

EHS-Secondary Education (EHS)

Courses

EHS 125. Inquiry Approaches to Teaching. 1 Hour.

This Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation. The goal of Step 1 is to have students explore the possibility of teaching in science, mathematics, or computer science. Students teach science or mathematics lessons in local elementary classrooms and obtain first-hand experience with planning and implementing inquiry-based curriculum.

EHS 126. Step 2: Inquiry Based Lesson Designs. 1 Hour.

In Step 2, students continue developing the lesson planning skills learned in EHS 125: Step 1. After observing a lesson being taught in a local school district classroom, students plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders. Middle school science or mathematics classrooms are selected both for the diversity of the student body and the quality of the classroom teachers, who serve as mentors for the Step 2 students assigned to them.

Prerequisites: EHS 125 [Min Grade: C]

EHS 325. Knowing and Learning in Mathematics and Science. 3 Hours.

Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3- credit teaching methods courses in the UABTeach program. Knowing and Learning in Mathematics and Science is more than simply a general survey of theories in the STEM fields, its goal being for students to construct a model of knowing and learning that will guide their future classroom practice. Students begin by considering what standards for knowing are to be used, how knowing and learning are structured, and how what is known changes and develops. Ultimately, students must think about the tensions between general, cross-disciplinary characterizations of knowing (e.g., intelligence) and the specifics of coming to understand powerful ideas in mathematics and science.

Prerequisites: EHS 125 [Min Grade: C] and EHS 126 [Min Grade: C] (Can be taken Concurrently)

EHS 326. Classroom Interactions. 3 Hours.

Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. The goals for this course are to: Provide students with opportunities to see how theories explored in Knowing and Learning play out in instructional settings by designing and implementing instructional activities informed by their own understanding of what it means to know and learn mathematics and science, and then evaluating the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). It provides students with frameworks for thinking about equity issues in the classroom and larger school settings, make students aware of equity issues in classroom settings and their effects on learning, and provide students with strategies for teaching diverse students equitably.

Prerequisites: EHS 125 [Min Grade: C] and EHS 126 [Min Grade: C] and EHS 325 [Min Grade: C]

EHS 327. Problem-Based Instruction. 3 Hours.

Problem-Based Instruction (PBI) is the capstone course in the sequence of teaching methods courses (Knowing and Learning, Classroom Interactions, and PBI) UABTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the UTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments for diverse students—are synthesized as the students develop an intellectually challenging problem-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

Prerequisites: EHS 125 [Min Grade: C] and EHS 126 [Min Grade: C] and EHS 325 [Min Grade: C] and EHS 326 [Min Grade: C]

EHS 401. Practices in Secondary Lesson Design. 3 Hours.

This course is designed for students to gain experience planning lessons developed to meet the needs of diverse learners present in schools. Experiences from this course blend with required field-based experiences to develop a coherent view of effective teaching and instructional design in middle and high schools. Teacher candidates are expected to draw upon knowledge and skills to apply concepts such as standards alignment, inquiry, and diversity to design sound lessons.

EHS 425. Apprentice Teaching. 6 Hours.

The purpose of Apprentice Teaching is to offer UABTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, UABTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles.

Prerequisites: EHS 327 [Min Grade: C]

EHS 426. Apprentice Teaching Seminar. 1 Hour.

Apprentice teachers sign up for two courses: the one-hour Seminar and the six-hour Apprentice Teaching course. The Apprentice Teaching seminar provides a supportive environment where apprentice teachers share their experiences and work on solutions to difficulties they are experiencing. The seminar is a good forum for students to get the guidance they consistently want on classroom management.

Prerequisites: EH 327 [Min Grade: C]

EHS 430. Practicum. 1 Hour.

Field experience in school-based setting. Admission to Alternative Master's Program required.

EHS 436. Methods I: English Language Arts, 6-12. 3 Hours.

In this course, teacher candidates will explore the essentials of teaching English Language Arts in secondary schools, emphasizing planning, instruction, and assessment, alongside field supervision. This course establishes a foundation in content pedagogical skills and a deep connection between ELA research, theory, and practice. Teacher candidates will craft relevant, rigorous, and responsive lesson plans, considering diverse needs, interests, and experiences of students. Because this course is comprehensive, teacher candidates will gain valuable field experience with 40-50+ hours of direct engagement, preparing for the dynamic challenges in English Language Arts instruction. Admission to AMP required.

Prerequisites: TEP 0

EHS 438. Methods I: Social Science, 6-12. 3 Hours.

This course examines theory and best teaching practices with disciplinary thinking skills and inquiry-based teaching practices for the secondary social studies classroom. This course places an emphasis on classroom activities and assessments that apply the historical thinking, literacy, and argumentation skills used by historians to analyze historical and contemporary issues and events. Pre-service teachers will apply these best teaching practices into their field placement requirements. Admission to TEP required.

EHS 456. Classroom Management in Secondary Schools. 3 Hours.

This course places an emphasis on exploring strategies to mitigate classroom management issues in the secondary classroom. Additionally, pre-service teachers explore ways to design procedures and develop norms to establish and govern an inclusive and safe secondary classroom.

EHS 466. Methods II: Language Arts 6-12. 3 Hours.

In this course, teacher candidates will explore the essentials of teaching English Language Arts in secondary schools, emphasizing planning, instruction, and assessment, alongside field supervision. This course goes beyond basics, focusing on developing content pedagogical skills and a deep connection between ELA research, theory, and practice. Teacher candidates will hone in on the arts and sciences of instruction and designing effective and equitable assessments that include the diverse needs, interests, and experiences of students. Because this course is comprehensive, students will continue growing in their field experience with 50-60+ hours of direct engagement, preparing for the dynamic challenges in English Language Arts instruction.

EHS 468. Methods II: Social Science 6-12. 3 Hours.

This course explores theory and best teaching practices with disciplinary thinking skills and inquiry-based teaching practices for the secondary social studies classroom. This course places an emphasis on classroom activities and assessments that apply the civic thinking, literacy, and argumentation skills utilized by political scientists to analyze historical and contemporary issues and events. Pre-service teachers will apply these best teaching practices into their field placement requirements.

EHS 470. Practicum II. 1 Hour.

Coherent view of effective teaching and instructional design in middle and high schools. Extensive guided teaching experiences. Students implement full range of instructional process: planning, delivery, and evaluation.

EHS 489. Internship Seminar in Secondary Education. 1,3 Hour.

Supports and extends efforts of student teaching. Problem solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during internship.

EHS 490. Secondary School Student Teaching I. 3-9 Hours.

Capstone experience involving observation and teaching in secondary schools.

EHS 497. Teaching and Learning in Diverse Classrooms. 3 Hours.

Topics of current interest related to diverse educational spaces.

EHS 499. Field Studies: Select Education Setting. 1-3 Hour.

Field visits to locations of high educational impact.