

Judson College

Educator Preparation Program Handbook



**A Handbook for Teacher Candidates and
College Faculty**

Educator Preparation Program Handbook



**Judson College
Education Department
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Marion, AL 36756
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<http://www.judson.edu/education.asp>**

The 2020-2021 *Judson College Educator Preparation Program Handbook* became effective on August 13, 2020. Judson College reserves the right to revise the *Educator Preparation Program Handbook*, publications, and forms without prior notice, as directed by the Alabama State Board of Education and/or the Alabama Department of Education to comply with certification regulations. Any revisions or addendums to this handbook will be publicized for teacher candidates and will become effective at the time of posting.

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Judson College Education Department Governance

Dr. Mark W. Tew
President

Dr. Stacey Parham
Vice President, Academic Affairs

Dr. Lesley Sheek
Head of the Education Department and Certification Officer
Professor, Education Department (**ALSBE Rule 290-3-3-.02(6)(g)(2)**)

Dr. Allison Newton
Adjunct - Assistant Professor, Education Department

Dr. Cheryl Washington
Associate Professor, Education Department

Notice of Nondiscriminatory Policy for Students and Employees

Judson College complies with applicable laws prohibiting discrimination including Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1972/73, the Vietnam Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 and does not discriminate unlawfully on the basis of race, color, religion, national origin, sex, age, disability, or veteran status in admission or access to, or treatment of employment in its programs and services. Inquiries and concerns regarding this policy may be directed to the Registrar, Judson College, 302 Bibb Street, Marion, AL 36756.

Accreditation

Judson College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees and the Associate Degree in Nursing. (1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number is 404-679-4500).

The College's undergraduate Educator Preparation Programs are approved by the Alabama State Board of Education (5215 Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101). The College's music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248).

If the institution loses regional accreditation at one or more levels, the EPP must notify candidates individually and in writing (**ALSBE Rule 290-3-3-.02**).

Overview of Judson College

Judson's heritage is one of dreams, triumphs, and faith. Established in 1838 by members of the Siloam Baptist Church of Marion, Alabama, Judson College continues to honor her commitment to Christian higher education for women.

The Judson Female Institute, named for Anne Hasseltine Judson, the first American woman to serve as a foreign missionary, opened on January 7, 1839. A four-story, Greek Revival style building was erected by 1840. In January of 1841, The Judson was incorporated by the Alabama General Assembly. In 1903, the school officially became known as Judson College.

Judson students enjoy the unique traditions and character of the past while preparing for the challenges of an ever-changing world. Faculty and staff strive to help each student achieve her dreams through the development of mind and soul.

Throughout her history, Judson has educated women in the humanities, social sciences, natural and physical sciences, education, and fine arts. Graduates of the College have achieved success in concert halls, graduate educational institutions, homemaking and community service, hospitals, social services, scientific research facilities, law offices, corporations, government service, education, and church-related vocations.

Judson remains committed to her mission of Christian higher education. By investing in technology, continuously improving academic programs, and renovating and restoring the historic campus, Judson College assures the relevance of her mission and service.

Overview of the Judson College Educator Preparation Provider

The Judson College Educator Preparation Provider (EPP) is part of the Professional Studies Division of the College. All full-time EPP faculty have earned doctorates from regionally accredited colleges or universities (**ALSBE Rule 290-3-3-.02(6)(f)(1)**). The faculty members are responsible for teaching courses, advising students, and supervising field experiences and clinical practice.

Faculty who teach professional education courses and/or supervise interns for teaching field programs maintain familiarity with the current professional responsibilities of P-12 practitioners in the teaching field by completing an annual minimum of eight recency hours during the academic year, which may include participating in faith-based service learning projects in area schools, working closely with partnership schools and cooperating teachers to design and implement teacher candidate experiences, and by teaching, co-teaching, observing, or supporting teachers in P-12 schools. (Please note that music is the only education program that includes grade P.) Additionally, members of the Judson College education faculty are active members of professional organizations, national scorers for edTPA, edTPA coordinators, trainers for the Alabama Math Science and Technology Initiative, and executive officers for professional education organizations. They serve in these roles to maintain a connection with the expectations, challenges, and professional practices of the P-12 classroom teacher

(ALSBE Rule 290-3-3-.02(6)(f)(2)).

All education professors teach distance learning courses for each of the on-campus courses they are teaching within a semester. Distance learning courses are only available when the course is being offered on campus to ensure that EPP faculty can adequately supervise and meet the learning needs of all teacher candidates.

Judson College offers six degree programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level). Programs in elementary education do not require an academic major (**ALSBE Rule 290-3-3-.01(2)**).

CLASS B CERTIFICATION PROGRAMS
Elementary Education K-6
Music Education, Vocal/Choral Only P-12
Secondary, English/Language Arts Education 6-12
Secondary, General Science Education 6-12
Secondary, Social Science Education 6-12
Secondary, Mathematics Education 6-12

Vision and Mission

The conceptual framework provides a broad vision and clear mission for all education degree programs. Used to consistently convey the predominant values, assumptions, and ideals of the EPP to all constituents, the conceptual framework serves as the foundation for unified and coherent decision making regarding (a) curricula, (b) candidate proficiencies, (c) EPP assessment, and (d) EPP policies, procedures, and practices (**ALSBE Rule 290-3-3-.01(11)**).

Vision

The vision statement of Judson College expresses the desire for the institution *to become the finest Christian college of arts, sciences, and professional studies for women in America*. The EPP's vision statement aligns with the College's in that we seek *to become the finest Christian Department of Education for women in America*. As the basis for this vision, all programs within the EPP are sequentially structured to provide the knowledge and experience necessary for the development of the central theme of the EPP's conceptual framework: ***Teachers Who Are Prepared for Life and Learning***.

The EPP prepares teacher candidates to positively impact student learning in P-12 schools in America. The EPP's teacher candidates think critically, accept responsibility, deliver effective instruction, and continue to grow throughout their careers both as individuals and as professionals. Implied in the theme, ***Teachers Who Are Prepared for Life and Learning***, is the EPP's view that the acquisition of knowledge, skills, and dispositions is a continuously evolving process that occurs over an individual's professional life. This professional theme promotes the aim of the motto of Judson College—*knowledge and faith for a purposeful life*.

The EPP's vision regarding candidate performance and ongoing development for life and learning is subdivided into five core areas that are integrated within its programs:

- I. Professional Knowledge
- II. Teacher as a Practitioner
- III. Teacher as a Lifelong Learner
- IV. Teacher as a Change Agent
- V. Professional Dispositions

The EPP views each area as critical to successful candidate preparation and, consequently, considers these central elements in its programs, curricula, and assessment measures.

Professional knowledge. Professional knowledge is considered the shared knowledge and skills among qualified practitioners, the origin of which is grounded in research and best practices. The EPP considers that such knowledge must be acquired and developed within six major areas:

- A. Content Knowledge
- B. Historical and Social Foundations
- C. Philosophical Foundations
- D. Psychological Foundations
- E. Learning Theories
- F. School Effectiveness Research

Collectively, these areas comprise a candidate's overall knowledge of pedagogy and professional practice. Each area is developed and enhanced through programs that are aligned with professional, state, and institutional standards.

Teacher as a practitioner. Teacher as a practitioner acknowledges that teaching is a multifaceted process, involving an analysis of classroom events and circumstances, which by their complexity require frequent and continual classroom observation, evaluation, and subsequent action. To become an effective teacher, it is not enough to be able to recognize what happens in the classroom; rather, it is imperative to understand the "why's," "how's," and "what if's" as well. This understanding comes through the consistent practice of reflective thinking about the role of the teacher. Candidates are provided with numerous opportunities in various and diverse settings to demonstrate their growth and understanding of the role of the teacher. The knowledge, skills, and professional dispositions are therefore acquired by the candidate through a structured program progression intended to prepare professionals who have a sound understanding of research and practice. From their experiences, they can make well-informed decisions about their own professional practice throughout their careers. These decisions must be based on principled knowledge reflecting an understanding of unique contexts. The EPP identifies seven areas that promote this aim:

- A. Excellence in Instruction
- B. Classroom Management
- C. Classroom Culture and Climate
- D. Lesson Design and Implementation
- E. Curriculum Development
- F. Evaluation Skills
- G. Instructional Technology Skills

These areas overlap and support each other to provide a foundation of instructional design to create a school environment that promotes student achievement and enthusiasm for lifelong learning.

Teacher as a lifelong learner. Teacher as a lifelong learner denotes the EPP's assumption that learning is not a terminal endeavor. Faculty believe that sound decision making and professionalism are not skills that present themselves fully developed with the onset of professional practice. Instead, they occur as a gradual development of abilities in using knowledge and skills in the world of practice. Inherent in the statement of the teacher as a lifelong learner are these goals:

- A. Professional Development
- B. Professional Societies
- C. Professional Behavior
- D. Awareness of State Standards
- E. Reflective Practitioner
- F. Graduate Study

Our programs offer the candidate opportunities to extend and apply knowledge, skills, and dispositions to develop greater intellectual and professional maturity, utilizing instructional design that creates a

school environment that promotes student achievement and engenders enthusiasm for lifelong learning.

Teacher as a change agent. Teacher as a change agent is the recognition that teaching at its core is a moral profession. The EPP has developed a paradigm of instruction for teacher candidates that focuses on moral purpose. It includes:

- A. Service to the Community, School, District, State, and World
- B. Responsibility of Students
- C. Christian Values
- D. A Voice for Women

Judson College, through the Office of Faith-Based Service and Learning, integrates meaningful community service with instruction and reflection to enrich learning experiences. Candidates in the EPP learn the practical applications of their studies by becoming actively contributing citizens through the service they perform in the community. Candidates build positive citizenship traits as they work in P-12 settings and serve in various community projects. Candidates discover that Christian acts of service build bridges between words and deeds and offer teacher candidates an opportunity to be active in addressing the concerns, needs, and hopes of children.

Professional dispositions. Certain standards of professional practice and behavior will always exist and be used as measures of accountability, and the EPP recognizes that positive behaviors, actions, and patterns of conduct guide the profession. The following value-laden attributes guide teacher candidates' work:

- A. Ethical
- B. Responsible
- C. Tolerant
- D. Collegial
- E. Mature
- F. Compassionate
- G. Empathetic
- H. Respectful
- I. Passionate for Teaching

Mission

Motto: Teachers Who Are Prepared for Life and Learning

The mission of the EPP is to prepare highly skilled, knowledgeable, and continually developing teacher candidates who possess the understanding, skills and dispositions essential for effective teaching. Our mission is to develop teachers who can (a) think critically, (b) accept responsibility, (c) deliver effective instruction, and (d) continue throughout their career to grow both as individuals and professionals. We strive to provide activities that encourage an appreciation of personal values, skills, and affective relationships. We encourage teacher candidates to develop relationships with diverse cultures by participating in community activities that promote Christian character. We seek to facilitate development in all areas—cognitive, physical, psychosocial, spiritual, and aesthetic—by providing balanced instructional programs consistent with the mission of Judson College. The EPP’s primary mission functions within the context of the larger mission of the College, which is as follows:

Judson College, a private, undergraduate institution committed to academic excellence in the arts, sciences, and professional studies, offers distinguished student-centered academic programs in a residential, single-gender setting and through distance education to both genders. As a caring, collegiate community related to the Alabama Baptist Convention, Judson College is dedicated to maturing its students into well-adjusted and productive citizens through the transmission of knowledge, the refinement of intellect, the nurturing of faith, the promotion of service, and the development of character. Resulting from these efforts, Judson graduates will:

- *Be knowledgeable in their academic area and be informed and contributing members of their communities;*
- *Think critically and communicate effectively;*
- *Be persons of enduring faith and character who are eager to serve and to lead.*

As depicted in the following statements, the EPP’s mission is in precise alignment with each of the goals and assumptions articulated in the Institution’s broader mission:

“...a private, undergraduate institution committed to academic excellence in the arts, sciences, and professional studies...” – The general education curriculum is considered the foundation for professional study, especially considering an increased emphasis on the role of subject-matter knowledge and understanding in effective teaching and learning and in providing quality instruction to P-12 students. All education candidates are expected to think critically, write well, read widely, and speak clearly in the context of a broad base of integrated and interconnected knowledge, becoming persons possessing knowledge and faith for a purposeful life who can make significant contributions to their world of practice through service and leadership.

“...professional study related to the Alabama Baptist State Convention...” — The EPP supports the mission of the Alabama Baptists who founded Judson College in 1838 by promoting Christian values as we promote the “teacher as a change agent.”

“...offers distinguished student-centered academic programs in a residential single gender setting and through distance education to both genders...” — Accountability and self-review are standard procedures in the EPP for accrediting purposes and for maintaining vitality and renewal of

programs and personnel. Programs in the EPP are built on standards for professional, pedagogical, and subject-matter excellence.

“...transmission of knowledge...” — Professional programs are strengthened by a variety of learning experiences that stress literacy in science, mathematics, technology, language, and the social sciences, as well as appreciation of the arts.

“...refinement of intellect...” — All programs in the EPP are built on a model of inquiry that stresses cognitive understanding without neglecting the affective component of sound professional judgment. Critical thinking is emphasized through our adherence to the Judson Quality Enhancement Plan – Project Curiosity.

“...nurturing of faith...” — Teacher candidates attend weekly chapel programs and are involved in service-learning projects in their education courses through the Office of Faith-Based Service and Learning.

“...development of character...” — The development of character is acknowledged as critical in the College’s conceptual framework and is also stressed by the EPP. Positive dispositions are an important goal for candidates and are facilitated by collegial interactions, meaningful field experiences, expanded professional development opportunities, and service projects facilitated through the EPP’s professional organization, Kappa Delta Epsilon.

Educator Preparation Program Governance

The Educator Preparation Provider (EPP) at Judson College is supported by the Educator Preparation Advisory Council (EPAC) and the Educator Preparation Committee (EPC). The EPAC is an autonomous body comprised of Judson College education, humanities, science, social science, mathematics, and fine arts faculty; alumnae from Judson education programs; P-12 school personnel from partnership schools; and selected senior-level teacher candidate representatives. The EPC is comprised solely of provider faculty from the education department as well as the content-area specialists from each certification area, including English/language arts, general social studies, general science, and mathematics. The EPC members are appointed by the President of the College, with the Head of the EPP serving as the Chair of both the EPC and the EPAC.

The EPAC consists of a wide range of members and is a collaborative body that supports the EPP in developing highly qualified teachers. The collaboration between the EPP and its partners serves to design, implement, and evaluate the most important work that teacher candidates can ever do — teach P-12 students.

Collaboration between partners is purposeful to plan intentional field experiences for teacher candidates (**ALSBE Rule 290-3-3-.02(2)**). The EPP at Judson College strategically works with the support of the EPC and the EPAC, which both meet at least once each year to make decisions regarding curriculum, policies, and procedures that affect the EPP, including the design, implementation, and evaluation of field and clinical practice experiences. Additionally, the EPC approves the admission of candidates to the Educator Preparation Program.

Members of the 2019-2020 committees include the following professionals:

Name	Position
Dr. Stacey Parham	Vice President, Academic Affairs, ex-officio officer
Dr. Lesley Sheek	Chair, Head of the Education Department
Dr. Allison Newton	Adjunct Education Professor
Dr. Cheryl Washington	Education Professor
Dr. Michael Bergman	History, Educator Preparation Committee, Judson College
Dr. Mary Anne Garner	Science, Educator Preparation Committee, Judson College
Dr. Laura Crawford	English, Educator Preparation Committee, Judson College
Dr. Ray Price	Math, Educator Preparation Committee, Judson College
Dr. Jessica Spafford	Music, Educator Preparation Committee, Judson College
Dr. Gwen McCorquodale	Former Head of the Education Department, Judson College
Dr. Marcia Smiley	Superintendent, Perry County Schools
Dr. Cathy Trimble	Principal, Francis Marion School, Perry County Schools
Mr. Wayne McGee	Superintendent, Bibb County Schools
Dr. Kim Partridge	Assistant Superintendent, Bibb County Schools

Dr. Kathy Murphy	Superintendent, Hoover City Schools
Dr. Zella Ford	Curriculum Coordinator, Dallas County Schools
Ms. O'Zella Ford	Central Office, Selma City Schools
Dr. Resia Brooks	Human Resources, Shelby County Schools
Ms. Jessica Chandler	Judson College Teacher Candidate
Ms. Camry Sturdivant	Judson College Teacher Candidate

Judson College Educator Preparation Provider Definitions

The remaining pages of the handbook describe the policies teacher candidates must follow to achieve teacher certification in Alabama. Judson College's EPP aligns all definitions for key educator preparation practices with the standards of the Alabama State Board of Education and the Alabama Department of Education to ensure that teacher candidates have achieved the expectations for certification. Other pertinent definitions can be found in the *Alabama State Board of Education Administrative Code Chapter 290-3-3 Educator Preparation of the Division of Teaching and Learning* (August 2015).

1. **Alabama Core Teaching Standards** – based on the mission of improving the academic achievement of all students in the public schools of Alabama, teacher candidates are required to align their practice and professional learning with standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). Each professional studies course and many content area courses contain ACTS. No grade below a C is acceptable for professional studies courses (**ALSBE Rule 290-3-3-.03 and 290-3-3.04(3)(c)2.**). A student must repeat any course in which she scored lower than a C.
2. **Clinical Practice** – internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing (**ALSBE Rule 290-3-3-.01(9) and (28)**).
3. **Cooperating Teacher** – the public or private school teacher who is directly responsible for the day-to-day supervision of a teacher candidate in a school facility during field experiences and clinical practice. Cooperating teachers for clinical practice must be accomplished school professionals who are certified at the Class A level for their present assignment or hold National Board for Professional Teaching Standards certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and currently teach in the intern's area of specialization (**ALSBE Rule 290-3-3-.02(6)(f)3**).
4. **Dispositions** – commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. The Judson College Professional Dispositions are aligned with the Alabama Educator Code of Ethics (**ALSBE Rule 290-3-3-.01(17)**).
5. **Educator Preparation Advisory Council** – a group of faculty from the EPP and P-12 personnel and administrators from partnership schools (**ALSBE Rule 290-3-3-.02(2)**). This committee's duties are as follows:
 - a. To continually evaluate the conceptual framework of the EPP.
 - b. To evaluate the assessment system of the EPP.
 - c. To provide information and ideas on enhancing clinical experiences.

- d. To assist in the recruitment of teacher candidates and qualified faculty members.
- e. To provide information and ideas regarding the pedagogy, curriculum, and instruction in P-12 grade settings.

6. **Educator Preparation Committee** – a group of faculty from the EPP and support staff from Judson College (**ALSBE Rule 290-3-3-.02(2)**). This committee’s duties are as follows:

- a. To provide guidance to the EPP.
- b. To approve policy and program changes.
- c. To make recommendations to the Head of the Education Preparation Provider on candidate admission into the Educator Preparation Program.

7. **Educator Preparation Provider (EPP)** – the entity responsible for the preparation of educators. The word “provider” may be used in lieu of educator preparation provider or EPP (**ALSBE Rule 290-3-3-.01(19)**)

8. **Educator Preparation Program** - a formal program to which all education majors are required to be admitted. Teacher candidates must be formally admitted to the Educator Preparation Program upon successful completion of all admission requirements. The requirements for admission, for retention, and for completion of the Educator Preparation Program are outlined within this handbook.

Policies for Certification Programs

Teacher candidates enrolled in the licensure programs at Judson College are accountable to all of the academic policies in the current *Judson College Academic Catalog* as well as the policies mandated by the Alabama State Board of Education and the Alabama Department of Education. As updates are provided to the EPP, the information will be shared with teacher candidates. Any certification-related changes, including, but not limited to changes in testing requirements, grade point average expectations, and program checklists supersede adherence to the *Academic Catalog*.

Judson College offers six degree programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level) (**ALSBE Rule 290-3-3-.01(2)**).

CLASS B CERTIFICATION PROGRAMS
Elementary Education K-6
Music Education, Vocal/Choral Only P-12
Secondary, English/Language Arts Education 6-12
Secondary, General Science Education 6-12
Secondary, General Social Science Education 6-12
Secondary, Mathematics Education 6-12

Student Advising

Teacher candidates are responsible for scheduling conferences each semester with their advisors to ensure they are completing all coursework as prescribed by the current degree plan checklist approved by the ALSDE. Additionally, elementary education majors are advised to follow the *Elementary Advising Worksheet* located in this handbook to ensure that they meet the minimum general education course requirements efficiently in order to qualify for acceptance to the Educator Preparation Program and to progress in the program.

Transfer Credit

Judson College accepts academic credit from regionally accredited institutions of higher education as well as credit earned through AP, CLEP, DANTES and IB prior to initial enrollment. No more than sixty-four (64) semester hours (or the equivalent quarter hours) may be accepted for transfer credit from a regionally accredited community and/or junior college. All appropriate credits will be evaluated and transferred on a course-by-course basis. No course(s) will be transferred in which a grade below a "C" was earned. Transfer credits are not included in the student's GPA, and the GPA calculated on the Judson transcript is computed solely from the courses completed at Judson.

Please note that all prior non-US coursework must be evaluated by World Education Services and results sent to Judson College. Costs for the coursework evaluation are the responsibility of the student, parent, or sponsor (**ALSBE Rule 290-3-3-.02(6)(a)(3)**).

Two-year college courses which parallel Judson upper-level (300-400) courses may transfer but will not count toward the requirements for junior-senior (300-400) hours in the major or the degree. Developmental and/or remedial classes will not be accepted as transfer credit nor will the hours earned apply to any degree program offered by Judson College. No remedial courses can be used to meet approved program requirements (**ALSBE Rule 290-3-3-.02(6)(a)(4)**). Professional education courses (professional studies or teaching field courses) to be applied toward Alabama Educator Certification (300- or 400-level courses at Judson) will not transfer from a two-year college (**ALSBE Rule 290-3-3-.02(6)(a)(2)**).

All professional studies and teaching field courses are subject to approval by the ALSDE and the Head of the EPP prior to transfer. Teacher candidates are responsible for providing to the EPP syllabi for each course taken at another university which they wish to be considered for transfer credit.

If an individual completes a Class B program at Judson and wants to return to Judson for a new Class B program, professional studies courses common to both approved checklists are not subject to the Judson EPP five-course limit prior to admission to the education program. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission to the education program. No coursework used to meet Class B certification requirements can be used to meet Class A certification requirements (**ALSBE Rule 290-3-3-.02(6)(a)(5)**).

Retention of Student Records

The EPP will retain student records for seven years after the ALSDE issues initial certification to a Judson College Teacher Education Candidate. Please note that a candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion (**ALSBE Rule 290-3-3-.02(6)(a)(6)**).

The EPP will retain student records for one year from the date in which a student who is no longer pursuing an education degree completed an education course.

EPP Accountability

Judson College guarantees the success of the teacher candidates who complete the approved programs, who are certified by recommendation of the College, and who are employed in their area(s) of specialization in an accredited private or public school in the state of Alabama. Judson College will provide remediation, at no cost, if a graduate receives less than a satisfactory rating on principal or school evaluations during the first two years of her professional certification period. This warranty is valid for the two years following the date listed on the initially issued teaching certificate. Judson College will not be required to provide remediation after the first two years of certification (**ALSBE Rule 290-3-3-.02(6)(h)1**).

Assessment

The assessment system for programs in the EPP flows from the EPP's conceptual framework as well as national and state standards for program approval and accreditation. Teacher candidates are engaged in an on-going maturation process that prepares candidates to make informed decisions based on sound content knowledge and best pedagogical practices (**ALSBE Rule 290-3-3-.02(5)**).

The EPP's assessment system is *developmentally focused* using a variety of formative assessments. Emphasis on continual growth is reflected in the conceptual framework. By regularly collecting and analyzing data on applicant qualifications, candidate performance, and EPP operations, the EPP can regularly assess teacher candidates and programs for improvement.

The EPP assessment system is *standards-based* with the expectation that all candidates will develop increased proficiency, meeting national and/or state standards. Candidates for initial teacher certification in teaching are expected to develop proficiency with the *Alabama Core Teaching Standards, Alabama Continuum for Teacher Development, and Interstate Teacher Assessment and Support Consortium*.

The EPP assessment system includes the collection of *multiple forms of data* such as GPAs, test scores, interview data, benchmark assignment data, key assessment scores, and performance observation data.

The EPP assessment system includes the collection of data at *multiple program junctures*: entry, progression through blocks, program completion, and follow-up into practice. Additionally, the EPP maintains records to ensure that each accepted cohort of Class B program candidates meets or exceeds the minimum grade point average of 3.0 (**ALSBE Rule 290-3-3-.02(3)(b)(1)**).

Discontinuation of Programs

If the EPP chooses to discontinue a program or place it on inactive status, the Head of the Education Department will give written notification of this decision to the Alabama State Superintendent of Education. The notification will include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status. Receipt of that notification will be confirmed by the State Superintendent of Education. No other candidates will be admitted to the program (**ALSDE Rule 290-3-3-.02(6)(h)(3)**).

Judson College Distance Learning Program for Education Majors

The Judson College EPP offers the following degrees through the distance learning program: Elementary Education, Music (Choral Only), Secondary English/Language Arts Education, and Secondary Social Science Education. Additionally, the EPP offers the four required courses for provisionally certified teachers seeking a professional certificate. Each of the degrees leads toward Alabama Class B certification. All supervised field experiences must be completed in Alabama.

All education faculty teach distance learning courses for each of the on-campus courses they are teaching within a semester. Distance learning courses are only offered if the course is being offered on campus to ensure that EPP faculty can adequately supervise and meet the learning needs of teacher candidates and because DL teacher candidates are members of a cohort of students progressing together through the program.

The information provided in the *Judson College Educator Preparation Program Handbook* is intended to assist teacher candidates in understanding the responsibilities, policies and procedures governing the EPP. Other communication will be conducted through Moodle, email, online and phone conversations as needed. The course professor may talk with the cooperating teacher to monitor classroom progress, and the course professor will observe lessons taught in field experiences (through Zoom, video recordings, or by visiting the school). Many of the forms for admission and retention to the Educator Preparation Program require teacher candidates to contact the Certification Officer for guidance and assistance. Just as the on-campus teacher candidates have an academic advisor, the distance learning teacher candidates will also be assigned an advisor to direct and aid them as they pursue their degree.

Course Structure for Distance Learning Teacher Candidates

Once accepted into the Educator Preparation Program, the Distance Learning student will adhere to the Judson College regular semester system. All contracted courses must be completed during the regular semester. Contract start and end dates reflect the first day of the semester and the last day of finals. All work must be turned in to the instructors by this end date for them to grade the work and provide the Distance Learning office with the student's grade. All policies pertaining to Drop/Add, Incompletes, etc., will be based upon those stated in the *Judson College Academic Catalog*, *Educator Preparation Handbook*, and *Distance Learning Student Handbooks*. It is imperative that DL students prepare to begin a semester several weeks prior to the start of the term to ensure that all paperwork and billing are completed before the first day of the term.

Commencement Policy for Distance Learning Teacher Candidates

In order for a distance learning student to be eligible to participate in the Judson College graduation ceremony, she must have been enrolled in classes on the campus of Judson College for a minimum of two semesters in residency or as a commuter student. Distance learning students who have not

completed classes on the campus of Judson College may not participate in graduation. Upon completion of their academic program, these distance learning students will receive their degree in the mail.

Testing Requirements

Alabama Educator Certification Assessment Program

To ensure that teacher candidates possess the content knowledge and pedagogical practices to effectively teach, they must successfully complete the Alabama Educator Certification Assessment Program (AECAP) prior to recommendation for certification. Each assessment has a prescribed time to be completed for continued progression in the program and to graduate from the Judson College Educator Preparation Program.

All test scores must be reported electronically to Judson College (ACT scores and/or Praxis scores). All tests for admission, retention, and progression taken while at Judson must be submitted electronically to both Judson College and to the Alabama State Department of Education. The Judson score code for Praxis is 1349, and the Alabama State Department of Education Code for Praxis is 7020. It is critical that the candidate registers with the correct social security number.

Testing Requirements for Admission to the Educator Preparation Program

Judson is seeking approval of our programs from the Council for the Accreditation of Educator Preparation (CAEP), therefore, in addition to the Alabama State Department of Education guidelines, we are also aligning our requirements with the CAEP rules for selection and retention of teacher candidates. To be admitted to the Judson College EPP, a candidate must score in the top 50th percentile on the ACT or the Praxis Core in each of the following three areas: reading, mathematics, and writing. For admission to the EPP during the 2020-2021 year, the required scores are as follows.

Required Score for Admission to Judson EPP		
Area	ACT Score Needed	Praxis Core Score Needed
Reading	22	168 on Test 5713
Writing	7	165 on Test 5723
Mathematics	22	175 on Test 5733

A composite score cannot be used to satisfy the admission criteria. Candidates admitted to Judson with the requisite ACT scores do not have to take the Praxis Core. If a candidate is admitted to Judson with the required ACT score in any area, she may only retake the necessary sections. Scores from ACT and Praxis Core may be interchanged.

For example, if a candidate is admitted to Judson with an ACT score of 25 in reading, a 20 in mathematics, and a 6 in writing, then she could take only the Praxis Core mathematics and Praxis Core writing portions.

Guidance will be offered to candidates to register for the Praxis Core during the course EDU 301 Curriculum Design. Candidates pay a course fee to cover the administration of one Praxis Core test. Any subsequent retakes are the sole responsibility of the teacher candidate. The course fee will not be refunded for candidates that have secured passing scores prior to enrolling in EDU 301; any unused testing fees will be applied toward study resources for content area tests.

Testing Requirements for Admission to Clinical Practice

Praxis II Content Knowledge Test

The Praxis II content area test is a precondition for teacher certification in the State of Alabama. Judson College requires that teacher candidates achieve the minimum passing score on the Praxis II in their content field prior to being admitted to clinical practice. Scores must be reported electronically to Judson College and the ALSDE. For fall clinical practice, passing scores must be received no later than July 1. For spring clinical practice, passing scores must be received no later than one month before the final day of the fall semester classes.

To register for the Praxis II, go to www.ets.org/praxis. The course fee for EDU 308, EDU 412, EDU 413, EDU 415, EDU 416, or MUS 308 will cover one administration of the Praxis Core. Should a teacher candidate not successfully pass all portions of the Praxis Content Knowledge exam, she must be prepared to pay the prescribed fee when registering again for the test.

Praxis II Teaching Reading

All elementary education majors are required to take the Praxis II Teaching Reading examination prior to being admitted to clinical practice. This test is a precondition for teacher certification in the State of Alabama. Scores must be reported electronically to Judson College and the ALSDE. For fall clinical practice, passing scores must be received no later than July 1. For spring clinical practice, passing scores must be received no later than one month before the final day of the fall semester classes.

To register for the Praxis II, go to www.ets.org/praxis. The course fees for EDU 318 and EDU 410 will cover one administration of the Praxis Teaching Reading exam and will also pay for Praxis practice materials. Should a teacher candidate not successfully pass all portions of the Praxis Teaching Reading, she must be prepared to pay the prescribed fee when registering again for the test.

Praxis Exam Alabama Requirement List

The following chart provides information related to the Alabama-prescribed Praxis tests for each major. The Praxis tests of the AECAP measure general and subject-specific knowledge and teaching skills.

Although multiple tests may be similarly named, the teacher candidate is responsible for registering for the exam required by the Alabama State Board of Education. The current list is available at the ALSDE website, on the Praxis registration website, and within this handbook.

To register for the Praxis online go to <http://www.ets.org/praxis/al/>. Indicate the Alabama State Department of Education and Judson College as a score recipient. Judson College Code: 1349, Alabama State Department of Education Code: 7020

Admission to the Program	Core Academic Skills for Educators Test Titles	Test Code	Passing Score
All teacher candidates in every major	Reading	5713	168
	Writing	5723	165
	Mathematics	5733	175

Elementary Major	Test Titles	Test Code	Passing Score
Elementary Education for Candidates Admitted to the Program Prior to September 1, 2020	Elementary Education: Content Knowledge (The overall test is 5001 and includes four subtests. Each subtest must be passed. Register first for the 5001 exam. If you need to retake a subtest, sign up for only that portion.)	5001 Overall Test	Must pass each subtest
		5003 Mathematics Subtest	157
		5002 Reading Language Arts Subtest	157
		5005 Science Subtest	158
		5004 Social Studies Subtest	154
	Teaching Reading	5205	159

Elementary Major	Test Titles	Test Code	Passing Score
Elementary Education for Candidates Admitted to the Program On or After September 1, 2020	Elementary Education: Content Knowledge (The overall test is 5901 and includes three subtests. Each subtest must be passed. Register first for the 5901 exam. If you need to retake a subtest, sign up for only that portion.)	5901 Overall Test	Must pass each subtest
		5903 Mathematics Subtest	157
		5905 Science Subtest	158
		5904 Social Studies Subtest	154
	Teaching Reading	5205	159

Secondary Major	Test Titles	Test Code*	Passing Score*
English Language Arts	English Language Arts: Content Knowledge	5038	167
General Science	General Science: Content Knowledge	5435	152
General Social Science	Social Studies: Content Knowledge	5081	155
Mathematics	Mathematics: Content Knowledge	5161	160
Music (Choral, P-12)	Music: Content Knowledge	5113	161

*Be certain to confirm code and passing score at time of test administration.

Testing Requirements During Clinical Practice for Completion of Program and Application for Certification

edTPA

The edTPA is a comprehensive performance assessment of a teacher candidate's ability to teach. Passing scores are required on the edTPA exam for Alabama initial teacher certification, and candidates must successfully complete edTPA to graduate from the education program. Scores must be reported electronically to Judson College and to the ALSDE.

Registering for the edTPA is a component of clinical practice and will be directed by the college supervisor. The practice teaching fee associated with EDU 404, 407, or 409 will cover one administration of the edTPA. Should a teacher candidate not successfully pass all portions of the edTPA, she must be prepared to pay the prescribed fee when registering again for the test. To register for the edTPA, go to https://www.edtpa.com/PageView.aspx?f=GEN_Register.html.

Judson College Educator Preparation Provider Policies

Judson College Email and Text Messaging

Judson College email is the official means of communicating with teacher candidates. Important information is provided to education students on a regular basis. Teacher candidates are responsible for checking their Judson College email account on a daily basis, and they are expected to respond to calendar invitations sent by the EPP in a timely manner. Failure to check Judson College email will not be accepted as an excuse for missing deadlines and may result in receipt of a *Professional Dispositions Deficiency Report*.

Dress Code Policy

Candidates are representatives of the Judson College Education Department, and should represent the College well in deportment and dress. Teacher candidates must adhere to the student/faculty dress code of the district and school. Professional dress is expected of teacher candidates during all clinical experiences and EPP-sponsored events. This dress is expected when we invite guest speakers to campus and when teacher candidates travel to interact with school professionals (ex. professional development opportunities, school board meetings, service learning projects, etc.). When in the field experience school, candidates must wear only natural hair colors and are limited to traditional ear piercing (i.e., tattoos, additional piercings, unnatural hair tinting, unusual/distracting adornments are not allowed). If the teacher candidate's appearance disrupts the flow of the learning environment, she may be dismissed from school grounds.

Teacher candidates may adhere to P-12 personnel dress codes on special school days such as field day, field trips, fun runs, etc. On a typical field experience or clinical practice day, even on Friday placements, teacher candidates are expected to wear professional dress. For more details regarding professional dress, see the *Judson College Student Handbook*.

Representing Judson College

Judson College teacher candidates are representatives of the College and of the Judson College EPP. Therefore all public behavior, particularly that which occurs within P-12 placement schools reflects upon the EPP. Teacher candidates are expected to follow the *Alabama Educator Code of Ethics* and the *Judson College Professional Dispositions* at all times. In addition to the major tenets of the EPP's conceptual framework, teacher candidates must be especially wise and mature with social media and with all online interactions. Teacher candidates should treat all internet conversations, postings, and materials with the awareness that the information is creating a digital resume for potential employers to review. Additionally, teacher candidates should restrict cell phone use so that it is never a distraction to P-12 learners, to cooperating teachers, or to college peers. This expectation is true for the education classroom as well as all general studies courses. Cell phones should never be used during the instructional period unless expressly requested by the cooperating teacher or faculty member. Teacher candidates must maintain professional behavior in all interactions with P-12 students. Teacher candidates may not directly contact students outside of school hours, may not communicate directly

with students or their families except through cooperating-teacher approved letters, and may not interact with P-12 students on social media. Teacher candidates may neither administer nor serve as a witness for the administration of corporal punishment.

Other major responsibilities of representing Judson College include punctual, regular, and professional attendance at field experience and clinical practice assignments and at EPP events. Furthermore, teacher candidates are responsible for adhering to the field experience schedule determined by the course professor, in conjunction with the EPP and the cooperating teacher. If a teacher candidate must miss a scheduled field experience appointment, it is the candidate's professional responsibility to contact the cooperating teacher, the professor of the course, and the Certification Officer. Excessive absences from field experience, clinical practice, and/or EPP events is not acceptable. Failure to comply with the expectations of a representative of Judson College will result in the receipt of a *Professional Dispositions Deficiency Report* and may prevent a candidate from progressing within the education program.

Professional Disposition Deficiency

Should a teacher candidate display behavior not fitting the expectations outlined in Alabama Educator Code of Ethics, *Judson College Student Handbook*, *Judson College Professional Dispositions*, or described in this handbook, the candidate may receive a *Professional Disposition Deficiency Report*. The candidate will meet with her advisor and design a plan for correction. Should a teacher candidate receive three *Professional Disposition Deficiency Reports*, she will be removed from the educator preparation program and will be unable to complete an education degree at Judson College.

Web-Based Course Management System

Judson College uses Moodle as the internet tool for course management. All teacher candidates are expected to access the Moodle Room for their enrolled course.

Admission, Retention, and Completion Requirements of the Educator Preparation Provider

Admission to the Educator Preparation Program

Students must declare an education field as their academic major in the Registrar's Office and in the Certification Office in the EPP. Admission to Judson College does not qualify a student for admission to the Educator Preparation Program (**ALSBE Rule 290-3-3-.04(3)(a)1**). Students seeking admission to the Educator Preparation Program must first meet all the requirements, which are outlined below.

To formally begin the admission process, the candidate must complete the *Application to the Educator Preparation Program* and schedule with the Certification Officer an appointment for the *Educator Preparation Program Written Exam* and *Oral Interview*. Upon completion of the application process, the teacher candidate will be notified in writing whether the candidate's admission to the Educator Preparation Program has been accepted (**ALSBE Rule 290-3-3-.04(3)(a)1**). Admission to the Judson College Educator Preparation Program occurs at two points during the academic year: one week prior to the start of the fall semester or January 1. (**ALSBE Rule 290-3-3-.02(3)(b)(1)**).

Requirements for Admission to the Educator Preparation Program

1. Submit the *Application to the Educator Preparation Program* form to the Certification Officer (**ALSBE Rule 290-3-3-.04(3)(a)(1)**).
2. Complete a clear Criminal History Background check including fingerprinting submitted to Alabama Bureau of Investigations and Federal Bureau of Investigations (**ALSBE Rule 290-3-3-.04(3)(a)(2)(i)**).
3. Earn scores in the top 50% on a nationally normed assessment in reading, writing, and mathematics (Praxis Core or ACT).
4. Possess a minimum grade point average (GPA) of 3.0 overall in all Judson-completed courses, 3.0 in professional studies courses with no grade below a "C," and 3.0 in teaching field courses (**ALSBE Rule 290-3-3-.04(3)(a)(2)(iv)**) and (**ALSBE Rule 290-3-3-.02(3)(b)(1)**). The degree course checklists provide the specific course designations.

Remedial courses cannot be used to meet approved program requirements and cannot be calculated to meet GPA requirements (**ALSBE Rule 290-3-3-.04(3)(a)(2)(v)**).

5. Complete, with a score of 2.0 or better, the *Educator Preparation Written Exam*.
6. Complete, with a score of 2.0 or better, the *Educator Preparation Oral Interview* based on the applicant's dispositions and interests in a successful teaching career.
7. Complete at least 15 field experience hours, indicating dedication to learning through classroom experiences.
8. Complete a minimum of 48 hours of general studies coursework with a cumulative GPA of 3.0 or higher. For elementary education majors, the 48 hours should include 12 hours with a final grade of C or better in all courses completed in each of the following areas: English/language

arts, mathematics, science, and social studies (designated as ENG, MAT, BIO/CHE/GLY/PHY, and HIS/BUS/PSY/SOC/SWK; transfer courses will be evaluated based on the course titles and descriptions).

9. Complete no more than 15 hours of selected education coursework designated on the appropriate degree checklist. Non-designated courses may be approved by the Head of the EPP prior to admission to the Educator Preparation Program by written request of the teacher candidate. To enroll in a non-designated course prior to formal admission to the program, the teacher candidate must sign and submit an *Entrance Waiver Form* to the Head of the Education Department providing a rationale for the need for an exception and indicating understanding that the education courses for which she is enrolled will not count toward another major at Judson College.
10. Sign the *Assumption of Risk, Release, Hold Harmless and Indemnity Agreement*.

A candidate must meet all the requirements to be admitted to the Educator Preparation Program (**ALSBE Rule 290-3-3-.04(3)(a)3**). The student will be notified in writing if the application for admission to a specific Educator Preparation Program is accepted (**ALSBE Rule 290-3-3-.04(3)(a)1**).

Requirements for Retention in the Educator Preparation Program

Once admitted to the Educator Preparation Program, the teacher candidate must continue to adhere to the Alabama State Department of Education and the Judson College Education Department requirements to proceed toward Class B teacher certification (**ALSBE Rule 290-3-3-.02(6)(a)9**). Requirements may change during a teacher candidate's matriculation, and those changes are shared in the *Academic Catalog*, this *Handbook* and in department meetings with the candidates. It is important that candidates attend all education department sponsored meetings.

1. Possess a minimum grade point average (GPA) of 3.0 overall in all Judson-completed courses, a minimum 3.0 GPA in professional studies courses, and a minimum 3.0 GPA in teaching field courses (**ALSBE Rule 290-3-3-.04(3)(a)(2)(iv)**) with a cohort GPA that meets or exceeds the minimum grade point average of 3.0 (**ALSBE Rule 290-3-3-.02(3)(b)(1)**). The degree course checklists provide the professional studies and teaching field course designations.
2. Earn a final grade of "C" or better in all professional studies courses
3. Earn satisfactory scores on the *Judson College Professional Dispositions Assessment Form* (**ALSBE Rule 290-3-3-.01(17)**).

Admission to Clinical Practice

Upon receipt of the *Clinical Practice Application Form* (**ALSBE Rule 290-3-3-.04(3)(c)**), a review of the teacher candidate's file is made for completion of all prerequisites.

Requirements for Admission to Clinical Practice

1. Complete all the degree program's required courses, apart from clinical practice, by the end of the semester or academic year in which the clinical practice application is submitted. Hours will vary according to the program.
2. Maintain a minimum 3.0 GPA overall, in professional studies, and in the teaching field (**ALSBE Rule 290-3-3-.04(3)(c)2**) with a cohort GPA that meets or exceeds the minimum grade point average of 3.0 (**ALSBE Rule 290-3-3-.02(3)(b)(1)**). The degree course checklists provide the professional studies and teaching field course designations.
3. Earn a final grade of "C" or better in all professional studies courses.
4. Demonstrate evidence of satisfactory competence during the field experience assignments and have completed a minimum of 150 hours of field experience (with a goal of 200 hours).
5. Document a passing score on the Praxis II content knowledge exam in the specific teaching field.
6. Document a passing score on the Praxis Teaching Reading exam – elementary education majors only.
7. Clear a Criminal History background check with Alabama Bureau of Investigations and the Federal Bureau of Investigations (**ALSBE Rule 290-3-3-.04(3)(a)(i)**).
8. Sign the *Assumption of Risk, Release, Hold Harmless and Indemnity Agreement*.

In rare cases, with the permission and at the professional discretion of the Head of the Education Department in consultation with the Vice President of Academic Affairs, a student may be allowed to complete a final course along with clinical practice.

Completion of the Educator Preparation Program

The following guidelines direct completion of the education degree at Judson College

- Earn a passing score on the edTPA (cut scores differ based on program).
- Successfully complete all components of clinical practice.
- Complete the Quality Enhancement Plan requirements of Judson College.
- Upon completion of the Program which includes a bachelor's degree in an approved program, teacher candidates must presently have a minimum 3.0 grade point average (general studies, professional studies, and teaching field) and a grade of "C" or better in all professional studies courses (**ALSBE Rule 290-3-3-.04(3)(c)2**).
- Teacher candidates should schedule an appointment with the Certification Officer to submit certification documents, including the application fee, to the Alabama State Department of Education.
- Teacher candidates should request credit audits and complete diploma cards with the Registrar of the College.

Applying for Alabama Teacher Certification

Applications for certification are available from the Alabama State Department of Education (ALSDE) and the Certification Officer directs the application process for teacher candidates. The Certification Officer represents the EPP and certifies to the ALSDE that an applicant for a certificate has successfully completed all requirements of the approved program for the certificate sought and is recommended for certification (**ALSBE Rule 290-3-3-.02(g)(2)**). Candidates must work with the Certification Officer to complete and submit the certification documents to the ALSDE. Candidates should not submit any part of the application packet directly to the Alabama State Department of Education.

To be recommended for certification, teacher candidates must have fulfilled all the retention criteria in addition to the following expectations. Candidates are required to provide an official transcript documenting an earned bachelor's degree (**ALSBE Rule 290-3-3-.04(3)(c)1**) with a minimum GPA of 3.0 overall, 3.0 in the teaching field, and 3.0 in professional studies courses with no grade below a "C" in professional studies courses (**ALSBE Rule 290-3-3-.04(3)(c)(2)**). Applicants must have successfully completed all clinical practice requirements. Applicants must meet all requirements of the Alabama Educator Certification Assessment Program as a precondition for certification (**ALSBE Rule 290-3-3-.04(3)(d)**). Applicants must provide the Certification Officer with an application, completed on the Alabama State Department of Education website, and provide the Certification Officer with a receipt of application payment. The application fee can be paid online at <https://www.alabamainteractive.org/education/>.

A teacher candidate has up to 60 calendar months from program completion to apply for Alabama certification (**ALSBE Rule 290-3-3-.01(4)**). A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion (**ALSBE Rule 390-3-3-.02(6)(a)(6)**).

Once the Class B Certificate is awarded, it is valid for five years and is renewable based on compliance with state requirements. Certification requirements are subject to change by the Alabama State Board of Education. Any changes will be shared with teacher candidates during called department meetings, through updates to the *Academic Catalog*, and through revisions to this handbook, which will be posted on the Judson College website.

Verification of Degree Forms

Teacher candidates completing the teacher certification program may find that verification of their credentials is required by a prospective employer or graduate program. A *Verification of Degree Completion Form* may be requested from the Registrar. Teacher candidates should return the completed form with a self-addressed stamped envelope to the Office of the Registrar. Please note: *Verification of Degree Completion Forms* will not be issued until all final grades are posted and a certification application is processed and mailed to the Alabama State Department of Education.

Continuum of Field Experiences through Clinical Practice

The EPP, school partners, and other members of the professional community, including faculty in academic disciplines, design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Field experiences and clinical practice are an integral part of the strong rapport that exists among Judson College teacher candidates, the EPP, and area schools. The Judson College EPP works closely with partnership schools in Perry County, Bibb County, Dallas County, Selma City, Hale County, Shelby County, and Hoover City along with other school districts throughout the state of Alabama to partner and plan experiences of sufficient depth, breadth, diversity, coherence, and duration to prepare teacher candidates for making a positive impact on the education of P-12 grade students (**ALSBE Rule 290-3-3-.02(2)(c)**).

The partnership settings include Alabama P-12 students with exceptionalities and students from diverse ethnic, racial, gender, linguistic, and socioeconomic groups in multicultural, rural, and urban/suburban schools. Field experiences and clinical practice provide the EPP and area schools with the opportunity to collaboratively build new and strengthen existing relationships that result in teacher candidates who are not only well qualified, but who are also leaders in P-12 classrooms. The development and planning of field experiences and practice are aligned with goals, objectives, and requirements of courses and programs within the EPP. An important goal of the field experience continuum is for teacher candidates to gradually assume responsibility for teaching. Therefore, teacher candidates move from focused observations, tutoring, teaching isolated lessons, co-teaching, and teaching demonstrations to assuming responsibilities of full-time teaching in the clinical practice semester (**ALSDE Rule 290-3-3-.02(2)**). The EPP and its school partners jointly determine specific placements of candidates for experiences in P-12 schools. Integrating pedagogical knowledge with experiences in schools puts theory into practice (**ALSBE Rule 290-3-3-.02(2)**).

Teacher candidates are required to document at least 15 hours of field experience in block one, 30 hours in block two, and 42 hours of direct field experience with P-12 students during each of blocks three, four, and five – the blocks of courses prior to the clinical practice semester. Candidates must provide their own transportation to field experiences.

The EPP endeavors to include both opening and closing of a school year fieldwork experiences whenever possible. Teacher candidates should complete the appropriate document – *First Days of School Year Form*, *Closing Days of School Year Form*, *First Two Weeks of School Form* (secondary only), and the *Field Experience Log* – during each field placement. Teacher candidates should maintain a copy of each of the forms of documentation for the field experience, and they should also submit the original completed form to the Certification Office. Field experience logs are due by the last day of the final exam period each semester.

The EPP provides an extensive, comprehensive, and systematic approach to field experiences and clinical practice. Upon completion of Block V, Judson College teacher candidates in a Class B

program shall have participated in a minimum of 150 hours of field experience; however, the EPP at Judson College fully seeks to have teacher candidates complete a minimum of 200 hours.

All field experiences should be within the teacher candidate's field of instructional support; however, candidates sometimes change education disciplines (ex. secondary math to elementary education). Therefore, a minimum of half of all field experience hours must be completed in the proper age range for the candidate's certification area (**ALSBE Rule 290-3-3-.02(6)(e)(1)(iii)**).

Although most field experiences occur in P-12 schools within the field of study in which the teacher candidate is seeking certification, additional field experience hours designed by the professor or the EPP shall facilitate candidates' development as professional educators (**ALSBE Rule 290-3-3-.02(6)(e)(1)(ii)**). For example, the purposes of the course or the EPP may be served through opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, attending ALSDE-sponsored meetings, attending educator professional development opportunities, and participating in education-related community events.

During the span of the field experience placement, the course professor will provide on-site monitoring and evaluation of field experiences with methods that include, but are not limited to, guiding candidates in preparing lesson plans, assigning reflection tasks, providing guided observation prompts, evaluating teacher candidate lesson plan delivery and conferencing with candidates. Distance learning teacher candidates often submit video-recorded lessons or Skype directly with the professor for evaluations, and professors also observe distance learning candidates in their placement schools.

Most of these field experiences occur in P-12 schools (**ALSDE Rule 290-3-3-.02(6)(e)(1)(ii)**). The fieldwork placements span all the grades for which certification is sought, and at least half of the field experiences shall be in the candidate's teaching field (**ALSDE Rule 290-3-3-.02(6)(e)(1)(iii)**).

The overarching aim of this judicious approach to fieldwork experiences is to ensure that teacher candidates receive feedback from the EPP, peers, and area schools regarding the design, delivery, and evaluation of the programs and the candidates' progress. The process uses multiple assessment measures that document patterns of performance over time. It allows both the cooperating teacher and the EPP to offer meaningful instructional feedback and to provide the support necessary for improvement. Through this process, teacher candidates explore, investigate, and refine pedagogical and professional knowledge, skills, and professional dispositions related to the art of teaching. The strategic approach uses multiple data sources of documentation and various evaluation tools that are responsive and supportive of the teacher candidates' needs (**ALSDE Rule 290-3-3-.02(1)**).

The EPP maintains records in the Certification Office of field experience observation forms, rubrics related to teaching experiences during field experiences, checklists, rating scales, and evaluations of the teacher candidates completed by the P-12 school personnel, faculty members, and the teacher candidate (**ALSDE Rule 290-3-3-.02(5)**). These information-gathering techniques provide for

meaningful support of the teacher candidates by the EPP and its P-12 partners (**ALSBE Rule 290-3-3-.02(6)(f)(5)**). Evaluation of student knowledge, skills, and dispositions during field experiences fulfills the goals of the EPP's conceptual framework.

Candidates collect data on student learning, analyze it, reflect on their work, and develop strategies for improving learning. A key component in good teaching is informed decision-making based on P-12 students' strengths, weaknesses, and needs. To this end, Judson College teacher candidates employ multiple and diverse criteria and documentation to evaluate learners. Candidates adjust teaching strategies based on students' assessments. Rich illustrations of commitment to improving student learning abound in varied collections of data with varied students in varied courses. For example, different courses require different forms of assessments (checklists, field notes, interviews, rubrics, reading inventories, performance evaluations, etc.), but common to all is the belief that assessment of student strengths, weaknesses, and needs lead to an enlightened teacher who plans meaningful instruction based on the information.

Teacher candidates utilize higher-level cognitive processes and effective instructional strategies to foster and develop thinking skills in the students they teach, to design lessons, and to evaluate lessons. Working with the Alabama Core Teaching Standards, teacher candidates provide College and Career Ready standards-based instruction as they progressively grow in their ability to effectively teach and to ensure that P-12 students master the content.

The EPP and its school partners design, implement, and evaluate field experiences and clinical practices that promote the growth and development of teacher candidates who are not only well qualified, but who are also "prepared for life and learning."

Please see the following Field Experience Progression Chart that outlines the gradual progression of expectations, assignments, and goals of field experience.

Field Experience Progression Chart – Elementary Education

Levels	Course	Minimum number of hours	Placement Requirements	Teaching Field Specific Knowledge, Skills, Dispositions To Be Developed	Assignments
Semester 1					
Block I	EDU 201	15 Hours for Block	Rural, Poverty Placement in Perry County Schools	Professionalism, Interview teacher, Plan and teach first lesson	Field Experience Packet
Semester 2					
Block II	EDU 301	15 Hours for Block	Rural, Some racial diversity, Possibly language diversity Placement in Bibb County or Dallas County Schools	Backward design, Learning targets, Gradual release of responsibility, Behavioral objectives, Assessment for learning	1. School Board Reflection 2. Using Technology to Analyze Student Learning and to Plan Feedback
Semester 3					
Block III	EDU 303	42 Hours for Block	Rural, Poverty, Possible racial diversity, Possible language diversity Placement in Bibb County, Dallas County, or Hale County Schools If possible, placement in upper grades 4-6	Designing formal and informal assessments, Using assessment for decision making, Providing feedback to students, Interpreting standardized test score reports	1. Teacher interview 2. Interpreting standardized test score report 3. Analyzing a teacher-made summative assessment
	EDU 306			Identifying quality children's literature	Reading Mentoring Reflection Journal
	EDU 313			Techniques for creating rules with students, developing a classroom community, maintaining an orderly classroom, communicating with	1. iNow research project 2. Google Classroom Management Project

				students' parents	
Semester 4					
Block IV	EDU 308	42 Hours for Block	Suburban, mainly affluent, Racial and language diversity Placement in K-1 for Developmental Reading I	Teaching a social studies mini-unit that aligns with the context of the school placement	Social Studies Strategy Presentations
	EDU 309		Hoover City Schools	Teaching a math mini-unit and guiding students in a number talk	Number Talk Project
	EDU 318			Using diagnostic tools such as running records and benchmark assessments used by the placement school district to evaluate reader's skills	Literacy Assessment Case Study
	EDU 319			Teaching a mini-unit utilizing literature; may be combined with EDU 308	Sheltered Instruction Observation Protocol Project
Semester 5					
Block V	EDU 307	42 Hours for Block	If possible, placement in school and classroom to be used for first placement of clinical practice. Often the placement is in the student's home school district.	Teaching a variety of language arts lessons	1. Digital Tool Project 2. Arts Integration Mini-Lessons (2)
	EDU 310			Teaching three lessons, including health, and movement	1. Teacher interview 2. Science Reading Files
	EDU 410			Case Study project	Literacy Learning Segment
Semester 6					
Block VI	EDU 404	15 weeks of full-time	If possible, the first placement is the same as Block V.		

		attendance	During the second half of the semester, the candidate may remain in the same school or district, but they move to a different grade band (K-3 or 4-6)		
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Field Experience Progression Chart – Music Education and All Secondary Fields

Levels	Course	Minimum number of hours	Placement Requirements	Teaching Field Specific Knowledge, Skills, Dispositions To Be Developed	Assignments
Semester 1					
Block I	EDU 201 Introduction to Education	15 Hours for Block	Rural, Poverty Placement in Perry County Schools	Professionalism, Interview teacher, Plan and teach first lesson	Field Experience Packet
Semester 2					
Block II	EDU 202 Child and Adolescent Development	30 Hours for Block	Rural, Some racial diversity Placement in Bibb County, Dallas County, or Selma City Schools	Student observation, Study of research theories, Application of theories to child study	Developmental Learning Profile
	EDU 301 Curriculum Design			Backward design, Learning targets, Gradual release of responsibility, Behavioral objectives, Assessment for learning	School Board Reflection, Assessment of Student Learning
Semester 3					
Block III	EDU 303	42 Hours for Block	Rural, Racial diversity Placement in Bibb County, Dallas County, or Selma City Schools	Planning an assessment cycle, Evaluate student impact for continuous improvement	Field Experience Teacher Interview, Standardized Test Score Report Analysis, Teacher-made Test Analysis
	EDU 315			Identify students' funds of knowledge, Research how to design a culturally responsive classroom, Interview classroom teacher	Culturally Responsive Classroom Design Project

Semester 4					
Block IV	EDU 205	42 Hours for Block	Suburban, mainly affluent, racial and language diversity Hoover City Schools Observation at “newcomers” center in Jefferson County for language learners	Research exceptionalities, Plan lessons adapted to specific learner needs	Differentiating Instruction Lesson Plans
	EDU 314			Plan and teach a lesson on safety procedures, Techniques for creating rules with students, Developing a classroom community, Maintaining an orderly classroom, Communicating with students’ parents, Data management and materials distribution using technology (Power School, Google Classroom)	Google Classrooms Management Project
	EDU 319			Teaching a mini-unit utilizing literature; Observing and planning for English learners	Sheltered Instruction Observation Protocol (SIOP) Project
Semester 5					
Block V	EDU 412, 413, 415, 416 or MUS 308/309	42 Hours for Block	If possible, placement in school and classroom to be used for placement of clinical practice. Often the placement is in the candidate’s home school district.	Planning and teaching learning segment, Technology applications for teaching and learning, variety of media resources	Digital Tool Project

Field Experiences for Teacher Candidates Employed in their Field of Study

Teacher candidates who are employed in Alabama public schools or in Alabama accredited private or charter accredited schools are permitted to complete field experiences in their fields of study on the job. In such instances, the teacher candidate must be assigned a cooperating teacher who monitors and guides the teacher candidate. The placement must be intentionally planned with specific purposes and assignments related to the coursework the candidate is completing (**ALSBE Rule 290-3-3-.02(6)(e)(1)(i)**).

The employed teacher candidate must complete substantial field experiences in diverse settings; therefore, the candidate must complete either a First Day of School Experience (elementary), First Two Weeks of School Experience (secondary) or Last Days of School Experience. The opening or closing school field experiences must be completed in Alabama P-12 schools other than the candidate's own school of employment.

Professional Liability Insurance Coverage

Teacher candidates are encouraged to purchase professional liability insurance before completing any field and/or clinical experiences. Insurance may be obtained through membership in the Student Alabama Education Association (SAEA). Membership fees are determined by SAEA and are paid on a yearly basis. Candidates may complete their membership application online at www.myaea.org or a via telephone 1-800-392-5839.

Criminal History Background Check

Prior to beginning field experiences in P-12 schools within the field of study in which the teacher candidate is seeking certification, teacher candidates must receive a cleared suitability report. The candidate must 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 (**ALSDE Rule 290-3-3-.02(6)(d)(1)**).

Candidates must be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Teacher Certification Office (**ALSDE Rule 290-3-3-.02(6)(d)(2)**). Candidates are responsible for the nonrefundable, nontransferable fee (**ALSDE Rule 290-3-3-.02(6)(d)(3)**).

Candidates shall be issued a suitability determination from the State Superintendent of Education. The Certification Officer of the EPP must receive documentation of clearance of the criminal history background check prior to a student's participation in any EPP-sponsored field experience and prior to admission to a State-approved Educator Preparation Program (**ALSDE Rule 290-3-3-.02(6)(d)(4)**). Candidates whose suitability determination precludes admission to a State-approved Educator Preparation Program have the right to due process procedures in accordance with Revocation and Suspension of Certificates and Unsuitability Determinations (**ALSDE Rule 290-3-3-.02(6)(d)(2)**).

Specific Field Experience Opportunities Outside of Course Blocks and Clinical Practice

First Day of School Experience

Each education major is encouraged to observe in a classroom on the first day of school. *(The EPP strongly recommends that teacher candidates spend more than one day if possible. The teacher preparation day preceding the first day for the P-12 students would make an excellent additional day by giving the teacher candidate an opportunity to observe all that is necessary to get a class started. The second day of school will give the teacher candidate an opportunity to observe class management skills in action.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Teacher candidates may complete this experience in any school or city of their choice, but the Director of Clinical Practice or Certification Officer must make formal arrangements for the placement with the district's superintendent and the school principal. To begin planning for the placement, the teacher candidate must submit the *Application for a Specific Field Experience* in April, prior to the end of the spring semester. Teacher candidates should complete the *First Day of School Form*; have the form signed by the teacher and return the form to the Certification Office.

Teacher candidates will:

1. Spend one or more full days in a public or private school classroom.
2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students.
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate.
4. Complete the *First Day of School Form*.
5. Have the classroom teacher validate satisfactory completion of the experience by signing the field experience log.

First Two Weeks of School Experience

Because secondary education majors may be immersed in content area courses during one or more blocks of the education program, they generally require an additional block of field experience. To best fulfill the requirement of earning 150 and the goal of attaining 200 hours of experience prior to clinical practice, each secondary education major should observe in a classroom for the first two weeks of a school year beginning with the first day of school. *(The EPP strongly recommends that teacher candidates spend more than two weeks if possible. The teacher preparation day preceding the first day for the students would make an excellent additional day by giving the teacher candidate an opportunity to observe procedures to get a class started.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Teacher candidates may complete this experience in any school or city of their choice, but the Director

of Clinical Practice or Certification Officer must make formal arrangements for the placement with the district's superintendent and the school principal. To begin planning for the placement, the teacher candidate must complete the *Application for a Specific Field Experience* secure arrangements in April, prior to the end of the spring semester. Teacher candidates should complete the *First Day of School Form*; have the form signed by the teacher and return the form to the Teacher Certification Office.

Teacher Candidates will:

1. Spend two full weeks in a public or private school classroom. *A full week is defined as five full days from opening to closing of the school day.*
2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students.
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate.
4. Complete the *First Two Weeks of School Form*.
5. Have the classroom teacher validate satisfactory completion of the experience by signing the field experience log.

NOTE: Before beginning this clinical experience, teacher candidates must have completed the secondary methods course EDU 412, EDU 413, EDU 415, or EDU 416 unless approved by the Head of the EPP.

Last Days of School Experience

Each teacher candidate is encouraged to complete a last days of school field experience placement. *(The EPP strongly recommends that teacher candidates spend more than one day if possible. The teacher in-service day following the last day for the students would make an excellent additional day by giving the teacher candidate an opportunity to observe all processes in closing out a classroom and school year.)* The purpose of this experience is to observe ways the teacher finalizes records, organizes classroom materials, celebrates accomplishments with learners, manages student behavior through the final moments of the school year, and completes all forms and procedures required by the principal.

Teacher candidates may complete this experience in any school or city of their choice, but the Director of Clinical Practice or Certification Officer must make formal arrangements for the placement with the district's superintendent and the school principal. To begin planning for the placement, the teacher candidate must submit an *Application for a Specific Field Experience* in April, prior to the end of the spring semester. Teacher candidates should complete the *Last Days of School Form*; have the form signed by the teacher and return the form to the Teacher Certification Office.

Teacher candidates will:

1. Spend one full day in a public or accredited private or charter school classroom.

2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students.
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate.
4. Complete the *Last Days of School Form*.
5. Have the classroom teacher validate satisfactory completion of the experience by signing the field experience log.

Recording and Reporting all Fieldwork Experiences

All field experience logs should be completed and signed by the cooperating teacher during each field experience visit. Completed forms should be turned in to the Certification Office at the end of the semester. The teacher candidate should maintain her own file with copies of all field experience logs.

Clinical Practice Requirements by Certification Area

All Education Majors

The clinical practice is a 12-hour course that is a semester-length, full-time placement in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the teacher candidate progressing to the full responsibilities of the teacher. Prior to program completion, a candidate must teach full-time for at least five consecutive days (**ALSBE Rule 290-3-3-.02(6)(e)(2)(i)**); however, Judson College encourages teacher candidates to teach full-time for at least two weeks during the placement.

During the clinical practice, teacher candidates are assigned to cooperating teachers. To serve as a cooperating teacher for clinical practice, P-12 clinical faculty must be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization (**ALSBE Rule 290-3-3-.02(6)(f)(3)**).

If no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP Head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization (**ALSBE Rule 290-3-3-.02(6)(f)(3)**).

Elementary Education

For elementary education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels (**ALSBE Rule 290-3-3-.02(6)(e)(2)(vi)**).

Music Education, Choral Only, P-12 Certification

For candidates who are seeking certification in P-12 programs, the internship shall be divided between early childhood/elementary and middle/secondary grades (**ALSBE Rule 290-3-3-.02(6)(e)(2)(iv)**).

Majors in More than One Certification Area

For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g. mathematics and general science) (**ALSBE Rule 290-3-3-.02(6)(e)(2)(ii)**); however, if the two or more certification areas are in related fields, the internship may be divided between the two teaching fields (**ALSBE Rule 290-3-3-.02(6)(e)(2)(iii)**).

Teacher Education Resources

Kappa Delta Epsilon

Kappa Delta Epsilon is a national education honor fraternity. Judson College is proud to have a local chapter of KDE, Beta Rho. This chapter has been active on campus since 1982. Membership in the Kappa Delta Epsilon Beta Rho chapter is available to education majors with an overall GPA of 3.0 who have completed a minimum of 30 hours of coursework. Initiation ceremonies are held each fall semester.

Education/Classroom Lab – Jewett G22

The EPP has a resource room and laboratory located on the ground level of Jewett Hall which provides education-related materials and resources. The education lab's primary users are the faculty and teacher candidates in the Program. This resource lab is a combination of a classroom, resource room, and work center. The education lab is equipped with the following types of holdings, supplies and equipment:

- Content-area textbooks used in elementary and secondary schools
- Books and other materials on methods, activities, resources, and foundations of education
- Teaching kits, including teaching manipulatives
- FOSS, HASP, Investigations Curriculum kits that support AMSTI training
- Supplies for constructing teaching aids
- Hand operated Ellison™ die cut machine



Judson College

Educator Preparation Program Forms

Elementary Education Application to the Judson College Educator Preparation Program

Name: _____ AIM ID#: _____
Telephone: Cell: _____ Home: _____
Home Address: _____
City/State _____
Social Security Number: _____ Race: _____
Judson email: _____ Permanent email: _____

Requirements for Entrance into the Teacher Education Program Area

Have you taken at least 48 hours of coursework? Yes No

I have passed 12 hours of English with "C" or better Yes No

I have passed 12 hours of Math with "C" or better Yes No

I have passed 12 hours of Science with "C" or better Yes No

I have passed 12 hours of Social Studies with "C" or better Yes No

Do you have a GPA of 3.0 or better? (A 3.0 GPA must be maintained throughout the program, and your cohort must maintain a minimum 3.0 GPA) Yes No

Current GPA (find it in CAMS) _____

My fingerprints and background check have been completed. Yes No

I have successfully passed the Praxis Core or ACT in reading, writing, and mathematics. Date(s) Assessments Completed or To Be Completed: _____

I agree to follow all the guidelines in the *Judson College Educator Preparation Program Handbook* and to uphold the professional expectations of a Judson teacher candidate. I understand that I am expected to be an active participant in all Education Department events and that I will be required to complete AMSTI preservice teacher training in math and science. If I am a distance learner, I understand that I will not be able to participate in commencement exercises.

My signature indicates that I am eager to become a teacher, and I will do all within my ability to exemplify Christ as I strive to make a difference for our community, for my peers and faculty in all my courses, and for my cooperating teachers and K-12 grade students.

Signature: _____ **Date:** _____

Recommendations Area

Signature of a Faculty or Staff Member from a Department other than Education Who Knows You Well:

_____ Date _____

By signing this form, you indicate your recommendation for the teacher candidate to be accepted for admission into the Judson College Educator Preparation Program.

Certification Officer Section

Score for Written Exam _____ Score for Oral Interview _____ Scores of National Assessment:

Reading _____ Writing _____ Math _____

*Applicant will be notified in writing whether his/her application for admission to a specific teacher education program has been accepted.

Secondary Education Application to the Judson College Educator Preparation Program

Name: _____ AIM ID#: _____
Telephone: Cell: _____ Home: _____
Home Address: _____
City/State _____
Social Security Number: _____ Race: _____
Judson email: _____ Permanent email: _____
Content area: _____

Requirements for Entrance into the Teacher Education Program Area

Have you taken at least 48 hours of coursework? Yes No
Do you have a GPA of 3.0 or better? Yes No Current GPA (find it in CAMS) _____
My fingerprints and background check have been completed. Yes No
I have successfully passed the Praxis Core or ACT in reading, writing, and mathematics. Date(s) Assessments Completed or To Be Completed: _____

I agree to follow all the guidelines in the *Judson College Educator Preparation Program Handbook* and to uphold the professional expectations of a Judson teacher candidate. If I am a distance learner, I understand that I may not participate in Judson College commencement exercises.

My signature indicates that I am eager to become a teacher, and I will do all within my ability to exemplify Christ as I strive to make a difference for our community, for my peers and faculty in all my courses, and for my cooperating teachers and K-12 (music P-12) grade students.

Signature: _____ **Date:** _____

Recommendations Area

Signature of a Faculty or Staff Member from a Department other than Education Who Knows You Well:
_____ Date _____

By signing this form, you indicate your recommendation for the teacher candidate to be accepted for admission into the Judson College Educator Preparation Program.

Certification Officer Section

Score for Written Exam _____ Score for Oral Interview _____ Scores of National Assessment:
Reading _____ Writing _____ Math _____

*Applicant will be notified in writing whether his/her application for admission to a specific teacher education program has been accepted.

Judson College Educator Preparation Program Elementary Advising Guide

Year	Fall Semester	Spring Semester	Summer Terms
Freshman Courses	1) ENG 101 2) PSY 201 3) JUD 101 4) Math 5) Science 6)	1) ENG 102 2) HIS 104 3) PSY 201 4) Math 5) Science 6)	Evaluate need based on completion of 4X12 requirements for entrance to the program. *May enroll in HPE sport 4 times for 1-hour each.
Sophomore Courses	<u>Block I Courses - Perry County</u> 1) EDU 201 2) HIS 103 3) Literature 4) Math 5) Science 6)	<u>Block II Courses – Dallas County</u> 1) EDU 202 2) EDU 301 3) Literature 4) Math 5) Science – if needed 6)	Evaluate need based on completion of 4X12 requirements for entrance to the program. Must have completed 4X12 (all courses “C” or better with a minimum 2.75 to be admitted)
Sophomore Additional Requirements	Complete Background Clearance (\$50 fee charged to EDU 201)	1) Complete 4X12 2) Interview for entrance to education program 3) Fulfill ACT or Praxis Core testing requirements (\$150 fee charged to EDU 301)	
Junior Courses	<u>Block III Courses – Bibb County</u> 1) EDU 302 2) EDU 303 3) EDU 306 4) EDU 313 5) 6)	<u>Block IV Courses - Hoover City</u> 1) EDU 205 2) EDU 308 3) EDU 309 4) EDU 318 5) EDU 319 6)	Enroll in courses as needed.
Junior Additional Requirements		Take Praxis Elementary Multiple Subjects Exam (\$170 – fee charged to EDU 308) Take Praxis Teaching Reading exam (\$150 – fee added to EDU 318)	Be sure you have passed all three sections of Praxis Elementary Multiple Subjects Exam
Senior Courses	<u>Block V Courses</u> 1) EDU 307 2) EDU 310 3) EDU 410 4) EDU 417	<u>Block VI Courses</u> 1) EDU 404 – Clinical Practice	
Senior Additional Requirements	1) Be sure you have passed all Praxis testing requirements 2) Submit application for clinical practice	1) Submit edTPA exam (fee added to EDU 404) 2) Apply for certification	

*Prior to entrance into the educator preparation program, the elementary education major must earn a 3.0 minimum overall GPA and must complete a minimum of 48 credit hours including the following 4 X 12 requirements: complete 12 hours of English, 12 hours of social science, 12 hours or math, and 12 hours of science. All 4 X 12 courses must have a grade of “C” or better.

Judson College Educator Preparation Program Secondary and Music Advising Guide

This list outlines the education courses only. Teaching field general education courses must also be completed.

Year	Fall Semester	Spring Semester
Freshman Courses	No education courses	PSY 201 (to prepare for EDU/PSY courses)
Sophomore Courses	<u>Block I Courses – Perry County</u> EDU 201	<u>Block II Courses – Dallas County</u> 1) EDU 202 2) EDU 301
Sophomore Additional Requirements	Complete background check (\$50 fee charged to EDU 201)	1) Interview for entrance to education program 2) Interview for entrance to education program 3) Fulfill ACT or Praxis Core testing requirements (\$150 fee charged to EDU 301)
Junior Courses	<u>Block III Courses – Bibb County</u> 1) EDU 302 2) EDU 303 3) EDU 315	<u>Block IV Courses – Hoover City</u> 1) EDU 205 2) EDU 314 3) EDU 319
Senior Courses	<u>Block V Courses</u> Secondary Methods Course (EDU 412, 413, 415, or 416; or MUS 307)	<u>Block VI Courses</u> EDU 407 (Music), 409 (Secondary Subjects) Clinical Practice
Senior Additional Requirements	Complete Praxis II Content Knowledge Exam (\$120 - fee charged to methods course)	1) Complete edTPA exam (fee charged to EDU 407 or 409) 2) Apply for certification

***Prior to entrance into educator preparation program, the student must earn a 3.0 minimum overall GPA and must complete a minimum of 48 general education curriculum credit hours.**

****MUS 307 and 308 may be taken fall or spring of junior year or fall of senior year.**

Field Experience Log



Judson College Educator Preparation Program *"Teachers who are prepared for life and learning"*

Student's Name _____ Course Number(s) _____
 Semester _____ Block Number(s) _____
 Cooperating Teacher/Grade Level/School _____

Complete the log each time you attend field experience.

Date	Role During Field Experience (teaching, read aloud, small group facilitator, co-teach, aide, tutor, etc.)	Time In	Time Out	Total Hours	Cooperating Teacher Signature

Total field experience time completed _____

 Student's Signature

 Date

 Certification Officer's Signature

 Date

Professional Dispositions Assessment Judson College Department of Education
“Teacher candidates who are prepared for life and learning”

Teacher Candidate:	Block & Course #:	Date:
Cooperating Teacher candidate Name and Contact Email:	Field Experience School and Grade Level:	Signature of Teacher Candidate (indicates contents of assessment were reviewed with candidate):
		Signature of Reviewer:

Directions:

Please consider the teacher candidate’s professionalism over the course of the placement. Score each of the six standards by circling the score that best aligns with the candidate’s performance. Upon completion of the scores, please discuss the results with the teacher candidate, and provide her with suggestions for improvement in future terms. Then please sign the document, have the teacher candidate sign the document, and have her return it to the Judson College Certification Officer. Because she will debrief with you and sign the document, she can be trusted to return the form; however, feel free to scan and email it to Lsheek@judson.edu, if you prefer.

Standard 1	Accomplished – 4	Proficient – 3	Developing – 2	Beginning - 1
Judson College Teacher Candidates Respect Diverse Learners Judson College Vision [Teacher candidates] must be academically prepared for life and learning, always ready to exemplify the life and teachings of Christ.	The teacher candidate demonstrates a belief that all learners can achieve at high levels and persists in helping each learner reach his/her full potential and demonstrates patience and kindness when working with striving students.	The teacher candidate demonstrates a belief that all learners can learn and seeks to help each learner achieve standards.	The teacher candidate believes each learner can achieve standards but sometimes lacks patience or does not attend to differences.	The teacher candidate does not consider all students but instead adopts a “one size fits all” attitude.
Standard 1 Score:				
Standard 2	Accomplished – 4	Proficient – 3	Developing – 2	Beginning – 1
Judson College	The teacher	The teacher	The teacher	The teacher

Teacher Candidates Foster Student Motivation and Success Judson College Core Values: [Teacher candidates emphasize] the infinite worth of persons and the development of the full potential of each person at every stage in life.	candidate understands and respects learners' differing strengths and needs and regularly creates flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	candidate understands and respects learners' differing strengths and needs. The teacher candidate values and provides flexible learning environments that encourage learner exploration.	candidate understands that learners possess differing strengths and needs. The teacher candidate varies the learning environment.	candidate does not consider individual student needs. The teacher candidate's learning environment is static.
Standard 2 Score:				

Standard 3	Accomplished – 4	Proficient – 3	Developing – 2	Beginning - 1
Judson College Teacher Candidates Promote Student Safety and Well-Being Judson College Mission: Be persons of enduring faith and character who are eager to serve and to lead.	The teacher candidate is knowledgeable about school safety procedures and leads students effectively in challenging situations. The teacher candidate ensures that students are safe within the classroom environment, reinforcing a no-bullying policy and emphasizing students' respectful behavior toward the teacher, peers, and guests. The teacher candidate exemplifies respectful behavior toward faculty,	The teacher candidate ensures that students are safe within the classroom environment, reinforcing a no-bullying policy and emphasizing students' respectful behavior toward the teacher, peers, and guests. The teacher candidate demonstrates respectful behavior toward faculty, peers, and guests, in all College-related activities.	The teacher candidate ensures that students are safe within the classroom environment, reinforcing a no-bullying policy and emphasizing students' respectful behavior toward the teacher. The teacher candidate demonstrates respectful behavior toward faculty, in College-classroom activities.	The teacher candidate leaves students unattended or does not notice behavioral issues in the classroom. The teacher candidate is disrespectful to faculty, peers, and/or guest in College-related activities.

	peers, and guests, in all College-related activities.			
Standard 3 Score:				
Standard 4	Accomplished – 4	Proficient – 3	Developing – 2	Beginning - 1
Judson College Teacher Candidates Communicate Effectively Judson College Mission: Think critically and communicate effectively	The teacher candidate communicates professionally and frequently with the cooperating teacher and College faculty. All field experience expectations are shared in a timely manner. All College and Department-sponsored events are attended. All communications adhere to grammatical conventions and demonstrate respect for the recipient.	The teacher candidate communicates professionally with the cooperating teacher and College faculty. All field experience expectations are shared in a timely manner. All College and Department-sponsored events are attended. All communications adhere to grammatical conventions.	The teacher candidate communicates with the cooperating teacher and College faculty. Communication is basic or lacks formality but is not overtly disrespectful. Attends only some of the College and Department-sponsored events. May exhibit areas for growth in Standard English conventions and writing.	The teacher candidate does not communicate with the cooperating teacher and/or College faculty about expectations and/or absences or other concerns. Responses to the cooperating and/or College faculty are inappropriate and/or disrespectful. May exhibit egregious errors in Standard English conventions and writing.
Standard 4 Score:				

Standard 5	Accomplished – 4	Proficient – 3	Developing – 2	Beginning - 1
Judson College Teacher Candidates Collaborate InTASC Standard 10: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning,	The teacher candidate actively shares responsibility for shaping and supporting the mission of the College and of the placement school as one of advocacy for learners and accountability for their success. The teacher candidate takes initiative to	The teacher candidate shares responsibility for supporting the mission of the College and of the placement school through active participation in initiatives. The teacher candidate respects others and works well with them to meet	The teacher candidate participates in improvement initiatives of the College and of the placement school as directed. The teacher candidate respects others	The teacher candidate avoids responsibility and participation in school improvement. The teacher candidate does not participate in professional growth opportunities.

to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	grow and develop with colleagues through interactions that enhance practice and support student learning.	goals. The teacher candidate takes advantage of opportunities to grow and develop with colleagues.	and completes inservice opportunities as assigned.	
Standard 5 Score:				

Standard 6	Accomplished – 4	Proficient – 3	Developing – 2	Beginning - 1
Judson College Teacher Candidates are Legal, Ethical, and Professional Alabama Educator Code of Ethics (all) InTASC 9: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate her practice, particularly the effects of her choices and actions on others and adapts practice to meet the needs of each learner.	The teacher candidate exemplifies professionalism , adheres to codes of ethics, professional standards of practice, and relevant laws and policies and brings positive regard and honor to the profession. The candidate adheres to student confidentiality policies. The candidate arrives on time, stays for the entire placement period, and dresses professionally and according to Department-directed guidelines. Social media usage is appropriate for a	The teacher candidate follows the expectations of the profession , including codes of ethics, professional standards of practice, and relevant laws and policies. The candidate adheres to student confidentiality policies. The candidate arrives on time, stays for the entire placement period, and dresses professionally and according to Department-directed guidelines. Social media usage is appropriate for a professional teacher. Cell	The teacher candidate complies with the minimum expectations of the profession , including codes of ethics, professional standards of practice, and relevant laws and policies. The candidate may discuss student concerns with the cooperating teacher or colleagues that should not be addressed. The candidate may not adhere fully to the expected arrival and departure times for the field experience or the expectations for professional dress or social media usage and may	The teacher candidate does not act ethically or professionally, or the cooperating teacher or faculty notices areas of concern with student confidentiality, professional dress, cell phone, or social media usage.

	professional teacher. Cell phone use is limited to appropriate times as outlined by the cooperating teacher and College faculty.	phone use is limited to appropriate times as outlined by the cooperating teacher and College faculty.	utilize her cell phone at times other than those sanctioned by the cooperating teacher or the College faculty.	
Standard 6 Score:				

For candidates to progress through the Educator Preparation Program, dispositions must be rated at an average of 2.5. Ratings of 2 will result in the creation of an action plan for candidate remediation. Unresolved ratings of 1 will prevent a candidate from progressing to the next checkpoint in the program. Each semester, beginning with Block I, professional dispositions are evaluated by the cooperating teacher and education faculty. Completed *Disposition Assessment Forms* are maintained in the Certification Officer's Office (**ALSBE Rule 290-3-3-.01(17)**).

First Day of School Form



Judson College Educator Preparation Program *"Teachers who are prepared for life and learning"*

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:

Please type a one-page (minimum) reflection about your first day of school. Reflect upon at least three of the following topics:

- How did the teacher get to know the students?
- How did the teacher develop/establish behavioral expectations in the classroom?
- What steps did the teacher take to develop a learning community?
- Describe the formal lessons taught by the teacher.
- Describe the classroom environment.
- How did the teacher handle the logistical aspects/procedures of managing the classroom (attendance, lunch count, restroom breaks, etc.)?

First Two Weeks of School Form



Judson College Education Department *"Teachers who are prepared for life and learning"*

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:

Please type a daily reflection about your learning experiences during your first two weeks of school field placement. Reflect upon at least eight of the following prompts:

- How did the teacher get to know the students?
- How did the teacher develop/establish behavioral expectations in the classroom?
- What steps did the teacher take to develop a learning community?
- Describe the formal lessons taught by the teacher.
- Describe the classroom environment.
- How did the teacher handle the logistical aspects/procedures of managing the classroom (attendance, restroom breaks, locker visits, tardies, etc.)?
- How did the teacher utilize formative assessment to determine students' strengths and opportunities for growth?
- How were extracurricular or supplemental opportunities introduced to the students?
- Explain extracurricular responsibilities performed by the teacher such as club sponsorships, coaching, lunch duty, bus duty, etc.
- How did the teacher accommodate and/or modify the curriculum for students with special needs?
- How are transition times managed, and what is the teacher's role during these times?
- How did the administrative and support staff facilitate learning?
- How were school resources (library, computer lab, tutors, etc.) introduced, made available, and utilized by the students?

Last Days of School Form



Judson College Educator Preparation Program *"Teachers who are prepared for life and learning"*

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:

Please type a one-page (minimum) reflection about your learning experiences during the last days of school. Reflect upon at least three of the following prompts:

- Describe the responsibilities of the teacher to close the classroom experience (files, submission of final grades, textbook inventory, etc.).
- How did the teacher celebrate the accomplishments made by the students over the course of the school year?
- Did any special ceremonies or activities occur to celebrate student educational accomplishments (graduations, award ceremonies, field/play days, assemblies, etc.)?
- How did the teacher maintain control of the classroom over the closing days of school?
- Did interruptions prevent a sense of a closure for the learning community (early busses, assemblies, student absences, early checkouts, etc.)?

Entrance Requirement Waiver



Teacher candidates must be formally admitted to the education department to enroll in any of the following education courses: EDU 306, EDU 307, EDU 308, EDU 309, EDU 310, EDU 313, EDU 314, EDU 315, EDU 318, EDU 319, EDU 404, EDU 407, EDU 409, EDU 410, EDU 412, EDU 413, EDU 415, and EDU 416. In rare and extenuating circumstances, a student may seek an entrance requirement waiver to be allowed to enroll in one of these courses after discussing the situation with her faculty advisor and the Education Department Head. The only exceptions are listed below, and one or more must be selected when submitting the waiver for it to be considered.* The waiver is only for enrollment in the courses; all admission requirements must still be met, and the candidate must still be formally admitted to the EPP.

Name	Date
Major	Advisor

Reason for not meeting the entrance requirements:

_____ Transferring junior – impossible to complete prerequisites prior to enrolling in education courses that require formal admission to EPP
Please list the name of the school from which you transferred_____.

_____ Incomplete Praxis Core or ACT Exam Component – may not be missing more than one section unless transferring to Judson College as a junior

_____ Incomplete 4 X 12 (elementary majors only)
Missing courses: _____
Rationale for missing courses: _____

*Please note that no waiver can be offered for a GPA that does not meet the minimum requirement.

Describe the plan to meet the goals for entering the Education Department:

Student's Signature & Date**

Department Head's Signature & Date

***By signing this form, the student understands that should she not meet the condition/component checked above over the course of the semester in which this Entrance Requirement Waiver was signed, the education courses will not count toward another major at Judson College.*

Professional Dispositions Assessment Faculty Form



Judson College Educator Preparation Program

"Teachers who are prepared for life and learning"

The following form is used to assess professional dispositions in coursework. Students are expected to display professional dispositions throughout their program at Judson College and may be found in violation of a disposition during any semester. Please use the following scale when rating the teacher candidate: 1-Beginning 2- Developing 3-Proficient 4-Accomplished

Disposition	4	3	2	1
Standard 1 - Judson College Teacher Candidates Respect Diverse Learners				
Standard 2 - Judson College Teacher Candidates Foster Student Motivation and Success				
Standard 3 - Judson College Teacher Candidates Promote Student Safety and Well-Being				
Standard 4 - Judson College Teacher Candidates Communicate Effectively				
Standard 5 - Judson College Teacher Candidates Collaborate				
Standard 6 - Judson College Teacher Candidates are Legal, Ethical, and Professional				

Please Check:

_____ Judson College Faculty _____ Student

_____ Block I _____ Block II _____ Block III _____ Block IV _____ Block V _____ Block VI

Printed Name of Candidate

Signature of Candidate and Date

Signature of Reviewer and Date

Professional Disposition Deficiency Report



Please check the area(s) of professional disposition deficiency. Then use the block describe the steps to correct the deficiency. You may desire to also attach additional documents. After completing the form and discussing the deficiency with teacher candidate, please submit the form to the Head of Education Department.

Disposition	Check All that Apply	Describe Concerns
Standard 1 - Judson College Teacher Candidates Respect Diverse Learners		
Standard 2 - Judson College Teacher Candidates Foster Student Motivation and Success		
Standard 3 - Judson College Teacher Candidates Promote Student Safety and Well-Being		
Standard 4 - Judson College Teacher Candidates Communicate Effectively		
Standard 5 - Judson College Teacher Candidates Collaborate		
Standard 6 - Judson College Teacher Candidates are Legal, Ethical, and Professional		

Explain the steps planned to correct the Concern

Signature of Person Submitting Form & Date

Teacher Candidate's Signature & Date

Please note that three professional dispositions deficiency reports subject the teacher candidate to removal from the education program. In the event of a Professional Disposition Deficiency, the Program will follow guidelines provided in the Judson College Academic Catalog.

Application for Specific Field Experience Placement



Demographic Information	
Teacher Candidate's Name:	Phone Number: Email Address:
Major: Status (choose one): <input type="checkbox"/> Enrolled in the Educator Preparation Program <input type="checkbox"/> Not yet enrolled in the Educator Preparation Program _____ Expected enrollment semester and year	Prerequisites: <u><i>(Please do not submit this document until all requirements are met.)</i></u> <input type="checkbox"/> Cleared Background Check <input type="checkbox"/> Signed Hold Harmless Form

Placement School Information	
Requested School Name and Phone Number:	School District Name:
Principal's Name:	Preferred Grade Level(s):
Placement Type (check all that apply): <input type="checkbox"/> First Days of School <input type="checkbox"/> Last Days of School <input type="checkbox"/> First Two Weeks of School	Additional Information – Supply the specific dates you are available to attend the placement, if you are not flexible.

Upon placement confirmation, the Certification Officer will email all the details of the placement to you.

Clinical Practice Application Form

Due Date - March 15 for fall placement, October 15 for spring placement



Teacher Candidate:	Advisor:
Cell Phone Number:	College Mailbox Number:
First School Preference:	Second School Preference:
Third School Preference:	Fourth School Preference:
Teacher Candidate Signature and Date:	

To be completed by Certification Officer

Date Admitted to Educator Preparation Program: _____

Date Praxis II Content Knowledge Passed: _____

Date Praxis II Teaching Reading Passed: _____ (elementary only)

Overall GPA: _____

GPA in Teaching Field: _____

GPA in Professional Studies: _____ (no grade below "C" accepted)

Transcript Review – All coursework finished (except clinical practice): _____

Date Approved for Clinical Practice: _____

Elementary Education Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Elementary Education
Total Hours: 126

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College

Date Approved: 2/11/2015

Date Expires: 5/31/2022

Revisions: 7/1/2020

3/10/2017, 8/17/2017, 2/15/2019, 9/16/2019

7/1/2020, 7/8/2020

General Studies

Shall include courses and/or experiences in the humanities (including English language arts), social studies, mathematics, and science.

Humanities: (Shall include at least 12 hours of English Language Arts for Elementary Education programs. Judson requires 18 hours.)

ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 301: Advanced Grammar	3
Select One: MUS/ART/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3

Social Studies: (Shall include at least 12 hours for Elementary Education programs. Judson requires 13.)

HIS 101 & 102: West. Civil. I & II -OR-	
HIS 201 & 202: Am. History I & II	6
PSY 201: General Psychology	3
WST 101: Women in Society	1
Select One: BUS 101/CRJ 101/ PSC 201/	3
REL 210/SOC 201/SWK 201	

Science: (Shall include at least 12 hours for Elementary Education programs.)

Select One: BIO/CHE/GLY/PHY	4
Select One: BIO/CHE/GLY/PHY	4
Select One: BIO/CHE/GLY/PHY	4

Mathematics: (Shall include at least 12 hours for Elementary Education programs.)

Select One: MAT Elec./BUS 204	3
Select One: MAT Elec./BUS 204	3
Select One: MAT 108 or higher	3
Select One: MAT 111 or higher	3

Other:

Select One: HPE/FPE/EQS Act. Course	1
HPE 121: Personal Fitness	3
JUD 101: Foundation for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3

Revised 2/29/2016 for 2015 Code

Professional Studies

EDU 201: Introduction to Education	3
EDU 202: Child and Adolescent Devel.	3
EDU 205: Exceptional Children	3
EDU 301: Curriculum Design	3
EDU 302: Educational Psychology	3
EDU 315: Mat. & Meth. Multicultural	3

Internship:

EDU 404: Elementary Clinical Practice	12
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Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field.

EDU 303: Evaluation of Learn. & Teach.	3
EDU 306: Children's Literature	3
EDU 307: Mat. & Meth. of Language Arts	3
EDU 308: Mat. & Meth. of Social Studies	3
EDU 309: Mat. & Meth. of Mathematics	3
EDU 310: Mat. & Meth. of Science	3
EDU 313: Elementary Beh. & Class. Man.	3
EDU 318: Developmental Reading I	3
EDU 319: Reading in the Content Areas	3
EDU 410: Developmental Reading II	3

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. General Social Studies shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, Earth and space sciences, and physics.

**Not required for transfer students.

◇Can be taken prior to admission to program.

Dean of Education:

Lesley Sheek, PhD

Date

July 1, 2020

Music Education (Choral Only) Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Bachelor of Science in Music Education, Choral Only, P-12
Total Hours: 139-143

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College – Marion, Alabama

Date Approved: 2/15/2015
Date Expires: 5/31/2022
Revisions: 7/1/2020

3/10/2017, 8/17/2017
~~7-1-2020, 7-8-2020~~

General Studies	
Shall include courses and /or experiences in the humanities (including English language arts), social studies, mathematics, and science.	
Humanities:	
ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 301: Advanced Grammar	3
Select One: ART 200/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3
Social Studies:	
HIS 101 & 102: West. Civil. I & II -OR-	
HIS 201 & 202: Am. History I & II	6
PSY 201: General Psychology	3
Select One: BUS 101/CRJ 101/PSC 201/	3
REL 210/SOC 201/SWK 201	
Science:	
Select One: BIO/CHE/GLY/PHY	4
Mathematics:	
Select One of the Following:	3
BUS 204/MAT 108 or higher	
Other:	
HPE/FPE/ or EQS Activity Course	1
JUD 101: Foundations for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3

Professional Studies	
EDU 201: Introduction to Education	3
EDU 202: Child and Adolescent Develop.	3
EDU 205: Exceptional Children	3
EDU 301: Curriculum Design	3
EDU 302: Educational Psychology	3
EDU 303: Evaluation of Learn. & Teach.	3
EDU 313 or 314: Behavioral and Class. Man.	3
EDU 315: Mat. & Meth. Multicultural	3
EDU 319: Reading in the Content Areas	3

Internship:	
EDU 407: K-12 Student Internship	12

Teaching Field*
Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field.

MUS 096: Studio Voice Per. Sem. (enroll in 7 semesters)	0
MUS 099: Recital Attendance (enroll in 7 semesters)	0
MUS Theory I-IV (101, 102, 201, 202)	12
MUS Sight Sing. I-IV (103, 104, 203, 204)	4
MUS Voice (128/129, 228/229, 328/329, 428 or 429)	7
MUS Class Piano I-IV (141, 142, 143, 144)**	0-4
MUS Ens. (Take six for 1-hour credit and 1 for 0-hour credit)	6
Choir Required (150/151, 250/251, 350/351, 450/451)	
MUS 211: World Music	3
MUS 300: Form and Analysis	3
MUS 303: Conducting	2
MUS 305: Music History I	3
MUS 306: Music History II	3
MUS 307: Music Education – Elementary	3
MUS 308: Music Education – Secondary	3
MUS 309: Instrumental Techniques I	1
MUS 310: Instrumental Techniques II	1
MUS 360: Junior Recital	0
MUS 401: Vocal Pedagogy	2
MUS 406: Choral Literature	2
MUS 407: Advanced Conducting	1
MUS 408: Choral Arranging	2

**Not required for transfer students
◇May take prior to admission to the educator preparation program

Dean of Education: *Lesley Sheek, PhD*
Date: *July 1, 2020*

Revised 2/29/2016 for 2015 Code

Secondary English/Language Arts Education Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Secondary English/Language Arts
Total Hours: 127

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College

Date Approved: 2/11/2015

Date Expires: 5/31/2022

Revisions: 7/1/2020

3/10/2017, 8/17/2017, 2/15/2019, 9/16/2019

7/1/2020, 7/8/2020

General Studies

Shall include courses and/or experiences in the humanities including English language arts), social studies, mathematics and science.

Humanities:

ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 104: Interper. & Prof. Comm. Skills	3
Select One: MUS/ART/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3
Foreign Language: 200 Level or Above	3
Foreign Language: 200 Level or Above	3

Social Studies:

HIS 101 and 102: West. Civ. I and II-OR-	
HIS 201 and 202: Am. History I and II	6
PSY 201: General Psychology	3
WST 101: Women in Society	1
Select One: BUS 101/CRJ 101/PSC 201/	3
REL 210/SOC 201/SWK 201	

Science:

Select One: BIO/CHE/GLY/PHY	4
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Mathematics:

Select One: BUS 204/MAT 108 or higher	3
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Other:

Select One: HPE/FPE/EQS Act. Course	1
HPE 121: Personal Fitness	3
JUD 101: Foundation for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3

Professional Studies

EDU 201: Introduction to Education	3
EDU 202: Child and Adolescent Develop.	3
EDU 205: Exceptional Children	3
EDU 301: Curriculum Design	3
EDU 302: Educational Psychology	3
EDU 303: Evaluation of Learn. & Teach.	3
EDU 314: Sec. Behavior. and Class. Man.	3
EDU 315: Mat. & Meth. Multicultural	3
EDU 319: Reading in the Content Areas	3
EDU 412: Mat. & Meth. of Teach. ELA	3

Internship:

EDU 409: Secondary Clinical Practice	12
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Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field

ENG 301: Advanced Grammar	3
ENG 302: 20 th -Century Literature	3
Select One: ENG 304 Shakespeare/ENG	3
308 Drama Survey/ENG 309 Modern Drama	
ENG 307: Young Adult Literature	3
ENG 310 or 311: British Literature I or II	3
ENG 312 or 313: American Literature I or II	3
ENG 440: Senior Seminar in Literary Crit.	3
JRN 200: Mass Communication	3
ENG Elective	3
ENG Elective	3

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. **General Social Studies** shall include courses in economics, geography, history, and political science. **General Science** shall include courses in biology, chemistry, Earth and space sciences, and physics.

**Not required for transfer students

◊May take prior to admission to the educator preparation program.

Dean of Education:

Lesley Sheek, PhD
July 1, 2020

Date

Revised 2/29/2016 for 2015 Code

Secondary General Science Education Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Secondary General Science
Total Hours: 136-137

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College

Date Approved: 2/11/2015
Date Expires: 5/31/2022
Revisions: 7/1/2020
3/10/2017, 8/17/2017, 9/16/2019
7-1-2020, 7-8-2020

General Studies
Shall include courses and /or experiences in the humanities (including English language arts), social studies, mathematics, and science.

Humanities:

ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 301: Advanced Grammar	3
Select One: MUS/ART/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3

Social Studies:

HIS 101 & 102: West. Civil. I & II – OR-	
HIS 201 & 202: Am. History I & II	6
PSY 201: General Psychology	3
WST 101: Women in Society	1
Select One: BUS 101/CRJ 101/PSC 201/	3
REL 210/SOC 201/SWK 201	

Science:

See Teaching Field

Mathematics:

MAT 121 (with a grade of C or higher) or MAT 151	3
MAT 231: Introductory Statistics	3

Other:

Select One: HPE/FPE/EQS Act. Course	1
HPE 121: Personal Fitness	3
JUD 101: Foundation for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3

Professional Studies

EDU 201: Introduction to Education	3
EDU 202: Child and Adolescent Develop.	3
EDU 205: Exceptional Children	3
EDU 301: Curriculum Design	3
EDU 302: Educational Psychology	3
EDU 303: Evaluation of Learn. & Teach.	3
EDU 314: Sec. Behavior. and Class. Man.	3
EDU 315: Mat. & Meth. Multicultural	3
EDU 319: Reading in the Content Areas	3
EDU 415: Mat. & Meth. of Teach. Gen. Sci. in Sec. Ed.	3

Internship:

EDU 409: Secondary Clinical Practice	12
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Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field.

BIO 101: Principles of Biology I	4
BIO 104: Principles of Biology II	4
BIO 304: Microbiology	4
BIO 309: Genetics	3
BIO 322: Molecular Biology	3
BIO 400: Biology Seminar	1
Select One: 300- or 400-level Elective	3-4
Select One: 300- or 400-level Elective	4
CHE 101: General Chemistry I	4
CHE 103: General Chemistry II	4
GLY 101: Earth Science	4
PHY 201: General Physics I	4
PHY 202: General Physics II	4

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. General Social Studies shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, Earth and space sciences, and physics.

**Not required for transfer students

◇May take prior to admission to the educator preparation program.

Dean of Education:

Lesley Sheek, PhD

Date:

July 1, 2020

Revised 2/29/2016 for 2015 Code

Secondary General Social Studies Education Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Secondary General Social Studies
Total Hours: 127

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College

Date Approved: 2/11/2015

Date Expires: 5/31/2022

Revisions: 7/1/2020

3/10/2017, 8/17/2017, 2/15/2019, 9/16/2019

7/1/2020, 7/8/2020

General Studies

Shall include courses and/or experiences in the humanities including English language arts), social studies, mathematics and science.
Candidates with an Associate Degree are exempt from General Studies.

Humanities:

ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 301: Advanced Grammar	3
Select One: MUS/ART/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3
Foreign Language: 200 Level or Above	3
Foreign Language: 200 Level or Above	3

Social Studies:

BUS 101: Macroeconomics	3
HIS 101: Western Civilization I	3
HIS 102: Western Civilization II	3
PSY 201: General Psychology	3
WST 101: Women in Society	1

Science:

Select One: BIO/CHE/GLY/PHY	4
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Mathematics:

Select One: BUS 204/MAT 108 or higher	3
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Other:

Select One: HPE/FPE/EQS Act. Course	1
HPE 121: Personal Fitness	3
JUD 101: Foundation for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3

Professional Studies

EDU 201: Introduction to Education	3
EDU 202: Child and Adolescent Develop.	3
EDU 205: Exceptional Children	3
EDU 301: Curriculum Design	3
EDU 302: Educational Psychology	3
EDU 303: Evaluation of Learn. & Teach.	3
EDU 314: Sec. Behavior. and Class. Man.	3
EDU 315: Mat. & Meth. Multi./Div. Stud. Pop.	3
EDU 319: Reading in the Content Areas	3
EDU 416: Mat. & Meth. of Teach. Soc. St.	3

Internship:

EDU 409: Secondary Clinical Practice	12
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Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field

HIS 201: United States History I	3
HIS 202: United States History II	3
PSC 201: American Government	3
GEO 202: Elements of Geography	3
HIS/PSC Elective: 300 Level or Above	3
HIS Elective: 300 Level or Above	3
HIS Elective: 300 Level or Above	3
HIS Elective: 300 Level or Above	3
HIS 439: Historiography & Methodology	3
HIS/PSC 440: Contemporary World	3

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. General Social Studies shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, Earth and space sciences, and physics.

**Not required for transfer students

◇May take prior to admission to the educator preparation program.

Dean of Education:

Date

Lesley Sheek, PhD
July 1, 2020

Revised 2/29/2016 for 2015 Code

Secondary Mathematics Education Degree Checklist Approved on July 8, 2020



ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: Secondary Mathematics
Total Hours: 126

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: Judson College

Date Approved: 2/11/2015

Date Expires: 5/31/2022

Revisions: 7/1/2020

3/10/2017, 8/17/2017, 2/15/2019, 9/16/2019

7/1/2020, 7/8/2020

General Studies

Shall include courses and/or experiences in the humanities including English language arts), social studies, mathematics and science.

Humanities:

ENG 101: English Composition I	3
ENG 102: English Composition II	3
ENG 301: Advanced Grammar	3
Select One: MUS/ART/ENG 200	3
Select One: Brit./Am./World Lit. (200 Level)	3
Select One: Brit./Am./World Lit. (200 Level)	3

Social Studies:

HIS 101 and 102: West. Civ. I and II-OR-	
HIS 201 and 202: Am. History I and II	6
PSY 201: General Psychology	3
WST 101: Women in Society	1
Select One: BUS 101/CRJ 101/PSC 201/	3
REL 210/SOC 201/SWK 201	

Science:

Select One: BIO/CHE/GLY/PHY	4
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Mathematics:

See Teaching Field

Other:

Select One: HPE/FPE/EQS Act. Course	1
HPE 121: Personal Fitness	3
JUD 101: Foundation for Success**	1
REL 101: Old Testament	3
REL 102: New Testament	3
Elective(s)***	4

Professional Studies

EDU 201: Introduction to Education◊	3
EDU 202: Child and Adolescent Develop.◊	3
EDU 205: Exceptional Children◊	3
EDU 301: Curriculum Design◊	3
EDU 302: Educational Psychology◊	3
EDU 303: Evaluation of Learn. & Teach.◊	3
EDU 314: Sec. Behavior. and Class. Man.	3
EDU 315: Mat. & Meth. Multiculturalism	3
EDU 319: Reading in the Content Areas	3
EDU 413: Mat. & Meth. of Teach. Sec. Math	3

Internship:

EDU 409: Secondary Clinical Practice	12
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Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field

MAT 151: Calculus I	3
MAT 161: Calculus II	3
MAT 231: Introductory Statistics	3
MAT 251: Calculus III	3
MAT 261: Calculus IV	3
MAT 301: Foundations of Mathematics	3
MAT 303: Introduction to Higher Geometry	3
MAT 305: Elementary Linear Algebra	3
MAT 361: Differential Equations	3
MAT 401: Introduction to Real Analysis	3
MAT 403: Introduction to Abstract Algebra	3
MAT 411: Special Studies	1

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. General Social Studies shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, Earth and space sciences, and physics.

**Not required for transfer students

◊May take prior to admission to the educator preparation program.

***126 hours required for graduation

Dean of Education:

Date:

Lesley Sheek, PhD
July 1, 2020

Revised 2/29/2016 for 2015 Code

