WELCOME TO
THE UNIVERSITY OF WEST FLORIDA

DEPARTMENT OF TEACHER EDUCATION
AND EDUCATIONAL LEADERSHIP

THE EMPOWERED PROFESSIONAL
MAKING A DIFFERENCE

— Student Handbook —

2017
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Department of Teacher Education and Educational Leadership  
(TEEL)  

**Introduction**

**Welcome**

Welcome to the University of West Florida, Department of Teacher Education and Educational Leadership (TEEL). Please read carefully and familiarize yourself with the information in this handbook. We are delighted that you are joining us and look forward to working with you as you work toward completion of the program and prepare for teacher certification.

We hope that this handbook will help you navigate the program and understand some key policies and requirements for the college and university. [Please note this handbook is not meant to be the final or sole word on requirements or policies of your program, the college, or the university.] While TEEL faculty and staff will strive to answer questions and advise you on issues as they arise, you are ultimately responsible for ensuring that you meet program requirements and adhere to relevant college and university policies.

Please feel free to call, email, or stop by the undergraduate College of Education and Professional Studies Advising Center (CEPS), Building 86, Room 112, if you have questions, problems, or concerns.

At the end of this document (in Appendix A), there is an Affirmation section that includes directions on how to submit a confirmation of orientation completion for admission purposes.

**Accomplished Practices and the TEEL Conceptual Framework**

Accomplished Practices are defined as the Pre-Professional Competencies you will be expected to perform as a pre-service, in-training teacher, established by the Florida Department of Education. The Educator Accomplished Practices, provided in Appendix B, are as follows: instructional design and lesson planning, learning environment, instructional delivery and facilitation, assessment, continuous professional improvement, and professional responsibility and ethical conduct. You can find more information on the Accomplished Practices at [http://www.fldoe.org/profdev/FEAPs/](http://www.fldoe.org/profdev/FEAPs/)

The Conceptual Framework establishes goals of TEEL’s programs. Outcomes of the programs are intended to produce educational leaders who are:
1. **Critical Thinkers**: Individuals who are able to examine their frame of reference by analyzing educational policy and practice in everyday experiences.

2. **Problem Solvers**: Educators who are able to develop alternative solutions to educational problems while believing that all individuals learn.

3. **Decision Makers**: Leaders who utilize self-reflection and data analysis in order to learn from experiences and make changes.

4. **Counselors/Mentors**: Sensitive individuals who are able to interact effectively with learners, colleagues, and the public to promote high levels of success for every individual.

5. **Ethical/Moral Professionals**: Educational leaders who recognize human diversity and intentionally make individuals feel valued for their potential.

6. **Lifelong Learners**: Motivated learners who are committed to the profession, continuous learning, and self-improvement.

**Teacher Education Programs**

TEEL offers three degree majors: one non-certification degree major (Informal Education and Learning) and two initial certification degree majors (1. Exceptional Student Education/Elementary Education and 2. Elementary Education).

- **Informal Education and Learning** – The Bachelor of Arts degree in interdisciplinary Informal Education and Learning provides a broad view of issues related to the life-long learner, issues surrounding informal education, and curriculum used in various informal education settings. Graduates of this program are prepared to work in settings or agencies that engage in informal education and learning practices such as those used in museums, child care facilities, outdoor education programs, adult learning centers, after school programs, and so forth.

Exceptional Student Education (K-12)/Elementary Education (K-6) certification – This 132 hour Bachelor of Arts degree program prepares undergraduates to teach children and youth with exceptionalities (K-12) and traditional elementary (K-6) students. Many aspects of the program provide the student with opportunities to work with exceptional children and in the traditional elementary classroom. Graduates of this Florida Department of Education (FLDOE) approved specialization earn FLDOE professional certification in both Exceptional Student Education and Elementary Education with ESOL and Reading Endorsements, and are certified as “highly qualified” based upon the No Child Left Behind Act. NOTE: Under ESSA, the HQT provision has been eliminated for teachers. We may want to change wording here.

- This program may be completed fully online or by combining face-to-face and online courses. Students must also successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, 3) Elementary Education, and 4) Exceptional Student
Education.

- Elementary Education (K-6) Certification – The traditional 128 hour Bachelor of Arts degree FLDOE approved program leads directly to Florida teacher certification in Elementary Education with ESOL and Reading Endorsements for Kindergarten through K-12. This program is offered in a face-to-face format with some courses being offered online. Students must also successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, and 3) Elementary Education.

Degree plans for the three education majors are provided in Appendix C.

**TEEL Admissions Requirements**

Once a student is admitted to UWF, there are separate admissions requirements for TEEL. Students may declare an education major in one of the two initial certification degree majors after completing the following additional requirements:

1. Meet with a CEPS academic advisor.
2. Complete an Application for Admission to TEEL (Submit the application through TK20).
3. Complete the “Dispositions Self-Assessment Survey” (i.e., Professional Education Applicant Self-Rating Scale) through TK20. This is part of the Application for Admission form.
4. Read the TEEL Orientation Handbook (and provide the required attestation) or attend a face to face orientation.
5. Take and pass all areas (English Language Skills, Reading, Math, and Essay) of the FTCE General Knowledge Test (GK).
6. Have a cumulative GPA of at least 2.50 in all previously attempted college coursework.
7. Sign a degree plan.
8. Sign the “Advising Checklist.”
9. Successfully complete the education course prerequisite: 1) EDF1005
10. Successfully complete an A.A. degree and/or all lower level coursework.

Per state law, students will not be allowed to move forward in a certification track and take program courses if the pre-requisite and all four sections of the General Knowledge exam are not passed. Additionally, per University standards, students will not be permitted to take TEEL program courses without having a GPA of a 2.50 or higher.

Students entering UWF as freshmen, sophomores, or juniors may declare an education major in the non-certification Informal Education and Learning B.A. after completing the following requirements:

1. Meet with a CEPS academic advisor.
2. Complete an Application for Admission to TEEL (Submit the application through TK20).
3. Read the TEEL Orientation Handbook (and provide the required attestation) or attend a face to face orientation.
4. Have a cumulative GPA of at least 2.00 in all previously attempted college coursework.
5. Sign a degree plan.
6. Sign the “Advising Checklist.”
7. Successfully complete an A.A. degree and/or all lower level coursework.

For additional information on the required exams, please see the section in this handbook titled Florida Teacher Certification Exams.

Once admitted to an initial certification degree major, students must maintain a minimum GPA of 2.50. Students must also maintain a Program GPA of a 2.50 or higher to move forward with Field Experiences and Student Teaching. Students admitted to the non-certification degree major must maintain a minimum GPA of 2.00. Careful monitoring will ensure that knowledge, skill, and/or dispositional deficits of pre-service teachers are identified in a timely manner so that students can be mentored toward success.

TEEL Teacher Candidacy Admissions Requirements

After being admitted to TEEL, students must fulfill additional requirements to be admitted to teacher candidacy, which is required for student teaching. To be admitted to TEEL teacher candidacy, the student must:

1. Declare a degree-seeking TEEL major
2. Submit passing scores on both the FTCE Professional and Subject Area examination(s),
3. Remain in good standing in terms of GPA and dispositions assessments, and
4. Be approved for candidacy by the Dean of the College of Education and Professional Studies.
5. Students must have a program GPA of at least a 2.5

Since passing both the FTCE Professional and Subject Area examinations are a requirement for degree completion, students are required to take and pass all exams prior to student teaching. Students who are unable able to pass these exams have the option of switching to the non-certification “Informal Education and Learning” major. Please note, however, the Informal Education and Learning degree program will require an additional 18 credit hours of coursework.

Advising
Before registering for coursework, you will need to have your Advising PIN released by an advisor. This requirement will prevent you from registering for courses without the assistance of your academic advisor. You are required to make arrangements for academic advising in person, online (e.g., email) or by phone to have this PIN released in order for you to begin taking classes in the TEEL program. Contact your academic advisor through the CEPS Advising Center.

Due to the changing nature of certification and education programs in Florida, it is strongly recommended that you contact an advisor prior to registration each semester. In the end, this could save you time and money!

CEPS uses a dual advising model. Therefore you will have an academic advisor and a faculty mentor. See below for more information.

For assistance, contact your academic advisor either in person, by phone, or by email. The CEPS Advising Center is located in Building 86/Room 112. Current students, please make an appointment through MyUWF “SSC Campus.” New students should call the Advising Center to set up an appointment. Center hours are Monday through Friday, 8:30 am to 5:30 pm. If you have questions regarding any of the education programs offered, you can email the advising office at cepsadvising@uwf.edu or call 850.857.6306.

**Academic Advising**

Ms. Jennifer Cottrell at jcottrell@uwf.edu (850-474-3088) is located in the CEPS Advising Center and is the General Academic Advisor for TEEL undergraduate students with last names A-K.

Ms. Jennifer Kilduff at jkilduff@uwf.edu (850.857.6009) is located in the CEPS Advising Center and is the General Academic Advisor for TEEL undergraduate students with last names L-Z

**Faculty Mentor**

You will be assigned a Faculty Mentor when you begin a TEEL program. Your assigned Mentor will contact you early in the semester to arrange a “get to know each other” meeting, either face-to-face or online. Your Mentor is there to help you succeed in your endeavors and resolve any problems you may encounter. Your Mentor is also a good person with whom to discuss your overall personal and professional goals.

TEEL faculty members are recognized for their research-based teaching practices, commitment to scholarly service in the educational community, and significant
contributions in research and scholarly activity not often seen at similarly sized institutions.

For information for a specific TEEL faculty member go to:
http://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/our-faculty/faculty-profiles/

Collaborations for Assisting Students

To further support students who are in jeopardy of not meeting academic or dispositional standards, TEEL faculty use a coordinated system of communication to collaborate in order to identify problems and resources to help foster student success. This collaboration may involve current and past instructors, and will include, as appropriate, a student’s Academic Advisor and Faculty Mentor.

For students having difficulties in a course, the first step is to discuss the issue with the course instructor. If a successful resolution is not achieved, the issue may be taken to your Faculty Mentor. If your Mentor happens also to be your instructor, discuss the issue with the TEEL department chair. We are all committed to achieving positive outcomes for our students.

When faculty cannot provide the help or answers you believe you need, the Student Grievance process provides students the opportunity to bring complaints to the attention of the University. The Student Grievance process may not be used for all issues (i.e., academic misconduct) or for any issue with a specific appeal process is available. For more information regarding the Student Grievance Process go to: http://uwf.edu/media/university-of-west-florida/offices/student-affairs/dean-of-students/documents/appeals/studentgrievancesystem.pdf.

Assessment System

Competencies and Skills

In your educational course programming, you will be qualified in specific competencies and skills, which the Florida Department of Education has determined as necessary for effective teachers to demonstrate competency on the Florida Teacher Certification Exams. You can find more information on these Competencies and Skills at http://www.fldoe.org/asp/ftce/ftcecomp.asp

Assessment System and Academic Learning Compacts

TEEL faculty have developed an academic plan for the evaluation of students to ensure that specific student learning outcomes and compacts are met through coursework, projects, and field experiences. This plan follows students while they are taking their coursework, upon graduation, and in-field two years after
graduation.

**TK20**

TEEL certification programs are state approved and nationally accredited. This state and national approval/accreditation provides you with the assurances of both state and nationally recognized set of teaching credentials upon graduation. With these credentials your prospects for securing a teaching position are greater than those students who graduate with programs that do not have these accreditations. Indeed, these assurances are not available from every college or university. In order to retain our national and state accreditations, which make our programs highly regarded throughout the nation not to mention within Florida, we have to provide *evidence* that the educational experiences we provide our students are relevant, research based, and data-driven. Thus we have to collect, maintain, and use data mandated by these accrediting bodies. Additionally, we are required to *warrant* our graduates for a period of two years post-graduation. The Tk20 system that you are required to subscribe to will allow us to do so. Thus, you are a direct, as well as an indirect, beneficiary of these accreditations. However, this same system will provide you access to all the state and nationally mandated key assessments that make up your electronic portfolio for a total of 7 years.

The required Tk20 program for all TEEL education majors can be purchased either through the UWF Bookstore or online at [https://uwf.tk20.com/campustoolshighered/start.do](https://uwf.tk20.com/campustoolshighered/start.do) You are required to purchase and apply to the TEEL program prior to taking major courses. If you are a transfer student, you must apply as soon as you have access to your University email.  

**TK20 Administrator:** Dr. Richard Faessel at rfaessel@uwf.edu (850.857.6311) is located in building 85/room 115. He administers TK20 (a comprehensive assessment system required by any student who takes an undergraduate education class – see next section for more information). If a student has technology problems with TK20, Dr. Faessel is the person to contact. Note: if a student has a content issue with TK20 in a particular class, that student’s instructor should be contacted.

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**Courses and Field Experiences**

**Courses**

The following are required prerequisite education courses for education certification majors:

- **EDF 1005 Introduction to Education**
The following are common coursework for all education majors in TEEL:

- EEX 3070 Methods of Inclusion and Collaboration
- LAE 3314 Literacy for the Emergent Learner
- EDF 3234 Applied Foundations of Education
- EDG 4373 Elementary & Special Education Integrated Arts
- EDG 3945 Field Experience I
- EDG 4413 Classroom Management
- TSL 4080 ESOL Principles and Practices
- RED 3310 Literacy Instruction for the Intermediate Learner

See individual degree plans located in Appendix C for coursework to complete after completing the above courses. A personal planning calendar/checklist is available in Appendix D to help you chart your program of study.

Field Experiences

TEEL students participate in a field-intensive program of study that allows them to engage in extensive reflection and writing about their classroom practice, preparing them for the diverse economic, social, cultural, and political context of Florida’s schools.

There are two field experience classes for education majors: Field Experience 1 & 2. They are taken consecutively and cannot be taken together. Work with your academic advisor to learn the details of each of them.

The TEEL Placement Coordinator registers students for all field experiences, but before they can do this, students must first submit a field placement application in TK20 by the following stated deadlines. A new application must be submitted each semester. To submit an application, log in to TK20, click on “Artifacts,” “Application Forms” (top-hand margin). When the link opens up, click on “Create,” and then go to the drop down menu for the appropriate form. After you complete the form, click “Submit” and you are done.

Application deadline dates for Field Experience 1 & 2 and Secondary Education Practicum (also presented in Appendix E) are as follows:

- **Fall** – Application window is March 1st – May 1st
  - **Deadline is May 1st**
- **Spring** – Application window is August 1st to October 1st
  - **Deadline is October 1st**

TEEL students are responsible for applying within the application window. If you miss the application window, your field experience will be delayed until the following semester. Students must apply separately for FE 1 and FE 2.
Student Teaching

Teacher Candidacy Applications (in TK20) must be received by the deadline date or your student teaching will be delayed. Teacher Candidacy Application deadline dates (also presented in Appendix E) are as follows:

- **Fall Student Teaching** – Teacher Candidacy Application window is March 1st – May 1st. **Deadline is May 1st**
  All tests (FTCE’s) must be passed prior to May 1st in order to secure a placement.
- **Spring Student Teaching** – Teacher Candidacy Application window is August 1st – October 1st. **Deadline is October 1st**
  All tests (FTCE’s) must be passed prior to October 1st in order to secure a placement.

TEEL students are responsible for applying within the application window. If you miss the application window, your student teaching will be delayed until the following semester.

Student teaching provides you with the opportunity for the culmination of the learning experiences and knowledge that you receive at UWF. **Student teaching begins ONLY AFTER being approved for Teacher Candidacy by**

1. Declaring a degree-seeking TEEL major,
2. Submitting passing scores on both the FTCE Professional and Subject Area examination(s),
3. Remaining in good standing in terms of GPA and dispositions assessments, and
4. Being approved for candidacy by the Dean of the College of Education and Professional Studies.
5. Maintaining a program GPA of at least 2.5
6. Submitting an application within the application window in Tk-20

Your student teaching experience will be a progressive responsibility for learning under the supervision of high-performing and highly qualified educators. Throughout the student teaching assignment, a cooperating teacher will closely monitor and measure your teaching skills to ensure you demonstrate the highest standards of excellence.

Students completing student teaching outside of the UWF service area must submit additional paperwork in addition to their TK20 application (by the deadline). These students may be charged an additional supplemental fee for supervision purposes at the beginning of their student teaching semester. (The amount of the additional fee varies per location and/or type of assessment (i.e., SKYPE) but typically ranges from $500–$700, depending on the fee charged by the individual
serving as university supervisor.)

**Internship Option**

There are a limited number of paid internships available each year for exemplary students. These internships fulfill the student teaching requirement and are available for any student who meets the requirements for student teaching. All students who are eligible for student teaching are invited to apply for the internships. The applications are available March 1st and should be completed by April 1st. Applicants are interviewed and the most qualified candidates are selected. The internships are 10 month paid student teaching experiences in Escambia County, which begin in August. The interns work with a master teacher in their classroom for the entire year while fulfilling all of the student teaching requirements.

**ESOL Endorsement**

The knowledge necessary to work with ESOL students is embedded within the content of your degree courses and in TSL4080 and TSL4081. For more information on the ESOL Endorsement go to [http://www.fldoe.org/academics/eng-language-learners](http://www.fldoe.org/academics/eng-language-learners)

**Reading Endorsement**

Students in an education certification degree program will complete competencies 1-4 prior to student teaching. Competency 5, Demonstration of Accomplishment, is part of senior seminar. For more information on Reading Endorsement go to [http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml](http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml)

**Expectations**

**Time Management, Course Load, Work, and Life**

Please think about the amount of hours you can contribute to your studies. While most of us think we are “Superman” or “Superwoman,” in reality, we are not. There are only 168 hours in a week. The minimum amount of time you should spend on your course work weekly is 3 hours per semester hour. This means that if you are taking 15 semester hours, you should be spending at least 45 hours (3 x 15) per week on your courses. This does not include the 15 hours you are in class. Bottom line = a total of 60 hours for your studies. If you work full time, that’s another 40 hours a week. You need to sleep at least 6 hours per night (that’s low), for another 42 hours. This adds up to 142 hours per week. You only have 26 hours left. You also need to cook, eat, shower, and take care of your family, etc.; if you have children, consider the time you need to spend with them. It is very important to schedule some “me time” and/or recreation time.
Many of you will think, “But I’m taking courses online—I won’t spend that much time.” Online courses often take more time than courses that are face to face. The important point here is that you cannot carry a full time class schedule with a full time life; something has to give! Please carefully consider what you are capable of doing before attempting too many courses in one semester.

Email Netiquette

- Check/access your MyUWF and Gmail accounts on a daily basis.
- Sign your email with your full name and UWF student I.D. number.
- Include the class you are referencing in the subject line.
- Maintain professionalism in your emails.
- Remember email is not “real time”. Emails may not be returned immediately.

Laptops and Cell Phones

In face-face courses, please be sure to turn your cell phones on “silent” before class begins. If you choose to use a laptop during class, please be sure you are using it for taking notes only. We want you to have the best possible education and, while laptops can be great for taking notes, they should not be used for any other reason during class unless otherwise indicated by the instructor.

Teacher Certification

Accreditation and Reciprocity

TEEL is a part of the UWF’s Professional Education Unit, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Additionally, UWF certification programs are reviewed and approved by the Florida Department of Education (FLDOE).

Florida Teacher Certification Exams

The first Florida Teacher Certification Exam (FTCE) is the General Knowledge (GK) Test (basic skills) and it is a Department of Teacher Education and Educational Leadership admission requirement for all undergraduate certification track programs. **This exam must be passed prior to admission to one of the certification degree education majors.** There are four subtests of this exam: Mathematics, Reading, English Language Skills, and Essay. All four subtests must be passed in order to pass the GK Test. (Please note: passing the CLAST prior to July 1, 2002 can no longer be used in lieu of passing the GK test.
The next FTCE exam is the Professional Education Test (PRO ED) which is based on educational theories and foundations as well as practical knowledge. **This exam must be passed prior to student teaching.** Keep in mind that you do not pass the test/sections of the test and you need to retake any portion, you must wait 31 calendar days or the score will not be valid. It is recommended the student take this exam early in the TEEL program after passing EDF3234 and completing the TEEL foundation courses. For more information, refer to Appendix C “Degree Plans: Additional Requirements.”

Finally, the student must take and pass the FTCE Subject Area Exam(s) associated with his or her certification track program. [Elementary Education K-6 exam is required for both degrees and those in the ESE/Elementary degree will also need the Exceptional Student Education K-12 exam] These exams are based on the content and methods of your major. **All required subject area exams must be passed prior to student teaching.** [Keep in mind that you must wait 31 calendar days after taking a test/subtest/section, otherwise the score for your retake will be invalidated and no score report will be issued.] We recommend students take the Elementary Education K-6 and Exceptional Student Education K-12 exams after completing the methods and most of the content courses. For more information, refer to Appendix C “Degree Plans: Additional Requirements.”

- For fall semester student teaching, students must pass all FTCE exams by May 1st.
- For spring semester student teaching, students must pass all FTCE exams by October 1st.

Registration for computer-based Florida Teacher Certification Exams is by appointment only at various testing sites. Go online to Florida Teacher Certification Examinations (FTCE) website at [http://www.fl.nesinc.com/](http://www.fl.nesinc.com/) to register for your FTCE certification exams. The cost of these tests (and retakes) varies so please refer to the above website for the most up-to-date information about this.

Out-of-state students: You will have to plan to travel to Florida to take the exams or make arrangements at a remote testing facility where available. View test center location in Florida and throughout the United states at [http://www.fl.nesinc.com/FL_TestCenterMap.asp](http://www.fl.nesinc.com/FL_TestCenterMap.asp)
Graduation

Pre-Graduation Audit

TEEL undergraduate majors are required to meet with the assigned CEPS academic advisor to complete a Pre-Graduation Audit prior to completing 90 semester credit hours. This audit is intended to advise the student of all courses needed for graduation and to confirm that all remaining requirements are included in the degree plan.

Graduation Process

TEEL majors are responsible for meeting all UWF and TEEL graduation requirements. Having met all requirements for an undergraduate degree major a student is expected to graduate and will not be permitted to take additional classes as an undergraduate student. Student responsibilities include:

1. Meeting with a TEEL undergraduate academic advisor each semester to discuss degree progression,
2. Completing the Graduation Application online by the deadline listed in the Academic Dates http://uwf.edu/offices/registrar/graduation-guide/apply-to-graduate/, and
3. Meeting all requirements for the degree (see below)

UWF Bachelor’s Degree Requirements

TEEL majors should refer to their degree audits to review degree requirements. [For more information go to the confluence informational page at https://confluence.uwf.edu/display/public/Viewing+a+Degree+Audit] The degree audit must indicate all requirements have been completed in order for a student to graduate. Note: UWF may have academic policies that supersede the completion of all requirements of a degree audit. For example, TEEL undergraduate majors must be enrolled for at least one credit if a major is changed for graduation purposes, even if that new major degree audit shows all requirements met. Please consult with your academic advisor for more details.

TEEL undergraduate minimum requirements for a bachelor’s degree include, but are not limited to:
• 120 semester hours in an approved program to meet state law requirements
• UWF cumulative 2.00 GPA with a major GPA of 2.00 for TEEL undergraduate non-certification track programs
• UWF cumulative 2.50 GPA with a major GPA of 2.50 for TEEL undergraduate certification track programs
• 48 semester hours in upper-level course work
• 25% of degree program credits must be earned at UWF
• The last 30 semester hours of credit for a degree must be earned at UWF
• 24 semester hours of upper-level work in the major field with a minimum of 18 upper-level semester hours in the major field at UWF
• Fulfillment of Gordon Rule (Writing and Mathematics) Requirements
• Completion of all General Education requirements
• Completion of all program specific lower division common prerequisites
• Completion of admissions foreign language requirement
• Completion of multicultural requirement
• Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
• Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree program for which a degree is awarded
• Admitted and enrolled at UWF in a degree-seeking status within the last five years of the date the degree is awarded. TEEL undergraduate students should contact their academic advisor to determine the minimum of hours and courses in which to enroll. Students who need to be readmitted will be required to meet the degree requirements of the current catalog.

NOTE: A degree will not be awarded for a student on academic probation of suspension

After Graduation

Upon graduation with a major in education from a TEEL certification program, students are eligible for a five year professional certificate in their subject area(s). To secure this, they are required to submit an application to the FLDOE. For more information go to http://www.fldoe.org/teaching/certification/index.stml. This information is addressed in your senior seminar course: EDG4936.
Support Services & Resources

Academic Center for Excellence

The Academic Center for Excellence (ACE) provides free tutorial assistance and academic support services to all students, including distance learners enrolled at the University of West Florida. The Center is located in Building 52, Room 151. Please contact (850) 474-3176 or visit http://uwf.edu/offices/equity-diversity-international-affairs/ace/what-we-do/

Student Advocate

In addition to the Student Ombudsperson, a Student Advocate is available to assist students with information regarding University policies, grievance procedures, and appeal procedures. The Student Advocate may also serve as a facilitator in the resolution of disagreements, grievances or otherwise unsatisfactory conditions. The Student Advocate, a UWF student, is appointed by the Student Government Association (SGA) President. Students wishing to speak with the Student Advocate should go to the SGA Office located in the University Commons, Room 227 or call (850) 474-2393.

Financial Aid

Students attending on-campus or online may apply for eligibility to receive financial aid. The financial aid home page is located at http://uwf.edu/finaid/index.cfm

Please familiarize yourself with this site, which contains information, applications, additional forms, as well as the steps to follow in the financial aid process. Please read the information found in the “Scholarship” link, if you are interested in applying for scholarships. Note: deadlines apply.

Students attending UWF online who are non-Florida residents may apply for an out-of-state tuition waiver online at http://uwf.edu/online/we-are-affordable/waiver-info/

UWF ONLINE!

As a UWF student, you will be expected to access your MyUWF and Gmail accounts on a daily basis. MyUWF is a “one-stop shop” for all the information you need as a student. Your student records, registration and course search, eLearning
online courses, financial aid and account balance, HOLD information, grades, and your academic audit can all be found in MyUWF. To access your MyUWF account, go to our home page at http://uwf.edu and choose MyUWF from the Quicklinks drop-down menu on the top right. If you have difficulties signing up or understanding this website, please contact the UWF Informational Technology Services (ITS) at 850.474.2075.

Your Degree Works audit is a list of each requirement you will need to complete to graduate from UWF. You can find a link to your audit under the “My Info” tab in MyUWF. Your academic advisor can help you read your audit; however, you should review it frequently on your own to maintain accuracy.

Gmail is your student email account that you may access by going to the Gmail login at http://gmail.students.uwf.edu using your MyUWF username and password.

**UWF Library Access**

Students who are taking any classes on the UWF main campus are required to obtain a Nautilus Card. On-campus students can access library materials from the UWF library (Building 32) and Professional Studies Library (Building 86/Room105) with the use of the Nautilus Card.

If all of your classes are online you may request a Library Access Number as follows:

- Go to the Library Home Page at www.lib.uwf.edu
- Click on “Services” (a link on the left)
- Click on “Access for Distance Learners”
- Click on “Access” (link in center of page) and follow the directions

The Circulation Department will send you an access number via email and you will be able to access library materials online.

While waiting for an access number, you should be able to login to MyUWF, click on the “MY Campus” tab, and locate the library interface in the center column. If you enter the databases here, in most cases you will have full access even without an access number. If you should have any additional questions regarding access to library materials, contact the Circulation Department at 850.474.2414.

**UWF Bookstore**

Students can purchase textbooks online at http://www.efollett.com/ by choosing “Florida” and “University of West Florida” from the pull-down menu in the middle of the screen under U.S. Colleges and Universities. In addition to books, students can purchase UWF apparel and gifts, school supplies, and computer products. Once you register for classes and go to your class schedule link under the My Info
Military and Veterans Resource Center

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military, dependents and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following:

- VA education benefits
- Active duty tuition assistance
- Out of state fee waiver
- Coordinating academic advising
- Tutoring
- Counseling
- Disability accommodations
- Referral to state and federal resources and services’

The MVRC can be found in Building 38, Room 147. They can also be contacted at 850-474-2550 and mvrc@uwf.edu. For more information, you can also go to: http://uwf.edu/offices/military-veteran-resource-center/

Disability Services for Students

The Student Disability Resource Center provides assistance for eligible students with disabilities by ensuring that appropriate academic accommodations are made. Accommodations vary by individual and may include interpretive services, testing accommodations, assistive technology, and note taking assistance. Appropriate academic accommodations will be determined based on the documented needs of the individual. For more information, please contact the Student Disability Resource Center, Building 19, (850) 474-2387 (V/TDD: (850)857-6107), or http://uwf.edu/offices/student-disability-resource-center/

Health Services

Student Health Services, located in Building 960, provides primary care for all currently enrolled students. While the cost to see a provider is covered by the student health fee, there are nominal charges for labs, immunizations, and certain
exams, procedures, and treatments. Students are seen by appointment only. The clinic is open Monday, Wednesday, and Friday from 8 a.m. - 5 p.m. and Tuesday and Thursday from 9 a.m. - 5 p.m. Appointments can be made in person or by calling (850) 474-2172.

Counseling & Psychological Services & Wellness Services

Counseling and Wellness Services has two areas: Counseling Services and Wellness Services, both located in Building 960, Suite 200-A. These areas work collaboratively to create a culture at UWF in which students value and nurture both physical and mental health. Each area also works independently, providing unique contributions to the UWF campus community.

“CAPS offers counseling and therapy to help students address how to manage, cope and grow with the stress associated with school and life.” Some of the services CAPS provides include the following: therapy, outreach, self-help resources, mental health screenings, trainings, information for parents, and faculty and staff emergency guides. For more information call (850) 474-5420 or stop by between 8 am and 5 pm – Monday through Friday.

“The mission of UWF Wellness Services is to support student success through health education, promoting healthy choices, and encouraging activism. Some of the services offered by the Wellness Office include sexual health, drug awareness, and gender and sexual violence. Wellness Services also works with the UWF Peer Educators to promote student driven health efforts on campus. This Center is located in Building 960, Suite 200B. For more information call (850) 473-7112.

Appendix A – Required Affirmation

Appendix B – Florida Educator Accomplished Practices

Appendix C – Degree Plans

Appendix D – Personal Planner

Appendix E – Planning Calendar
Appendix A – Required Affirmation.

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**Required Affirmation**

Once you have read and understand this orientation, you must submit an affirmation to TEEL, which provides proof that you have completed the orientation for admission purposes and that you are responsible for understanding the contents of this orientation.

*****I have read and acknowledge all information in the TEEL Orientation Handbook. I am aware of accreditation, advising, admissions, UWF online, faculty, field experiences, certification exams, student teaching, and graduation requirements. I understand I am responsible for the deadlines, expectations, and requirements within this handbook. *****

Printed Name: ________________________________________________

Signature: ___________________________________________________

UWF ID #: ___________________________________________________

Date: _________________________________________________________

---

WE ADVISE YOU TO PRINT AND SAVE A COPY OF THIS DOCUMENT FOR YOUR REFERENCE THROUGHOUT THE PROGRAM!

Appendix B - The Educator Accomplished Practices.
**FEAP 1: Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

1. a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
1. b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
1. c. Design instruction for students to achieve mastery;
1. d. Selects appropriate formative assessments to monitor learning;
1. e. Uses diagnostic student data to plan lessons; and
1. f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**FEAP 2: Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:

2. a. Organizes, allocates, and manages the resources of time, space, and attention;
2. b. Manages individual and class behaviors through a well-planned management system;
2. c. Conveys high expectations to all students;
2. d. Respects students’ cultural, linguistic and family background;
2. e. Models clear, acceptable oral and written communication skills;
2. f. Maintains a climate of openness, inquiry, fairness and support;
2. g. Integrates current information and communication technologies;
2. h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
2. i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication.

**FEAP 3: Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

3. a. Deliver engaging and challenging lessons;
3. b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
3. c. Identify gaps in students’ subject matter knowledge;
3. d. Modify instruction to respond to preconceptions or misconceptions;
3. e. Relate and integrate the subject matter with other disciplines and life experiences;
3. f. Employ higher-order questioning techniques;
3. i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
3. j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**FEAP 4: Assessment.** The effective educator consistently:
4.a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
4.e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and;
4.f. Applies technology to organize and integrate assessment information.

FEAP 5: Continuous Professional Improvement. The effective educator consistently:
5.d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

FEAP 6: Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.
6.a. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
6.b Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.
6.c Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
6.d Determine and apply the appropriate use and maintenance of students’ information and records.
6.e Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
# Appendix C – Degree Plans

## ELEM/ESOL/READING, B.A.

### (ELEM) Degree Plan

#### SUMMARY OF REQUIREMENTS-UNDERGRADUATE

List of when each course is offered in which semester & the Pre-requisite(s)/Co-Requisite(s)

### Education Courses (Prerequisites)

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 1005: Introduction to Education</td>
<td>All</td>
<td>None</td>
<td>FTCE General Knowledge</td>
</tr>
</tbody>
</table>

### Courses in the Major

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070  Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
<td>FTCE Professional Education</td>
</tr>
<tr>
<td>LAE 3314  Literacy for the Emergent Learner</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDF 3234  Applied Foundations of Education</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 4373  Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 3945  Field Experience 1 (ELEM)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3234</td>
<td></td>
</tr>
<tr>
<td>EDG 4413  Classroom Management</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>TSL 4080  Found of Teaching ESOL Students</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 3310  Literacy Instru for the Intermediate Learner</td>
<td>All</td>
<td>Pre-req: LAE 3314</td>
<td></td>
</tr>
<tr>
<td>EDE 4200  Planning &amp; Curriculum I</td>
<td>Fall &amp; Spring</td>
<td>None</td>
<td>FTCE Subject Area K-6</td>
</tr>
<tr>
<td>EDG 4345  Educational Assessment</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SCE 4310  Teaching Science in the Elementary School</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>MAE 4310  Teaching Math in the Elementary School</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EME 3410  Integrating Technology across the Curriculum</td>
<td></td>
<td>Pre-req: EME 2040</td>
<td></td>
</tr>
<tr>
<td>RED 4542C Assmnt &amp; Differentiated Instruc in Reading</td>
<td>All</td>
<td>Pre-reqs: LAE 3314 &amp; RED 3310</td>
<td>Apply for Teacher Candidacy</td>
</tr>
<tr>
<td>TSL 4081  Empow Tchrs to Teach Eng to ESOL Stu</td>
<td>All</td>
<td>Pre-req: TSL 4080</td>
<td>• Degree Seeking Major</td>
</tr>
<tr>
<td>SSE 4113  Social Studies for Elementary Teachers</td>
<td>All</td>
<td>None</td>
<td>• Pass ALL required FTCE</td>
</tr>
<tr>
<td>EDE 4201  Planning &amp; Curriculum II</td>
<td>Fall &amp; Summer</td>
<td>Pre-req(s): EDE 4200 and 2 Mthds Courses Co-req(s): Methods Course: LAE 3314, MAE4310, SCE4310, SSE4113</td>
<td>• Good Standing</td>
</tr>
<tr>
<td>EDG 4949  Field Experience 2 (ESE)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDG 3945 Concur Pre-reqs: RED4542c &amp; TSL4081</td>
<td>• Dispositions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• GPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Approved by Dean</td>
</tr>
</tbody>
</table>

### Student Teaching

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 4940  Student Teaching OR EDG 4941 Teaching Internship I OR EDG 4942 Teaching Internship II</td>
<td>Fall &amp; Spring</td>
<td>All course-work &amp; passing all FTCEs: General Knowledge, Professional Education &amp; Subject Area(s): (ELE K-6)</td>
<td>FALL Application</td>
</tr>
<tr>
<td>EDG 4936  Senior Seminar</td>
<td>Fall &amp; Spring</td>
<td>Co-req: EDG 4940 OR EDG 4941/4942</td>
<td>SPRING Application &amp; August 1</td>
</tr>
</tbody>
</table>

Revised: 2/24/17 jcc
## ELEM/ESOL/READING (K-6) & ESE (K-12), B.A.  
### (ELEM & ESE) Degree Plan

### SUMMARY OF REQUIREMENTS-UNDERGRADUATE

List of when each course is offered in which semester & the Pre-requisite(s)/Co-require(s)

#### Education Courses (Prerequisites)

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 1005: Introduction to Education</td>
<td>All</td>
<td>None</td>
<td>FTCE General Knowledge</td>
</tr>
</tbody>
</table>

#### Courses in the Major

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070: Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
<td>FTCE Professional Education</td>
</tr>
<tr>
<td>LAE 3314: Literacy for the Emergent Learner</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDF 3234: Applied Foundations of Education</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 4373: Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 3945: Field Experience 1 (ELEM)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3234</td>
<td></td>
</tr>
<tr>
<td>EDG 4413: Classroom Management</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>TSL 4080: ESOL Principles &amp; Practices</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 3310: Literacy Instru for the Intermediate Learner</td>
<td>All</td>
<td>Pre-req: LAE 3314</td>
<td></td>
</tr>
<tr>
<td>EDG 4345: Educational Assessment</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SCE 4310: Teaching Science in the Elementary School</td>
<td>All</td>
<td>None</td>
<td>FTCE Subject Area K-6 &amp; ESE K-12</td>
</tr>
<tr>
<td>EEX 4254: Instr Strateg for Teach Stu w/ Exceptionalities</td>
<td>All</td>
<td>Pre-req: EEX 3070</td>
<td></td>
</tr>
<tr>
<td>TSL 4081: Empow Tchrs to Teach Eng to ESOL Stu</td>
<td>All</td>
<td>Pre-req: TSL 4080</td>
<td></td>
</tr>
<tr>
<td>MAE 4310: Teaching Math in the Elementary School</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SSE 4113: Social Studies for Elementary Teachers</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 4542C: Assmnt &amp; Differentiated Instruc in Rdg</td>
<td>All</td>
<td>Pre-reqs: LAE 3314 &amp; RED 3310</td>
<td></td>
</tr>
<tr>
<td>EEX 4255: Curr for Teach Students w/ Exceptionalities</td>
<td>All</td>
<td>Pre-reqs: EEX 3070 &amp; RED 3310</td>
<td></td>
</tr>
<tr>
<td>EEX 4772: Pers, Social &amp; Emplymt Skills/Exc Students</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EEX 4474: Curr. for Teach Stu w/Sever Disabilities</td>
<td>All</td>
<td>Pre-req: EEX 3070</td>
<td></td>
</tr>
<tr>
<td>EDG 4949: Field Experience 2 (ESE)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3945 Concur Pre-reqs: RED4542c &amp; TSL4081</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Teaching

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 4940: Student Teaching</td>
<td>Fall &amp; Spring</td>
<td>All course-work &amp; passing all FTCEs: General Knowledge, Professional Education &amp; Subject Area (s): (ESE K-12 &amp; ELE K-6)</td>
<td>FALL Application</td>
</tr>
<tr>
<td>EDG 4941: Teaching Internship I</td>
<td></td>
<td></td>
<td>March 1</td>
</tr>
<tr>
<td>EDG 4942: Teaching Internship II</td>
<td></td>
<td></td>
<td>SPRING Application</td>
</tr>
<tr>
<td>EDG 4936: Senior Seminar</td>
<td>Fall &amp; Spring</td>
<td>Co-req: EDG 4940 OR EDG 4941/4942</td>
<td>Approved by Dean</td>
</tr>
</tbody>
</table>

Revised: 2/24/17 jcc
## INFORMAL EDUCATION AND LEARNING
### Degree Plan

#### SUMMARY OF REQUIREMENTS-UNDERGRADUATE
List of when each course is offered in which semester & the Pre-requisite(s)/Co-Requisite(s)

### Courses in the Major

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070 Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>LAE 3314 Literacy for the Emergent Learner 4</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>EDF 3234 Applied Foundations of Education</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>EDG 4373 Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>EDG 3945 Field Experience 1</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3234</td>
</tr>
<tr>
<td>EDG 4413 Classroom Management</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>TSL 4080 ESOL Principles &amp; Practices</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>RED 3310 Literacy Instru for the Intermediate Learner</td>
<td>All</td>
<td>Pre-req: LAE 3314</td>
</tr>
<tr>
<td>EDG 4334 UDL for Informal Learning Environments</td>
<td>Spring</td>
<td>None</td>
</tr>
<tr>
<td>EDG 4947 High-Impact Practice Seminar</td>
<td>Fall</td>
<td>Co-Req EDG 4944</td>
</tr>
<tr>
<td>EDG 4944 High-Impact Practice Practicum</td>
<td>Fall</td>
<td>Co-req: EDG 4947</td>
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<tr>
<td>EDG 4077 Learning in Informal Environments</td>
<td>Fall</td>
<td>Pre-Req: EDG 3234</td>
</tr>
<tr>
<td>DEP 3103 Child Development OR</td>
<td>Fall &amp; Spring</td>
<td>None</td>
</tr>
<tr>
<td>DEP 4305 Psychology of Adolescence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDG 4931 Capstone Seminar in Informal Learning and Ed.</td>
<td>Spring</td>
<td>None</td>
</tr>
</tbody>
</table>

Choose electives to total 15 Sh: 9 sh of Courses must be selected from the list below. 6sh of courses may be selected from any 2000 level or higher course not in TEEL with advisor approval.

| DEP 4404 Adulthood and Aging                   | All               | None                     |
| EXP 4404 Psychology of Learning               | All               | None                     |
| STA 2023 Elements of Statistics               | All               | None                     |
| EEX 4141 Survey of Norm/Abnorm Lang & Spch Dev | All       | None                     |
| DEP 4305 Psychology of Adolescence OR          | All               | None                     |
| DEP 3103 Child Development OR                  |                  |                          |

Revised: 2/24/17 jcc
## Appendix D – Personal Planner
### At a Glance Checklist

**Prior to Admission**
- EDF 1005 Introduction to Education
- Pass FTCE General Knowledge

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 1</strong></td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Course</td>
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<tr>
<td></td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Course</td>
<td><strong>Apply for Field Experience 1</strong>&lt;br&gt;(Fall window is 3/1 – 5/1)&lt;br&gt;(Spring window is 8/1 – 10/1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2</strong></td>
<td>Course</td>
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<td>Course</td>
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</tr>
<tr>
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<td>Course</td>
<td><strong>Course EDG 4949 Field Experience 2</strong>&lt;br&gt;<strong>Pass FTCE Content Area</strong>&lt;br&gt;<strong>Apply for Teacher Candidacy</strong>&lt;br&gt;(Fall window is 3/1-5/1)&lt;br&gt;(Spring window is 8/1 -10/1)&lt;br&gt;<strong>Apply for Graduation</strong></td>
</tr>
</tbody>
</table>

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27
## Appendix E – Planning Calendar

**Application Deadlines for Field Experience**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</thead>
<tbody>
<tr>
<td>FALL</td>
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<td></td>
<td>Application window for FALL Field Experience (3/1-5/1)</td>
<td>FALL Field Experience DEADLINE May 1</td>
<td>Application window for SPRING Field Experience (8/1-10/1)</td>
<td>SPRING Field Experience DEADLINE October 1</td>
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**Application Deadlines for Student Teaching in the Fall**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
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<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidacy</td>
<td>Application window for Teacher Candidacy (3/1 – 5/1)</td>
<td>Student Teaching DEADLINE May 1</td>
<td>DEADLINE for passing FTCE July 15 for waitlist</td>
<td>EDG 4940 Student Teaching</td>
<td>EDG 4936 Senior Seminar</td>
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**Application Deadlines for Student Teaching in the Spring**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jun</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidacy</td>
<td>Application window for Teacher Candidacy (8/1 -10/1))</td>
<td>Student Teaching DEADLINE October 1</td>
<td>DEADLINE for passing FTCE November 15 for waitlist</td>
<td>EDG 4940 Student Teaching</td>
<td>EDG 4936 Senior Seminar</td>
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