must require a minimum of 32 semester hours with at least 19 semester hours at the upper-division level.
2. Completion of a minimum of 205 hours of field experiences prior to the internship (student teaching), with at least 90 of these hours in increments of three hours or more.

3. Submission of a passing score on the PRAXIS II test scores prior to the internship (student teaching). The scores must meet the minimum standard set by the Alabama State Board of Education. See the Teacher Certification Officer for further information.

4. Demonstrated readiness to teach through evaluations of on-site performances as an intern and satisfactory evaluations on the Huntingdon College Abilities Checklists.

Graduation from Huntingdon College does not guarantee Alabama teaching certification. Since requirements for certification may change, students in the Teacher Education Program meet at least once per semester with their Teacher Education Program advisor and the Teacher Certification Officer to monitor their programs and progress.

Applying for Alabama Class B Teacher Certification

The Alabama State Department of Education issues teaching certificates, not colleges and universities. Colleges and universities with approved Teacher Education Programs recommend students who have met all requirements for seeking an Alabama teaching certificate. Huntingdon College currently offers approved programs in Elementary Education/Collaborative Special Education (K-6); secondary programs in biology, chemistry, English language arts, history, and mathematics; and P-12 programs in music (choral and instrumental) and in physical education. During the internship semester, students are responsible for initiating the application for initial certification. The student is responsible for paying all fees in the form of a money order or cashier’s check or online with the Alabama State Department of Education, which are currently $30 for each certification area. Forms are available from the Teacher Certification Officer.

Huntingdon College requires that graduates apply for certification within two years of completing all requirements. Students who opt not to apply for certification at that time will be asked to sign a document indicating their understanding of this policy. If ALSDE standards change from the time of graduation to the time of application, additional coursework, field experiences, or standardized tests may be necessary.

Students who plan to seek teaching certification in another state are responsible for learning about the licensing requirements. Such information can usually be found on the website of the Department of Education of each state. Such students should advise the Teacher Certification Officer of their intention to seek certification in other states as the Certification Officer may be of some assistance.
Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) Act Requirements

Under federal and state law, all public school teachers must be highly qualified in the subject(s) they teach. All programs for elementary, secondary and P-12 music programs at Huntingdon College lead to highly qualified status under current state law by leading to Class B certification. For secondary and music majors, highly qualified status means the completion of an undergraduate major with no less than 32 semester hours in the academic area, with at least 19 of those hours at the upper division level (300’s and 400’s). Additional information about the Alabama model for highly qualified status can be obtained at the website of the Alabama State Department of Education (www.alsde.edu).

Competence of Graduates

During the two years following the issuance of the Alabama Teaching Certificate, Huntingdon College will provide remediation at no cost to individuals who are recommended for teacher certification by the College, teaching in an area for which they are certified, and are deemed by the employing Alabama school system to have unsatisfactory performance evaluations according to criteria established by the Alabama State Board of Education. A plan of remediation may include, but is not limited to, regular meetings with Huntingdon College faculty to address specified deficiencies, additional field experiences, and/or additional courses. In such cases, Huntingdon College will pay costs for coaching, tuition and required texts, but not for room and board, food, lost income, transportation or other incidental expenses.

The Role & Responsibilities of Faculty Specialists

All programs leading to certification must have assigned to that discipline a Faculty Specialist who has expertise in the particular academic discipline. The Alabama State Department of Education (ASLDE) requires the following of the Faculty Specialist for each program [see Alabama standards 290-3-3-.02 (7) (b)]:

- holds an earned doctorate in the area of assignment
- is a full-time employee of the institution
- teaches courses required in the program
- advises candidates seeking certification through program completion
- shall have a thorough understanding of current State initiatives related to that content area.
- meet the P-12 professional experiences requirement of obtaining a minimum of 10 clock hours of on-going structured real-world experiences in P-12 setting(s) if the Faculty Specialist teaches methods courses or supervises interns and has not been employed in a P-12 setting in the most recent five year period. (Faculty specialists who do not teach methods courses or do not supervise interns, but who observe students and provide feedback to the supervising education professor during the student internship are encouraged to gain and
document P-12 experiences periodically to compliment and add to their past educational experiences.)

Other responsibilities of the Faculty Specialists at Huntingdon College include:

- Serve on or attend the Huntingdon College Teacher Education Program Committee meetings as appropriate.
- Assess student performance on the oral interview component of the admissions process.
- Assess and observe student interns during the internship and provide feedback to the education professor who supervises the student.
- Be familiar with the standards of the ALSDE for certification in the academic discipline.
- Participate in program design, implementation, and evaluation of the Teacher Education Program and its certification programs.

Advisory Committee

The Teacher Education Advisory Committee consists of Montgomery area community leaders, principals from our partnership schools, Huntingdon College education Faculty Specialists, and representative students seeking teacher certification. This committee meets annually to assess the Huntingdon College Teacher Education Program, to collaborate about student and field experience expectations, and to decide upon appropriate K-12 experiences for unit faculty and Faculty Specialists who teach methods courses or supervise interns.

Partnership Schools

Forming partnerships with area schools is an ongoing process. School systems reserve the right to select the specific schools in their district by which Huntingdon College students may enter for field experiences. Principals reserve the right to select specific teachers by which Huntingdon College students may enter for field experiences.