

Curriculum and Instruction

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Degrees and Programs Offered

The State of Alabama offers five levels of teacher certification programs, namely, P-3, K-6, 4-8, 6-12, and P-12. The College of Education offers options in each of the five levels of teacher certification.

- Early Childhood Education/Early Childhood Special Education (PreK-3/birth to age 8)
- Elementary Education (K-6)
- Secondary/High School Education (6-12) with majors in biology, chemistry, English language arts, foreign language (German, French, Spanish), general science, history, mathematics, physics, social science.
- Collaborative Teacher –Special Education K-6 or 6-12
- Middle School Endorsement (4-8) with teaching fields biology, chemistry, English language arts, foreign language (German, French, Spanish), general science, history, mathematics, physics, and social science
- Music Education (P-12)
- A minor is not available in education.

Accreditation

Teacher education programs at UAH are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Alabama State Board of Education, according to standards of the National Association of the State Directors of Teacher Education and Certification (NASDTEC) for the issuance of appropriate professional certificates for service in public schools.

Preadmission Requirements

File an *Intent to Apply to the Teacher Education Program (TEP)* with the Teacher Certification Officer as soon as a decision is made to seek teacher certification but no later than the end of the sophomore year. In addition, students must meet the following requirements:

1. No more than 2 courses of the General Education Requirements remain to be taken.
2. Minimum GPA of 2.75 and grades of C or higher in EH 101 & EH 102 (or EH 105), CM 113, MA 230, MA 231 and PY 201.
3. Elementary education candidates must earn a 2.75 GPA with grades of C or higher in each of the following areas: English, Mathematics, Science, and Social Sciences
4. Secondary education candidates must earn a 2.75 in their major.
5. Submit a finger print card to the Alabama State Department of Education with the appropriate fee in the form of a money order or cashier's check made payable to the Alabama Department of Education and successfully pass a background review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation. Anyone convicted of a felony and/or misdemeanor other than a minor traffic violation may be denied certification or have certification revoked by the State Superintendent of Education.

Admission to the Teacher Education Program

Admission to the university does not qualify a student for admission to the Teacher Education Program. Students must submit an Application for Admission to the Teacher Education Program during the Block I semester of the education courses. They must also meet the following requirements:

1. Minimum 2.75 GPA in Block I ED courses with no grade lower than a C.
2. Minimum 2.75 GPA in teaching field or second area of study courses, with no grade lower than C.
3. Satisfactory completion of specified assignments in Block I, including writing and field experiences.
4. Satisfactory ratings on Admission Interview, Dispositions Ratings, and Application Essay.
5. Satisfactory external faculty recommendation.
6. Passing score on all required subtests of the *AECP Basic Skills Test*.

Admission by Reciprocity

Students who have been admitted to a teacher education program at an accredited university or college in Alabama may apply for reciprocal admission to the *Teacher Education Program (TEP)* with the Certification Officer or the Department Chair.

Continuation in the Teacher Education Program

Requirements include:

1. Minimum 2.75 GPA in Education courses, with no grade lower than C.
2. Minimum 2.75 GPA in teaching field or second area of study, with no grade lower than C.
3. Satisfactory completion of Blocks 2, 3, and 4 Field Experience hours and grade of C or higher on required field experience papers.
4. Satisfactory Dispositions Ratings by Education faculty and field experience mentor teachers.
5. Registration for *Praxis II* Test in Block 2-3; must pass *Praxis II* before admission for Internship..

If any of the above requirements are not met, a Professional Development Plan (PDP) will be initiated. Candidates who do not meet the conditions of the PDP may be dismissed from the Teacher Education Program.

Field Experiences

The Alabama State Department of Education requires that all teacher candidates complete a minimum of 200 hours of field experiences in diverse settings prior to the internship. To meet this requirement, candidates will systematically be placed in area schools for a minimum of 50 hours of experience each semester.

Internship Placement Requirements

In addition to satisfactory completion of required coursework and satisfactory completion of 200 hours of field experiences, candidates must meet the following requirements:

1. Minimum 2.75 GPA in Education courses, with no grade lower than C.
2. Minimum 2.75 GPA in second area of study or teaching field, with no grade lower than C.
3. Satisfactory Dispositions Ratings and field experience evaluations.
4. Satisfactory external faculty recommendations - *secondary and P-12 candidates only*.
5. Applications for Internship and graduation on file.
6. Passing Score on all required Praxis II exams.

Application Dates

Internships must be completed in the final semester before graduation. All internship placements are coordinated by the Coordinator of Field and Clinical Experiences. At UAH, the internship is a full-time, full semester assignment of 15 weeks. Candidates should not expect to enroll in other courses during the internship semester.

1. Elementary Education students must complete a primary and intermediate assignment.
2. Secondary Education students will complete a middle and high school assignment.
3. P-12 music education students must complete an early childhood/elementary and a middle/high school assignment.
4. Candidates adding the Collaborative Teacher certification will complete part of the internship in a special education setting.

Certification Requirements

Alabama teaching certificates are the legal responsibility of the Alabama State Department of Education. Colleges and universities cannot issue professional certificates. In order to be recommended for a professional teacher's certificate, candidates must complete a state approved program. Approved undergraduate programs offered by the UAH College of Education are designed to prepare candidates for professional Class B certification with a bachelor's degree.

Initial Certification

It is the candidate's responsibility to initiate the application for the initial certificate. To be recommended for an initial certificate, candidates must:

1. Meet all UAH Education program requirements including satisfactory completion of the internship with evaluations by university supervisors and cooperating teachers of 2.0 or higher.
2. Satisfactory completion of the UAH Exit Portfolio Review.
3. Candidates who expect to teach in states other than Alabama are responsible for knowledge of licensure requirements of those states. Such candidates should inform the certification officer of their intentions.

Ensuring the Competence of Graduates

For a period of two years of the valid date of the Professional Educator certificate, the University of Alabama in Huntsville, through the College of Education, shall warranty and provide remediation at no cost to students who are evaluated to be unsatisfactory or deficient in any area of preparation. Remediation in professional education and/or teaching field departments will be based upon recommendations from the performance evaluations

conducted by public school administrators who use the Educate Alabama which is recognized and approved by the State Board of Education. This policy is consistent with the Alabama State Code of Education.

Teacher Education Programs at UAH

B.A. and/or B.S. programs are available for the following certification programs: biology, chemistry, collaborative teacher, elementary education, English-language arts, French, general science, German, history, mathematics, music, physical education, physics, social science, and Spanish. (General Education Requirements for teacher candidates may differ from those required of other students. Individuals interested in pursuing teacher education should consult the Department of Curriculum and Instruction about General Education Requirements for their program of study.)

Bachelor of Arts in Elementary Education (K-6) (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/elementary-education>)

Bachelor of Arts in Elementary Education (K-6) with Collaborative Education (K-6) (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/elementary-education/collaborative-education>)

Bachelor of Arts in Elementary Education (K-6) with Language and Culture option (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/elementary-education/language-culture>)

Bachelor of Science in Secondary Education (6-12) in the following fields of study:

- Biology (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/biology>)
- Biology and General Sciences (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/biology-general>)
- Chemistry (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/chemistry>)
- English Language Arts (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/ela>)
- Foreign Language (Spanish, French, or German) (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/foreign-language>)
- History (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/history>)
- History and Social Sciences (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/history-social-sciences>)
- Mathematics (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/mathematics>)
- Physics (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/physics>)
- Additional Collaborative Certification (6-12) (<http://catalog.uah.edu/undergrad/colleges-departments/education/curriculum-instruction/collab>)

UAH also offers teacher certification in Music Education (Choral or Instrumental) (<http://catalog.uah.edu/undergrad/colleges-departments/arts-humanities-social-sciences/music/music-ba-music-education-emphasis>).

ED 115 - EFFECTIVE RDG & STUDY SKILLS

Semester Hours: 3

Developmental course focusing on acquisition of strategies to expand an individual's ability to read and study materials encountered in higher education. Effective reading and study strategies which incorporate reading, writing, and listening skills are taught and applied, using college texts and related readings.

ED 301 - INTRO TO EDUCATION PRACTICUM

Semester Hour: 1

Initial practicum experience designed to provide the opportunity to explore the role of the classroom teacher in today's diverse school settings. The five-day observation will be integral to the content and objectives of ED 305 and 308, and will provide a foundation for the coursework and activities. Prerequisites: ED 305 & ED 308 (taken concurrently). This experience is a prerequisite for admission to the Teacher Education Program.

ED 305 - FOUNDATIONS OF EDUCATION

Semester Hours: 3

Survey of social, cultural, historical, and philosophical foundations of education; interrelationships of society and education, effects of social change and influences of social-cultural values upon education; educational ideas and processes as they attempt to shape curricula. The perennial search for the meaning of education, perceived not merely as schooling, but as a process of enculturation and socialization. Prerequisites with concurrency: ED 301 and ED 308.

ED 307 - MULTICULTURAL FND EDUCATION

Semester Hours: 3

This course will provide students with an understanding of selected philosophical, historical, social, cultural, political, and economic questions and influences on the development of educational policies and practices. Through an examination of constructs such as race, ethnicity social class, gender, sexual orientation, and religious affiliation, students will develop an understanding of the connections between identity, difference, power and privilege and the role(s) schools play in perpetuating or ending discriminatory practices.

ED 308 - EDUCATIONAL PSYCHOLOGY

Semester Hours: 3

Psychological principles basic to an understanding of the learner, the learning process, and the learning situation. Intensive field experience required. Prerequisites with concurrency: ED 301 and 305.

ED 309 - CLASSROOM & BEHAVIOR MGMT

Semester Hours: 3

This course focuses on instructional options that learners need in order to be successful. It takes a broad approach to classroom and behavior management that is grounded in both theory and reflective practice. Content will emphasize the study and implementation of a variety of classroom and behavior management strategies that are necessary for working with diverse populations. Intensive field experience in an assigned public school required. Prerequisites: Admission to the Teacher Education Program.

ED 310 - TCHG ART IN ELEM SCHOOL

Semester Hours: 3

ED 315 - EDUC EVALUATION & MEASUREMENT

Semester Hours: 3

This course is designed to help prospective teachers use and construct a range of assessments that will help them plan and teach more effectively, improve learning and meet state and national standards. The class will focus on more traditional assessment issues such as validity and reliability, as well as the alternative assessments that are likely used in today's classrooms. Furthermore contextual issues such as educational accountability testing, the No Child Left Behind Act, and teacher testing and evaluation (PEPE) will be explored. Intensive field experience required. Taken concurrently with ED 373, 374, 405. Admission to the Teacher Education Program or permission of the chair.

ED 350 - TECHNOLOGY IN CLASSROOM

Semester Hours: 3

Introduces prospective teachers to current state of the art in educational technology. Designed as a laboratory course providing extensive hands-on experiences with microcomputers and other emerging technology. Emphasis is on enabling the student to effectively integrate technology into instructional settings. May be taken prior to entering Education Program.

ED 360 - EARLY CHILDHOOD EDUC PRACTICUM

Semester Hours: 3

A three-hour credit course in a state-approved or NAEYC-accredited pre-kindergarten or kindergarten placement. It includes a weekly one-hour seminar with a faculty member. Admission to Teacher Education required.

ED 371 - TCHG ELEM LANGUAGE ARTS

Semester Hours: 3

Introduction to current practices in language arts instruction with emphasis on the development of an integrated curriculum using children's literature as a foundation. Includes appropriate techniques for the teaching of grammar, spelling, and handwriting. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 372 - TCHG ELEM SOCIAL STUDIES

Semester Hours: 3

Teaching social studies in grades k-6. Helping beginning teachers acquire background skills in organizing and teaching units of work. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 373 - TCHG NATURL/HLTH SCIENCE

Semester Hours: 3

Integrates concepts from reflective practice with elementary science teaching. Opportunity to refine teaching skills in the planning, implementation, and evaluation of science lessons and units of instruction. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 374 - TCHG ELEM MATHEMATICS

Semester Hours: 3

Overview of the mathematics concepts and skills taught in grades K-6 with an emphasis on the principles, methods, and materials used in the teaching and evaluation of elementary school mathematics. Focuses on the attitudes and behaviors of students and teachers in the actual planning and implementation of mathematics instruction for an elementary school classroom. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 375 - TCHG READING IN PRIMARY GRADES

Semester Hours: 3

An introduction to the basic principles of literacy instruction in culturally and linguistically diverse primary grade classrooms, including theoretical bases for instruction, methods of instruction and organization, developmentally appropriate strategies and materials, and assessment of children's literacy needs. Class activities will include mini-lessons, discussions, group activities, and presentations. An intensive school-based practicum in grades pre K -2 is required.

ED 400 - SPECIAL TOPICS-INTERNSHIP

Semester Hours: 3

Innovative internship focused on working with students with disabilities. Observations, participation, and direct instruction and teaching in a middle or high school setting for a prescribed time.

ED 401 - FNDS OF REFLECTIVE TEACHING

Semester Hours: 3

This diversity elective is designed to develop reflective practitioners, who study teaching and student learning in an effort to improve teaching practices and also meet certification requirements. The course will use various lenses of professional teacher noticing to select and discuss evidence of effective teaching. Course topics include edTPA rubrics, lesson planning, video teaching episode analysis, student assessments and feedback, academic language for describing teaching, and professional writing about teaching.

ED 402 - SPECIAL TOPICS IN EDUCATION

Semester Hours: 3

Introduces students to current issues and trends within educational practice, policy and theory through a specific lens. Provides opportunities for students to investigate issues of teaching and learning within the broader social/cultural vantage basic exploration of current research and debate within education. Topic may vary with each offering.

ED 405 - RDG STRATEGIES INTERMED GRADES

Semester Hours: 3

This course provides an in-depth study in and application of the process of reading and reading instruction, theoretical approaches, instructional strategies, classroom organization, and the formal/informal assessment of reading in intermediate grades. This course is required of all elementary education majors and secondary education candidates who are pursuing a middle school endorsement. Intensive field experience required.

Prerequisites: Admission to the Teacher Education Program.

ED 408 - TCHG READING/CONTENT AREA

Semester Hours: 3

Provides knowledge of certain basic developmental and remedial reading skills, practices, and concepts. Extends those learned in previous, more fundamental, reading courses and shows how to apply fundamental skill and knowledge to the classroom. This will include adapting fundamentals of reading instruction to the various subject matter areas (i.e., the sciences, social studies, English, etc.). Survey of special reading programs such as remedial reading and reading instruction as practiced in special education. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 410 - FOUNDATIONS EDUC EVALUAT

Semester Hours: 3

Measurement process with emphasis on its relationship to problems of educational evaluation. Evaluation as an integral part of overall educational planning in addition to its use in measurement and evaluation of academic achievement. Prerequisites: Admission to the Teacher Education Program.

ED 413 - CHILDREN'S & ADOLESCENT LIT

Semester Hours: 3

Course content includes the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. Intensive field experience required. Same as EH 413. Prerequisites: Admission to the Teacher Education Program.

ED 421 - TEACH ENGL MID & SEC SCHOOL

Semester Hours: 3

This course is designed to provide undergraduate level English Education majors with the theory, tools and techniques for teaching middle and secondary students. The focus of the course is primarily, though not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Alabama Content Standards. Students will study, discuss, and implement a variety of instructional methods for helping all students succeed. Given the technologically rich environments middle and secondary students reside in, special attention will be given to the use of various technologies as a means of content exploration and student evaluation. Prerequisite: Admission to the Teacher Education Program.

ED 422 - TEACH MATH MID & SEC SCHOOLS

Semester Hours: 3

The methods course provides background for middle school and secondary teaching from the perspective of theory, research, and practice. It is designed to provide an introduction to and practice in ways in which to engage students in learning in mathematics in middle and secondary classrooms. Topics include specific educational philosophies of mathematics education, lesson and unit planning, instructional strategies, use of mathematics manipulatives and technology and student assessment within the content area. Applications will include microteaching and intensive school-based experiences in area schools. Prerequisite: Admission to the Teacher Education Program.

ED 423 - TCHG SC MID & SEC SCHOOLS

Semester Hours: 3

This course is designed for students who are pursuing teaching certification in middle and/or secondary science. The course will first focus on how middle and secondary students learn science, and then from this knowledge base, the class context will focus on how to plan, design, and implement inquiry-based science instruction. Assessment/development in science, the interpretation, and the use of assessment results to guide student understanding will also be incorporated in teaching methodology. Intensive field experience required. Must be admitted to Teacher Education Program.

ED 424 - TCHG SOC ST MID & SEC SCHOOLS

Semester Hours: 3

This course is designed to study effective techniques and strategies employed by social science teachers at the middle and secondary levels. As well as learning theoretical foundations in social studies education, students will learn pedagogic skills, instructional strategies, and modes of reasoning unique to the social studies classroom. Intensive field experience required. Students are required to observe, participate, and teach a lesson in a secondary social studies classroom. Must be admitted to Teacher Education Program.

ED 425 - METHODS TCHNG FGN LNG MID & HS

Semester Hours: 3

This course is designed to provide undergraduate level Foreign Language majors with the theory, tools, and techniques for teaching middle and secondary students. The focus of the course is primarily, though not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Common Core and Alabama Content Standards. Students will study, discuss and implement a variety of instructional methods for helping all students succeed. Given the technologically rich environments middle and secondary students reside in special attention will be given to the use of various technologies as a means of content exploration and student evaluation. Applications will include microteaching and school-based experience in area schools.

ED 493 - ELEMENTARY SCHOOL INTERNSHIP

Semester Hours: 12

Observation, participation and teaching in elementary school (full time, 15 week semesters). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 497 - HIGH SCHOOL INTERNSHIP

Semester Hours: 12

Observation, participation and teaching in middle/high school (full time, 15 week semester). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 499 - P-12 INTERNSHIP

Semester Hours: 12

Observation, participation and teaching in elementary and middle/high school (full time, 15 week semester). Students will also attend campus-based seminars designed to meet specific needs of the interns.

EDC 301 - TCHG THE EXCEPTIONAL CHILD

Semester Hours: 3

Examines special education laws and methodology used in teaching special education students. Focus is primarily on those students with mild learning disabilities. Also examines requirements needed in the regular classroom for special teachers. Intensive field experience required. To be taken concurrently with ED 301, ED 307, ED 308 and EDC 311. Prerequisites: Completion of all general education classes.

EDC 302 - INTRO LOW INCIDENCE POPULATION

Semester Hours: 3

Students will learn about low incidence disabilities through reading, research, discussion, and the integration of specific learning strategies during class activities. Students are expected to complete a case study/practicum with a disabled student in addition to 15 hours of observation in classrooms for low incidence exceptional students. Intensive field experience required.

EDC 311 - INSTR STRATEGIES INCLUSIVE CLR

Semester Hours: 3

Students learn about low incidence disabilities through reading, research, discussion, and the integration of specific learning strategies during class activities. Students are expected to complete a case study/practicum with a disabled student in addition to 15 hours of observation in classrooms for low incidence exceptional students. Intensive field experience required.

EDC 321 - COLLAB CONSU(PARENT-TCHR-TEAM)

Semester Hours: 3

This class focuses on the description and rationale for collaboration, including communication skills, group work, problem solving, and co-teaching. Each student will participate as a member of a collaborative team during the practicum. This course will also provide an examination of selected school district issues involving collaboration within traditional K-12 educational settings. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

EDC 331 - CRITICAL ISSUES IN SPEC EDUC

Semester Hours: 3

Provides an in-depth discussion and evaluation of current issues in special education such as litigation, legislation, personnel preparation, and research. School-based practicum required. Intensive field experience required. Prerequisites: Admission to The Teacher Education Program.

EDC 341 - ASSESS/PLN TRANSITION K-12 STU

Semester Hours: 3

Teacher candidates will develop the skills necessary for transitional planning, including administering cognitive, social, and functional assessments. Results of assessments will be interpreted and utilized to plan transitions from one placement to another, to inform instruction in regular, inclusive and self-contained classrooms, and to develop Individualized Education Plans (IEPs) for eligible students. Field work is required. Prerequisites: Admission to the Teacher Education Program.

EDC 351 - BEHAVIOR ANAL & INTERVENTION

Semester Hours: 3

This course focuses on the concepts of applied behavior analysis and how to implement those concepts in classrooms and other settings. Students learn how to conduct a functional behavior assessment and design, implement, and evaluate a behavioral-change project with an appropriate subject in a public school setting. Intensive field work required. Prerequisites: Admission to the Teacher Education Program.

ECH 306 - PRINCPLS OF EARLY CHILDHOOD ED

Semester Hours: 3

This introductory course will provide preservice early childhood educators with basic knowledge of the core principles and foundations of early childhood education. The course introduces students to the historical and sociocultural forces that have impacted the field along with contemporary early childhood programs and models, recent trends and issues, and theories of play. Admission to teacher education program required.

ECH 320 - DIFF INSTR FOR EARLY LEARNERS

Semester Hours: 3

An early childhood education curriculum course designed to provide practical knowledge for blending content areas to maximize children's learning and prepare teacher candidates to meet the needs of children across the curriculum. Focus is on the implementation of a curriculum designed to promote learning and development in the social, emotional, physical, language and cognitive domains. Additionally, the course will emphasize developmentally, culturally, and linguistically appropriate and effective teaching approaches to enhance each child's learning and development. Admission to teach education program required.

ECH 330 - ASSESSMENT OF YOUNG LEARNERS

Semester Hours: 3

This course provides candidates with an understanding of the forms, functions, methods, and roles of assessment for planning and implementing effective early childhood programs for young children, ages birth to five, from diverse cultures and with varied learning needs. Candidates will explore both quantitative and qualitative approaches to evaluation and assessment. They will learn about technological adaptations to enhance the assessment process. Students will gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment. They will learn about assessment strategies necessary for second language learners and about adaptations for children with disabilities. They will use selected assessment strategies with young children in their field placements and are expected to become competent in the use of authentic assessment strategies to describe a child's learning strengths and instructional needs. Admission to teach education program required.

ECH 340 - LANGUAGE & SPEECH DEVELOPMENT

Semester Hours: 3

This course provides an introductory examination of the development of language and speech in young learners. Pragmatic syntactic, and phonological analyses of children's language and speech development are required. Admission to teacher education program required.

ECH 490 - EARLY CHILDHOOD INTERNSHIP

Semester Hours: 3

Observation, participation and teaching in at least two early childhood settings with children ranging from infancy to grade 3 (full time, 15 week semesters). Students will also attend campus-based seminars designed to meet specific needs of the interns. Admission to the teacher education program required.