Program Handbook
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Welcome to the **College of Education**

It is with pleasure and enthusiasm that I welcome you to the College of Education at University of Phoenix. The mission of the College of Education is *to impact student learning one educator at a time.*

I am excited to present this handbook for you to explore the different degree programs and certificates within the College of Education. We hope to help you achieve your professional goals, whether those are leading a classroom of your own, crafting a vision to lead your building or district, or enriching your professional practice.

In this handbook, you will find an outline of the many different experiences that will prepare you to create a difference in the lives of P-12 students (pre-kindergarten through twelfth grade). Please pay special attention to the time you will spend in classrooms gaining real-world field experience as you fulfill requirements for in-person clinical practice for initial licensure programs. You will be connecting the theories you learn in your course work to the practice of what you will see, experience, and practice in P-12 settings.

All of our education programs are aligned to the national standards of the education field. Our programs are reviewed regularly to ensure your experience is the most current so that University of Phoenix College of Education students will be learner-ready upon graduation.

Thank you for choosing to be a member of such a fulfilling and meaningful profession!

Sincerely,

Pamela M. Roggeman, Ed.D.
Academic Dean
College of Education
University of Phoenix
College of Education

OVERVIEW

This College of Education Program Handbook is a supplement to the University of Phoenix Academic Catalog and the University of Phoenix Faculty Handbook. Students and faculty are advised to use this handbook as a resource and guide to understanding College of Education programs; however, it is important that students understand they must adhere to all policies and procedures detailed in the University of Phoenix Academic Catalog, Teacher Education Handbook or Advanced Program Handbook, and course syllabi.

RESOURCES

All required forms and reference documentation referred to within the text of this handbook can be located in student and faculty resources sites.
School Overview

OVERVIEW OF THE COLLEGE OF EDUCATION

Statements of Mission, Purpose, Philosophy, and Values

The mission of University of Phoenix’s education programs is to prepare candidates who possess the knowledge, skills, dispositions, and dedication to lifelong learning that will support their practice as P-12 educational professionals. This mission is reflected in the Conceptual Framework, developed with the collaboration and approval of academic leadership from two colleges, and with input by faculty and academic staff representing initial and advanced programs from the College of Education and the College of Social Sciences.

University Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

College Conceptual Framework

Our Conceptual Framework provides a common structure for all initial and advanced degree programs. It is the guiding structure for the design, implementation, and evaluation of our programs and sets expectations for teaching and learning by our faculty and candidates.
Emphasizing a continuum of knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice, the Conceptual Framework is centered on the College’s vision of the Educational Professional. Seven themes support this vision through seminal and current research and are evidenced in the design and delivery of each of our initial and advanced degree programs.

**Conceptual Framework Themes**

The following themes are shared by the faculty and reflected in University of Phoenix education curricula:

- **Advocating for Learning**: In order to demonstrate professional dispositions and a belief in learning for all, candidates in our initial and advanced programs are expected to “create caring and supportive learning environments and encourage self-directed learning by all students” (NCATE, 2008). They are further expected to analyze assessment data, make adjustments to strategies for teaching and learning for all students, and to collaborate with other professionals to develop strategies that support student learning.

- **Valuing Diversity**: We provide opportunities for educational experiences within a diverse student body, collaborating with diverse colleagues, and peers, and faculty. Proficiencies within our range of degree programs address diversity issues and identify expected outcomes for working with diverse students, faculty, and community populations.

- **Collaborating with Educational Communities**: Our candidates participate in collaborative learning communities in the classroom and through field experience and clinical practice. They are expected to work with students, families, colleagues and community members to promote learning and the education profession, and to engage in collaboration with the goal of improving practice.

- **Integrating Technology**: Our candidates make use of technology throughout their degree program in the completion of coursework, in preparing assessment and professional portfolios and communicating with peers and faculty. Our candidates are expected to use multiple instructional strategies, including integrating technology, for all students to learn.

- **Engaging in Reflective Practice**: Throughout their degree programs, candidates engage in reflective practice through research projects, case studies, and problem-solving activities. They are further challenged to apply theory to practice in their coursework, field experiences, and clinical practice. Candidates are expected to reflect on their instruction and assessment practices and make needed adjustments to enhance student learning.

- **Leading through Innovative Practices**: Candidates in initial and advanced programs are expected to demonstrate leadership through interaction with colleagues, use of effective and innovative practice to enhance student learning, and in their contributions to the profession through research and best practice.

- **Practicing Professional Ethics**: Our candidates are expected to understand and apply knowledge related to professional ethics. Candidates are expected to adhere to the ethical guidelines that are aligned with the national standards for their specialization (e.g., early childhood education, school counseling). These ethical guidelines are embedded in program coursework, requirements for field experience, and assessment criteria for clinical practice.
DEGREE PROGRAMS

Whether the program is offered online or at a campus location, all College of Education degree programs that lead to teacher licensure require coursework, field experience, and in-person clinical experience as a student teacher. To graduate, teacher candidates must successfully complete the program in its entirety.

The College of Education offers the following education licensure programs:

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<thead>
<tr>
<th>Bachelor of Science in Education (BSED)</th>
<th>Master of Science in Education (MAED)</th>
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<tbody>
<tr>
<td>• Bachelor of Science in Education Early Childhood Education</td>
<td>• Master of Arts in Education Administration and Supervision</td>
</tr>
<tr>
<td>• Bachelor of Science in Education Elementary Education</td>
<td>• Master of Arts in Education Elementary Teacher Education</td>
</tr>
<tr>
<td></td>
<td>• Master of Arts in Education Secondary Teacher Education</td>
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<td>• Master of Arts in Education Special Education</td>
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Certificate Programs

- Post-Baccalaureate Certificate in Alternative Pathway Elementary
- Post-Baccalaureate Certificate in Alternative Pathway Secondary
- Post-Baccalaureate Certificate in Alternative Pathway Special Education
- Post-Master's Certificate in Principal Licensure

Information on any other active College of Education program not contained in the bulleted list above can be found in its original handbook on the student resource page. Students may refer to eCampus or consult their academic counselor if unsure of their program version.
General Policies and Standards

UNIVERSITY POLICIES

Policies located in the University of Phoenix Policies section of the University of Phoenix Academic Catalog apply to all students attending University of Phoenix. This includes course and program enrollment, nondiscrimination, harassment, and disability policies. Likewise, the University Faculty Handbook outlines policies governing the conduct of faculty.

PROFESSIONAL EXPECTATIONS

Candidates in P-12 College of Education programs at University of Phoenix participate in one or more field placements as part of their academic program. Degree candidates interact with students, parents, school staff, and others in the community during the field experiences. As prospective educators and administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct. Candidates' dispositions will be evaluated throughout the program.

FIELD EXPERIENCE

Field Experience is an important part of any education degree program. The field experiences are integrated with content from coursework and allow opportunities for teacher candidates to observe and obtain first-hand experience in P-12 classrooms. It is important for candidates to get a variety of field experiences during the program.

Field Experience is designed to provide you with the opportunity to observe and interact with experienced teachers, P-12 students, support staff, and administrators in diverse school environments and to participate in professional development activities. It is also your opportunity to make connections that may open the door for a student teaching placement to complete your clinical practice.

Prior to student teaching, field experience enables you to observe and participate in hands-on daily classroom practices such as tutoring and one-on-one, whole-group, and small-group instruction in a variety of grade level and content areas.

CLINICAL PRACTICE AND STUDENT TEACHING

Clinical Practice in the form of student teaching is an integral component of the teacher preparation program. It provides candidates with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty supervisor. Candidates experience a clinical supervision model during the initial phase of student teaching that utilizes observation, analysis, reflection, and conferencing components.

Additionally, student teachers will be responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of each assignment is scheduled to coincide with faculty supervisor visitations and/or student teaching
seminars; the content of these assignments will form the basis for discussion at the visitations and/or during the seminars. The student teaching experience is designed to emphasize the achievement of state-specific standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

1. Candidates must take the appropriate student teaching courses concurrently with the student teaching experience. If a candidate chooses to postpone the student teaching experience, he/she must postpone enrollment in the corresponding student teaching course(s).

2. Candidates must earn a “B” or better in each student teaching course. If a candidate receives less than a “B” (B- or lower, or an Incomplete), he/she must repeat the course AND the student teaching experience.

3. Student teaching can only be repeated one time. Candidates must complete a remediation process through Supplemental Standards prior to being eligible for their final attempt at student teaching.

4. It is recommended that candidates complete their student teaching block within 12 months from the completion date of their last required course in the program. If candidates defer student teaching for more than one year, they may encounter changes in state examinations and/or other requirements for teacher certification. Candidates will be responsible for complying with any new state credentialing requirements at the time student teaching is completed.

For more information about each of these programs, including on-time completion rates, the median debt incurred by students who completed the program and other important information, please visit: http://www.phoenix.edu/programs/gainful-employment.html.

**Residents of the following states: Alabama, Delaware, Idaho, Illinois, Indiana, Iowa, Kansas, New Jersey, Oregon, Puerto Rico, Texas and Utah - As an out of state-prepared candidate for initial teacher licensure, your state requires you to obtain Arizona certification first prior to seeking licensure in your home state.

For more information on licensure requirements, application materials and website information for your state’s board or department of education, click on your state below.

**State Licensure**

To view the licensure requirements in your state, please click here:

http://www.phoenix.edu/colleges_divisions/education/teacher-licensure/state-requirements.html

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