

# Curriculum and Instruction

Website: <https://www.uab.edu/education/home/about/departments>

Degree offered:

Arts Education with a Concentration M.A.Ed.  
in Visual Arts

Arts Education with a Concentration M.A.Ed.  
in Music

Education, Early Childhood Ph.D., M.A.Ed.

Education, Elementary M.A.Ed.

Education, Secondary (Grades 6-12) Ed.S., M.A.Ed.

English as a Second Language Ed.S., M.A.Ed., Graduate Certificate

Learning Design and Learning Sciences M.S., Graduate Certificate

School Psychology and Psychometry Ed.S., M.A.Ed., Graduate Certificate

Special Education, Collaborative and Early Childhood M.A.Ed.

Teaching English to Speakers of Other Languages Ed.S.

## Program Coordinator Contact Information

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Early Childhood Special Education	Dr. Jennifer Kilgo	EEC 208B	205-975-9613
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Elementary Education	Dr. Kelly Hill	EEC 209C	205-975-1220
English as a Second Language	Dr. Josie Prado	EEC 206B	205-975-5045
Learning Design and Learning Sciences	Dr. Jonan Donaldson	EEC 204C	205-934-8371
Music Education	Dr. Cara Morantz	HC 239	205-996-5827
School Psychology and Psychometry	Dr. Stephanie Corcoran	EEC 206C	205-934-6477
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Special Education, Collaborative	Dr. Mary Rose Sallese	EEC 208C	205-934-9689
UABTeach	Dr. Paulette Evans	HHB 210	205-975-7419
Visual Arts Education	Dr. Paulette Evans	HHB 210	205-975-7419

## ECE-Early Childhood Educ Courses

### ECE 545. Curriculum for Young Children: Math Science and SS. 3 Hours.

Basic knowledge of curriculum and concepts of mathematics, science, and social studies for young children. Child growth and development as basis for planning and teaching mathematics, science, and social studies to young children. Teaching methods and use of instructional media. Extensive field experience required. Admission to TEP required.

### ECE 546. Comm Arts/Reading Young Child. 3-6 Hours.

Nature of reading and language arts experiences for children grades Pre-K-3. Media, materials, experiences, programs, and strategies to facilitate development of communicative abilities with emphasis on preserving and maintaining creative expression. Integration of learning in areas of listening, speaking, reading, composition, literature, handwriting, spelling, and other communication arts. Laboratory experiences required.

### ECE 548. Infant/Toddler Development. 3 Hours.

Study of human development within an ecological context from before birth to three years of age. Course covers social-emotional, physical, cognitive, language, and creative development of the infant and toddler in the home and also in programs for very young children.

### ECE 549. Edu Environment: Inf/Todd/Par. 3 Hours.

Study of infant (or toddler) development as it relates to the organization of a parent/infant (or toddler) educational program. Information concerning program management, observation of parent/infant (or toddler) interaction, development and sequencing of activities, creation and evaluation of materials, and an examination of techniques and procedures for parent involvement and education. Actual experience in working with a parent/infant (or toddler) program will be an integral part of the course.

**Prerequisites:** ECE 548 [Min Grade: C]

### ECE 620. Introduction to Curriculum and Teaching in Cultural & Familial Contexts. 3 Hours.

Developing knowledge of early childhood curricula for young children and their families in a variety of cultural contexts. Relationship of child growth and development and family empowerment in planning and implementation of curriculum. Field experience required.

### ECE 630. Cognitive Curriculum ECE. 3 Hours.

Mathematics and science for young children based on constructivism. Topics include children's thinking, particularly in physical-knowledge, group games, and situations in daily living. Development of moral autonomy is also included. Field experiences required.

**Prerequisites:** EPR 594 [Min Grade: C](Can be taken Concurrently)

### ECE 631. Programs for Young Children. 3 Hours.

Basic knowledge of organizing and administering early childhood programs, infancy through third grade, in a variety settings. Provides an overview of functions of program administration including pedagogy, accreditation, organizational development and systems, human resources, collaboration, and advocacy. Field experiences required.

**ECE 632. Young Children and Their Literature. 3 Hours.**

Literature for children infancy through third grade; selection, use, and integration of literature in total curriculum. Using literature for reading and writing instruction. Field experiences required.

**ECE 633. Social and Emotional Development of the Young Child. 3 Hours.**

Topics include the study of social and emotional development, the child's ability to react to and interact with the social environment, temperament, attachment, emotional regulation, and social competence. Field experiences required.

**ECE 670. Studying the Young Child in School. 3 Hours.**

This course provides an overview of key issues related to analysis of child study in school and the values and limitations of assessment. Candidates will engage in in-depth experiences in evaluating the growth and development of children. Field experience required.

**ECE 690. Infant-Toddler Practicum. 1 Hour.**

Early Childhood Practicum in birth to age 3 settings.

**ECE 691. Practicum Supervision in ECE. 1-3 Hour.**

Supervision of practicum students.

**ECE 692. Practicum in Primary Education. 1 Hour.**

Early childhood practicum in Kindergarten to third grade settings.

**ECE 693. Internship in Early Childhood Education. 6 Hours.**

Supervised teaching in an early childhood (P–3) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with resource professionals and parents. Approval of application for Internship in ECE required. All program courses must be completed. Admission to TEP required.

**ECE 694. Practicum in Play-based Education for the Young Child. 3 Hours.**

Investigate the intrinsic nature of play in the lives of young children; engage in play observations, analyze contemporary theories of play & development, and plan and implement a play-based curriculum inclusive of creativity, curiosity, play, social negotiation, and problem-solving.

**ECE 730. Doctoral Seminar I: Issues in Development Theory. 3 Hours.**

Special Topics in Early Childhood and Development Studies. Specific topic announced in class schedule. Admission to ECE Doctoral Program required.

**Prerequisites:** GAC Z

**ECE 731. Doctoral Seminar II: Children and Society. 3 Hours.**

Special Topics in Early Childhood and Development Studies. Specific topic announced in class schedule. Admission to ECE Doctoral Program required.

**ECE 732. Doctoral Seminar III: History of Early Childhood Education. 3 Hours.**

Survey of historical, philosophical, and sociocultural foundation of early childhood programs and policies. Admission to ECE Doctoral Program required.

**ECE 734. Logic and Scientific Inquiry. 3 Hours.**

Scientific investigation as applied in education. Conceptual issues in research process. Methods of analysis and presentation.

**ECE 735. Meaning and Development of Play. 3 Hours.**

Nature of play, its importance and how it is nurtured.

**ECE 737. Parent Child and School Interface. 3 Hours.**

Historical development of parent involvement. Theoretical bases of family-school interactions.

**ECE 738. The Consultation Process and the Young Child. 3 Hours.**

Skills for working with families, teachers, and professionals in community agencies that serve infants, toddlers, and young children.

**ECE 740. Research Apprenticeship. 3-6 Hours.**

Planning, implementation, analysis, and presentation of research.

**ECE 746. Contemporary Issues in Science Education. 3 Hours.**

Crisis atmosphere surrounding science education in American classroom.

**ECE 748. Research in Infancy. 3 Hours.**

Theoretical and empirical evidence relating to developmental domains for young children.

**ECE 749. Advanced Early Childhood Curriculum. 3 Hours.**

Historical, philosophical, psychological, and social thought influencing curriculum in early childhood education.

**ECE 750. Literacy Before School. 3 Hours.**

Written language development of preschool children.

**ECE 751. School and Literacy Instruction. 3 Hours.**

Primary-level literacy instruction and children's literacy development. Prerequisites: Admission to doctoral program in early childhood education and two courses in language development.

**ECE 752. Theory Research Literacy Development Instruction. 3 Hours.**

Philosophical and psychological beliefs regarding literacy development.

**ECE 760. Current Issues in Education. 2-3 Hours.**

Current Issues in Early Childhood Education and Advocacy.

**ECE 774. Advanced Seminar in Language Development. 3 Hours.**

Relationship of thinking and knowing to language development; strategies for analysis; strengths and weaknesses of techniques of examining language development.

**ECE 790. Internship in Early Childhood Education and Development. 3-9 Hours.**

Internship.

**ECE 791. Field Studies in Early Childhood Education. 1-6 Hour.**

Individual Field Projects.

**ECE 792. Directed Readings in Research. 3 Hours.**

Review of research in early childhood education to gain understanding of conceptual and methodological basis.

**ECE 793. Individual Research in Early Childhood Education. 3 Hours.**

Recent research in early childhood education; systematic solutions to problems in education.

**ECE 794. Current Research Topics in Early Childhood Education. 1-3 Hour.**

Philosophical aspects of scientific methods in education; functions of paradigms, theories, and models in inquiry; theory development and validation; major types of experimental and nonexperimental inquiry appropriate to study of educational phenomena.

**ECE 798. Non-Dissertation Research. 1-12 Hour.**

The course provides for supervised research experience under the direction of a graduate faculty member within the School of Education. The topic for an ECE 798 course must relate to the discipline or specializations within early childhood education and child development.

**ECE 799. Dissertation Research. 1-12 Hour.**

Doctoral research. Admission to candidacy and IRB approval for dissertation research required.

**Prerequisites:** GAC Z

## ECT-Collaborative Teacher Educ Courses

### ECT 519. Methods of Reading Assessment, Instruction & Intervention. 3 Hours.

This 3-hour course addresses knowledge and skills needed for selecting, administering, analyzing, interpreting, and discussing reading assessments. The foci of the course include utilizing the assessment data for the development of differentiated reading instruction, targeted intervention, and special education referral and review.

### ECT 520. Formative and Summative Assessment. 3 Hours.

In-depth analysis of testing, assessment, and accountability applied to special education. This course focuses on the analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 521. IEP Programming and Lesson Planning. 3 Hours.

This course focuses on the diagnosis and evaluation of students with disabilities using a variety of developmentally appropriate curriculum-based assessments, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 522. Language and Communication Facilitation. 3 Hours.

This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. This course includes an overview of typical language development and research on effective naturalistic communication interventions. Candidates incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 523. Instructional Methods. 3 Hours.

This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Particular emphasis is placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming are addressed. Students incorporate data-based decision making, IEP development, and lesson planning to teach students with disabilities.

### ECT 524. Sensory, Health and Physical Methods. 3 Hours.

This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 525. Positive Behavioral Supports. 3 Hours.

This course presents definitions and measurements of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students incorporate data-based decision making, IEP development, and lesson planning to teach students with disabilities.

### ECT 526. Assistive and Instructional Technology. 3 Hours.

This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**Prerequisites:** ECY 600 [Min Grade: C]

### ECT 527. Collaborative Processes. 3 Hours.

This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, related service personnel, agencies, paraprofessionals, and other professionals.

### ECT 528. Legal Issues and Trends. 3 Hours.

This course explores current laws and trends relating to special education.

### ECT 529. Teaching Literacy and Reading in Inclusive Settings. 3 Hours.

The purpose of this course is to provide teacher candidates with an understanding of a balanced approach to literacy and research-based best practices for supporting literacy development among a diverse population of students. This knowledge affords teachers the ability to choose curricular goals, design instruction, promote student achievement, and assess and /or report student to a variety of stakeholders.

**Prerequisites:** EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

### ECT 530. Effective Teaching and Learning. 3 Hours.

This course focuses on the effective teaching and learning of students with disabilities. Course work will focus on planning appropriate lessons that support the student, ways to engage all learners and analyze teaching effectiveness. Candidates will also learn ways of using feedback to guide further learning and ways of using assessment to inform instruction.

**Prerequisites:** EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

### ECT 531. Internship in Collaborative Teaching. 3-9 Hours.

These courses are required in UAB's Alternative Master's Program (AMP) for a Master of Arts in Education with Alternative Class A certification for teaching in the following areas: Collaborative Teacher K-6 and Collaborative Teacher 6-12. The purpose of ECT 531 is to prepare teachers to use best practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in an internship of a full semester of full-time student teaching. Collaborative Teacher K-6 and 6-12 interns have two placements to satisfy their K-6 and 6-12 certification requirements.

### ECT 532. Student Teaching Seminar. 1 Hour.

This course accompanies student teaching/internship to support and extend the efforts of student teaching. The course focuses on the successful completion of edTPA assignments and submission.

**ECT 554. Communication & Technology Applications In Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines the use of various communication systems, naturalistic communication strategies, computer-based instruction and management systems, issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for young children with delays or disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Candidates incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities and their families.

**ECT 555. Early Primary Curriculum and Methods. 3 Hours.**

Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge to help them thrive in the classroom, as well as other settings. Particular emphasis is placed on applied teaching strategies for the acquisition and generalization of skills.

**ECT 580. Early Numeracy Foundations and Algebraic Thinking. 3 Hours.**

This course focuses on mathematics content, teaching standards, and interventions at the K–6 grade level with an emphasis on foundational numeracy skills and algebraic thinking. Instruction centers on blending conceptual understanding and computation, as well as examining how students develop early numeracy skills through counting, base-ten operations, number strings, and multiple representations. Candidates analyze instructional tasks through the dual lens of learner and teacher, use student data (including early numeracy screeners), and apply evidence-based practices to support diverse learners, including students with dyscalculia. Alignment with NCTM Standards and the Alabama Numeracy Act is emphasized.

**ECT 581. Developing Proportional Reasoning and Problem Solving Skills for All Learners. 3 Hours.**

This course focuses on strengthening proportional reasoning and problem-solving skills for K–6 learners through inquiry-based mathematics instruction. Rather than focusing on only computation, the course supports conceptual understanding through inquiry-based tasks that promote applied knowledge, discourse, and productive struggle. Candidates engage in problem-solving experiences, analyze instructional strategies, and examine how to support all learners in developing their proportional and geometric reasoning skills across contexts. The course aligns with the National Council of Teachers of Mathematics Standards and the Alabama Numeracy Act.

**ECT 619. Methods of Reading Assessment, Instruction, and Intervention. 3 Hours.**

This course addresses knowledge and skills needed for selecting, administering, analyzing, interpreting, and discussing reading assessments. The foci of the course include utilizing the assessment data for the development of differentiated reading instruction, targeted intervention, and special education referral and review.

**ECT 620. Formative and Summative Assessment. 3 Hours.**

In-depth analysis of testing, assessment, and accountability applied to special education. The course includes an analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 621. IEP Programming and Lesson Planning. 3 Hours.**

This course focuses on the diagnosis and evaluation of students with disabilities using a variety of appropriate curriculum-based, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 622. Language and Communication Facilitation. 3 Hours.**

This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. This course includes an overview of typical language development and research on effective naturalistic communication interventions. Candidates incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 623. Instructional Methods. 3 Hours.**

This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Particular emphasis is placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming are addressed. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 624. Sensory, Health and Physical Methods. 3 Hours.**

This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 625. Positive Behavioral Supports. 3 Hours.**

This course presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 626. Assistive and Instructional Technology. 3 Hours.**

This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**Prerequisites:** ECY 600 [Min Grade: C]

**ECT 627. Collaborative Processes. 3 Hours.**

This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, related service personnel, agencies, paraprofessionals and other professionals.

**ECT 628. Legal Issues and Trends. 3 Hours.**

This course explores current laws and trends relating to special education.

**ECT 631. Practicum in Collaborative Teaching. 3-9 Hours.**

The purpose of this course is to prepare teachers to use recommended practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in a focused practicum experience. Field experience is required.

**ECT 654. Communication and Technology Applications In Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines the use of various communication systems, naturalistic communication strategies, computer-based instruction and management systems, issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for young children with delays or disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Candidates incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities.

**ECT 655. Early Primary Curriculum and Methods. 3 Hours.**

Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge to help them thrive in the classroom, as well as other settings. Particular emphasis is placed on applied teaching strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming in all curricular areas are addressed. Candidates incorporate evidence-based decision-making, design instructional programs, provide instruction, and monitor the progress of children K-3 with delays or disabilities. The course also focuses on co-teaching and working as a member of the team along with paraprofessionals, related service personnel, general educators, and families.

**ECT 679. Advanced Legal Aspects of Special Education. 3 Hours.**

Provides students with an in-depth examination of legal information pursuant to individuals with disabilities. The Individuals with Disabilities Education Act and its related amendments, the Americans with Disabilities Act, and Section 504 of the Improvement Rehabilitation Act are major federal laws reviewed in this course. Special education litigation also is addressed during the course.

**ECY-Special Education Courses****ECY 535. Foundations of Early Childhood Special Education. 3 Hours.**

This is the introductory graduate course in the early childhood special education program and is designed to provide an overview of the field of early intervention/early childhood special education (EI/ECSE). This course addresses policy issues, trends, and future directions. Candidates must develop competencies in the areas of historical and philosophical foundations of EI/ECSE; federal, state, and local laws and legal requirements; characteristics of young children with delays or disabilities; family-professional relationships; service delivery options; recommended practices; policy issues and trends; and professionalism and ethics. Another important aspect of this course is professional development and life-long learning. Candidates must demonstrate a number of research and technology skills such as: accessing resources to support graduate studies; conducting reviews of the early childhood special education resources and literature; using American Psychological Association (APA) professional style writing; utilizing technology to support graduate studies; and identifying professional development resources for life-long learning. Course content and assignments are designed to promote critical thinking, problem solving skills, evidence-based practice application, and resource identification.

**ECY 536. Early Intervention and Preschool Curriculum and Methods. 3 Hours.**

The purpose of this course is to provide candidates with the knowledge, skills, methods, and attitudes necessary to deliver effective intervention/education to young children (birth through five) with delays or disabilities and their families from a variety of backgrounds. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying current curriculum and methods for young children. Special emphasis is placed on supporting families in all aspects of the instructional process. Attention is given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates are familiarized with instructional strategies and technologies. Course content and assignments promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with delays and disabilities and their families.

**ECY 537. Assessment in Early Childhood Special Education. 3 Hours.**

The purpose of this course is to prepare candidates with knowledge and practical applications regarding the screening and assessment of young children with delays or disabilities (ages birth through eight). Both child and family-level assessment procedures are emphasized. The candidates are prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with delays or disabilities. Course content and assignments promote critical thinking and problem solving skills.

**ECY 538. Physical and Health Care Support in Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide candidates with the knowledge, skills, and methods to deliver effective intervention/education to young children with physical and health impairments. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying typical and atypical motor development and neurodevelopment. Candidates become proficient in motor skill facilitation, positioning, handling, feeding, eating, and health care support.

**ECY 600. Introduction to Exceptional Learner. 3 Hours.**

An overview of exceptionality as it pertains to children and adults. Both high- and low- incidence populations are examined. Each area of exceptionality is reviewed in terms of etiology, diagnosis, prevalence, remediation, and educational strategies.

**ECY 635. Foundations of Early Childhood Special Education. 3 Hours.**

This is the introductory graduate course in the early childhood special education program and provides an overview of the field of early intervention/early childhood special education (EI/ECSE). The course addresses policy issues, current issues and trends, and future directions. Candidates must develop knowledge and competencies in the areas of historical and philosophical foundations of EI/ECSE; federal, state, and local laws and legal requirements; characteristics of young children with delays or disabilities; family-professional partnerships; service delivery options; recommended practices; current policy issues and trends; and professionalism and ethics. Another important aspect of this course is professional development and life-long learning. Candidates must demonstrate a number of research and technology skills such as: accessing resources to support graduate studies, conducting reviews of the early childhood special education resources and literature, using American Psychological Association (APA) professional style writing, utilizing technology to support graduate studies and identifying professional development resources for life-long learning. Course content and assignments are designed to promote critical thinking, problem solving skills, evidence-based practice application, and resource identification.

**ECY 636. Early Intervention and Preschool Curriculum and Methods. 3 Hours.**

The purpose of this course is to provide candidates with the knowledge, skills, and methods to deliver effective intervention to young children (birth through five) with delays or disabilities and their families from a variety of backgrounds. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying current curriculum and methods for young children. Special emphasis will be placed on supporting families in all aspects of intervention. Attention is given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates are familiarized with instructional strategies and technologies. Course content and assignments promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with delays or disabilities and their families.

**ECY 637. Assessment in Early Childhood Special Education. 3 Hours.**

The purpose of this course is to prepare candidates with knowledge and practical applications regarding the screening and assessment of young children with delays or disabilities (ages birth through eight). Both child and family-level assessment procedures are emphasized. The candidates are prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with delays or disabilities. Course content and assignments promote critical thinking and problem solving skills. The content of this course is based on evidence-based practices that integrate the best available research evidence with professional and family wisdom and values.

**ECY 638. Physical and Health Care Support in Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide candidates with the knowledge, skills, and methods necessary to deliver effective intervention to young children with physical and health impairments. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying typical and atypical motor development and neurodevelopment. Candidates become proficient in motor skill facilitation, positioning, handling, feeding, eating, and health care support.

**ECY 670. Practicum in Early Childhood Special Education. 3-6 Hours.**

Provides individualized field-based experiences to meet the unique needs of graduate candidates in ECSE. Students complete practicum experiences in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. The practicum experiences are tailored to the unique needs and experiences of each student.

**ECY 672. Internship in Early Childhood Special Edu. 3-6 Hours.**

Provides individualized field-based experiences that meet the unique needs of ECSE candidates in the alternative master's program. Students complete an internship in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. This internship experience is tailored to the unique needs and experiences of each student.

**ECY 689. Advanced Topics in Special Education/ School Psychology. 1-6 Hour.**

This introductory course provides an overview of the field and practice of school psychology. Candidates examine the history, foundations, and professional standards of the discipline, including ethical and legal issues, service delivery models, and emerging technologies. Emphasis is placed on developing scholarly inquiry skills, engaging in ethical and professional decision-making, and fostering collaboration with families and professionals. Students will also cultivate key professional competencies such as respect for diversity, communication, adaptability, and responsible practice.

**EDA-Art Education Courses****EDA 534. Methods I: Visual Arts. 3 Hours.**

Introduction to teaching visual arts in school settings. Developing basic skills in planning, instruction, and assessment. Admission to Alternative Master's Program required.

**EDA 564. Methods II: Visual Arts. 3 Hours.**

Preparation to plan, teach and assess the visual arts in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment.

**EDA 584. Methods of Teaching Art Lab. 1 Hour.**

Methods of Teaching Art Lab required.

**EDA 680. Advanced Methods: Visual Arts. 3 Hours.**

Advanced methods for teaching the visual arts in grades 6-14. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required.

**Prerequisites:** GAC M

**EDA 690. Internship in Art Education N-12. 3-9 Hours.**

For Alternative Master's Program students. Observation and student teaching in elementary and secondary schools (15 full weeks in school setting). Approval of internship application required.

**EDC-Curriculum Education Courses****EDC 606. The Dynamics of Educational Change. 3 Hours.**

Defining roles as change agents; understanding school as unit undergoing change; guiding perspectives in making changes. Prerequisite: Admission to graduate school.

**EDC 651. Innovative Practices in Instruction. 3 Hours.**

Current issues and special topics in instructional practice; topics vary. May be repeated with different subject areas.

**EDC 655. Curriculum Principles and Practices. 3 Hours.**

Current curriculum practices; concepts and principles underlying their development.

**EDC 656. Developmental Prob and Issues in Curriculum Construc. 3 Hours.**

Developmental Prob and Issues in Curriculum Construction includes field study of curriculum in teachers' own schools.

**EDC 694. Curriculum Seminar. 1-3 Hour.**

Prerequisite: EDC 655 or permission of instructor.

**Prerequisites:** EDC 655 [Min Grade: C]

**EDC 695. Coaching for Effective Instruction. 3 Hours.**

This course provides research based and standards based practices to effect instructional change in schools, working collaboratively with children, teachers, and administration.

**EDC 707. Introduction to Teacher Leadership. 3 Hours.**

This course is intended to be the first course in the Ed.S. program where students will begin their teacher leadership project.

**EDC 711. Analysis and Evaluation of Teaching. 3 Hours.**

Strategies and models for analysis of teaching. Use of data in evaluating teacher effectiveness. Prerequisite: Master's degree.

**EDC 712. Seminar in Curriculum and Instruction. 3 Hours.**

Critical issues and research. Development and discussion of individual research. Prerequisite: Master's degree.

**EDC 713. Educational Issues and Human Diversity. 3 Hours.**

Social, economic, and cultural forces contributing to deprivation; implications for teachers, administrators, and educational staff. Prerequisite: Master's degree.

**EDC 720. Problems and Issues in Education. 3 Hours.**

An ecological systems approach is used to assist students in focusing on the microsystem, mesosystem, exosystem, and macrosystem as each relates to current problems and issues in education related meeting the needs of diverse populations. Further emphases are placed on transformational teaching and learning, service learning, social justice, and citizenship.

**EDC 725. Advanced Study in Social Studies Curriculum. 3 Hours.**

Major problems and issues associated with social studies curriculum and instructional practices. Prerequisites: Completion of graduate course in teaching social studies and experience in teaching social studies.

**EDC 728. EDS Research Project I. 3 Hours.**

Development of research proposal. Proposal must be accepted and approved by appointed faculty committee.

**Prerequisites:** EPR 596 [Min Grade: C]

**EDC 729. EDS Research Project II. 3 Hours.**

Development and implementation of research proposal. Proposal must be accepted and approved by appointed faculty committee.

**Prerequisites:** EDC 728 [Min Grade: C] and EPR 594 [Min Grade: C]

**EDC 731. Curricular Design & Implementation. 3 Hours.**

Recognizing, assessing, and supporting quality instructional practices; program evaluation. School-based problem research project and field experience.

**EDC 732. Culturally and Linguistically Responsive Instruction. 3 Hours.**

Culturally responsive instruction, effective instruction of culturally and linguistically diverse (CLD) students, strategies to support academic and linguistic growth of English Learners, outreach to CLD parents and families, and professional learning communities.

**EDC 740. Teaching All Learners. 3 Hours.**

This course explores Universal Design for Learning to meet the educational needs of diverse populations.

**EDC 750. Critical Pedagogy for Diverse Populations. 3 Hours.**

In this course, students will embark on an intellectual exploration of the nuanced realms of equity and social justice in education, leveraging critical, postmodern, and feminist perspectives. They will analyze how racism, sexism, SES, and other forms of historical marginalization define and shape educational landscapes. Through this exploration, students will demonstrate understanding of critical theories by crafting strategies to foster inclusive learning environments, addressing personal biases in the process. Additionally, the course encourages engagement in transformative projects inspired by critical pedagogues and theorists, facilitating a journey marked by autonomy and scholarly rigor.

**EDC 760. Engaging Glocal Communities. 3 Hours.**

Engagement of local and global, (glocal)communities through the identification, development, and implementation of grant projects, especially for promoting a targeted area of specialization.

**EDC 770. Professional Preparation of College Educators. 3 Hours.**

The professional preparation of college educators for area of specialization in teaching K-12. Registration for this course requires admission to Pedagogical Studies Concentration or instructor permission.

**EDC 780. Expanding Literature on Responsive Methodologies. 3 Hours.**

The expansion of literature on responsive methodologies in a targeted area of specialization.

**EDC 791. Field Studies. 1-6 Hour.**

Participation in field studies related to a targeted area of specialization.

**EDC 793. Directed Reading. 1-6 Hour.**

Review of literature to expand understanding of conceptual and methodological basis in a targeted area of specialization.

**EDC 795. Selected Topics. 1-6 Hour.**

Recent studies in the education of diverse populations; systematic solutions to problems in a targeted area of specialization.

**EDC 797. Dissertation Seminar. 1-9 Hour.**

Doctoral Seminar.

**EDC 799. Dissertation Research. 1-12 Hour.**

Doctoral dissertation.

**Prerequisites:** GAC Z

## EDR-Reading Education Courses

### EDR 521. Reading in Content Areas. 1 Hour.

Application of principles of the reading process to content-area materials and instruction. Designed for preservice teachers. Requires concurrent enrollment in a teaching methods field experience. Supervision fee required.

### EDR 540. Developmental Reading I. 3 Hours.

Materials and methods for teaching reading, with emphasis on planning a balanced reading program and understanding the reading process. Includes field experiences.

### EDR 541. Literature for Adolescents. 3 Hours.

Study of literary works written for and about adolescents, with emphasis on narratives that reflect the diversity of human experiences. Focus on multicultural literature representing varied racial, cultural, and ability perspectives. Students analyze cultural and personal contexts within adolescent literature and critically reflect on their own identities and worldviews in relation to the texts.

### EDR 543. Developmental Reading II. 1-3 Hour.

Examination of the reading process as it relates to content-area materials and instruction. Includes field experience.

**Prerequisites:** EEC 612 [Min Grade: C]

### EDR 551. Reading in Content Areas. 3 Hours.

The aim of this course is to provide secondary preservice teachers with the knowledge, tools, and strategies to design and implement literacy instruction within and across content areas. This will cultivate students' existing literacies while strengthening their discipline-specific literacy. Through a combination of actively engaging in readings, discussions to construct and solidify learning, and creating multi-modal products of their learning, pre-service teachers will explore various literacy methods and strategies, synthesize new learning with prior knowledge, and develop the ability to assess their own progress. Additionally, students will collaborate with peers in content-specific discussions, culminating in the creation of a three-lesson plan learning segment that incorporates content-area and discipline-specific literacy instruction and engagement strategies.

### EDR 600. Disciplinary Literacy P-12. 3 Hours.

Provides candidates with foundational knowledge to design and implement an integrated, comprehensive, and balanced curriculum. Emphasis is placed on understanding how reading and writing connect to disciplinary learning and align with local, state, national, and professional standards. Candidates learn to implement curriculum that builds on students' prior knowledge, experiences, and interests, and to apply instructional strategies that position students as active agents in their own learning. The course also prepares candidates to evaluate curriculum to ensure instructional goals and objectives meet the reading and writing demands of specific disciplines.

### EDR 640. Reading Improvement Workshop. 3-6 Hours.

For inservice teachers of reading. Content varies based on the identified needs and interests of participants.

### EDR 650. Teaching Reading P-12. 3 Hours.

Study of the reading process and the nature of reading programs across grade levels. Emphasis on readiness, motivation, methods, skills, assessment, evaluation, materials, and resources.

### EDR 652. Pre and Early Reading Instruction. 3 Hours.

Examines theoretical foundations, procedures, techniques, and materials for pre-reading and early reading instruction.

### EDR 653. Literature for Grades P-12. 3 Hours.

Emphasis on the needs and interests of children and adolescents, selection of books, and examination of societal issues reflected in literature for young readers.

### EDR 654. Dyslexia Research, Education & Advocacy. 3 Hours.

Provides candidates with an understanding of balanced, research-based approaches to literacy instruction and best practices for supporting literacy development among diverse learners. Emphasis is placed on specialized instructional methods and curricular adaptations to meet the needs of students with dyslexia and other exceptional learning differences.

### EDR 655. Reading Assessment and Evaluation. 3 Hours.

Examines a range of assessment and evaluation techniques, including observation, standardized oral and silent reading tests, and informal reading inventories such as miscue analysis.

### EDR 659. Research and Problems in Reading. 3 Hours.

Designed for teachers in elementary and early childhood education. Focuses on current research, trends, and issues in the field of reading.

### EDR 690. Internship in Reading. 1-3 Hour.

Supervised field experience focused on working with children who have reading difficulties.

### EDR 701. Advanced Diagnosis and Remediation of Reading. 3 Hours.

Examination of severe reading difficulties, including diagnostic procedures, remediation strategies, and development of individualized intervention plans in a laboratory setting.

### EDR 702. Reading: Theoretical Foundations. 3 Hours.

Examines the relationships among learning, development, and linguistics as they relate to the reading process, with emphasis on current theories and their implications for program planning and classroom practice.

**Prerequisites:** EDR 650 [Min Grade: C]

### EDR 703. Advanced Research in Reading. 3 Hours.

Focuses on the design, analysis, and interpretation of research in reading and literacy education. Emphasis is placed on evaluating existing studies, applying research methods to literacy-related problems, and conducting independent inquiry to inform instructional practice and program development.

**Prerequisites:** EDR 650 [Min Grade: C]

### EDR 704. Field Experience in Reading. 3-6 Hours.

Supervised field experience conducted under the guidance of a qualified reading specialist or supervisor in a school setting.

### EDR 705. Reading Instruction Seminar. 3 Hours.

Examination of current trends, research, and issues in the field of reading. Specific topics are determined by the needs and interests of each class.

### EDR 706. Research. 1-3 Hour.

Independent or supervised research in reading and literacy education. Emphasis is placed on the design, implementation, and analysis of research projects addressing problems and practices in the field.

## EDU-Education Courses

### **EDU 613. Collaborating to Support Diverse Learners. 3 Hours.**

This course prepares educators to engage learners, their families, and communities in shared responsibility for the academic success of students with diverse learning needs. Candidates will examine hybrid identities of P-12 grade students in relation to social structures and cultural norms, specifically within school settings. With a focus on language use and culture, candidates will analyze dimensions of US multiculturalism and examine their own individual biases and assumptions to evaluate the implications for teaching and learning.

### **EDU 614. Making Sense of Data to Inform Instruction. 3 Hours.**

This course is designed to support educators in exploring concepts underlying the use of data to inform instructional decisions. The course will provide an understanding of accountability systems (e.g., “assessment literacy”) and a wide range of data collection tools and will support the development of educators’ skills in basic data analysis procedures, data interpretation, and application of these interpretations to shape instructional practice in classrooms and other educational settings. The course also provides opportunities for refining skills in communicating about data and their use in informing and improving instruction.

### **EDU 615. Learning in Context. 3 Hours.**

This course provides a comprehensive introduction to learning in context through perspectives from the interdisciplinary field of the learning sciences. The course covers key perspectives, including constructivist, constructionist, sociocultural, situated, and transformative learning theories, as well as identity and motivation theories. Students will learn to apply these theories and principles to the design of effective, inclusive, and equitable learning experiences. By the end of the course, students will have a robust understanding of learning in context and be equipped to apply principles and methodologies to enhance learning opportunities in real-world contexts.

### **EDU 617. Promoting Ethics & Wellness in P-12 Education. 3 Hours.**

This foundational course examines the intersection of ethics, wellness, and mental health in P-12 educational environments. Candidates will explore professional ethical frameworks and develop skills to resolve complex educational dilemmas. The course emphasizes the critical relationship between educator wellness and positive school cultures, analyzing how teacher well-being directly influences P-12 student outcomes and learning environments. Candidates will analyze a variety of disciplinary approaches with particular attention to ethical considerations when working with diverse student populations, especially those who have experienced trauma or have mental health concerns.

### **EDU 618. Student Support Systems in P-12 Education. 3 Hours.**

Designed for students from varied educational backgrounds, this course builds the practical skills and theoretical understanding necessary to evaluate comprehensive student support systems in P-12 settings. Students examine evidence-based frameworks for academic and non-academic intervention, with an emphasis on student-centered approaches that meet diverse learning needs. Engaging with concepts from systems theory and interdisciplinary collaboration, students will strengthen skills to coordinate effectively with school psychologists, therapists, counselors, and other specialists to integrate family engagement strategies that foster student success across academic, social-emotional, and behavioral domains.

### **EDU 619. Action Research for Educational Improvement. 3 Hours.**

This course prepares advanced educational practitioners to design action research that supports meaningful change in educational settings. Students will explore the foundations of action research, engage with relevant literature, and examine ethical considerations in research design. Emphasis is placed on developing inquiry-based thinking, applying research to practice, collaborating with stakeholders, and communicating findings effectively. The course fosters reflective practice and cultivates a mindset of continuous improvement and professional growth.

### **EDU 717. Promoting Ethics & Wellness in P-12 Education. 3 Hours.**

This foundational course examines the intersection of ethics, wellness, and mental health in P-12 educational environments. Candidates will explore professional ethical frameworks and develop skills to resolve complex educational dilemmas. The course emphasizes the critical relationship between educator wellness and positive school cultures, analyzing how teacher well-being directly influences P-12 student outcomes and learning environments. Candidates will analyze a variety of disciplinary approaches with particular attention to ethical considerations when working with diverse student populations, especially those who have experienced trauma or have mental health concerns.

### **EDU 718. Student Support Systems in P-12 Education. 3 Hours.**

Designed for students from varied educational backgrounds, this course builds the practical skills and theoretical understanding necessary to evaluate comprehensive student support systems in P-12 settings. Students examine evidence-based frameworks for academic and non-academic intervention, with an emphasis on student-centered approaches that meet diverse learning needs. Engaging with concepts from systems theory and interdisciplinary collaboration, students will strengthen skills to coordinate effectively with school psychologists, therapists, counselors, and other specialists to integrate family engagement strategies that foster student success across academic, social-emotional, and behavioral domains.

### **EDU 719. Action Research for Educational Improvement. 3 Hours.**

This course prepares advanced educational practitioners to design action research that supports meaningful change in educational settings. Students will explore the foundations of action research, engage with relevant literature, and examine ethical considerations in research design. Emphasis is placed on developing inquiry-based thinking, applying research to practice, collaborating with stakeholders, and communicating findings effectively. The course fosters reflective practice and cultivates a mindset of continuous improvement and professional growth.

## EEC-Elem Early Childhood Courses

### **EEC 502. Primary Math Methods. 3 Hours.**

Materials and methods on emergent numeracy. Extensive field experience required.

**Prerequisites:** TEP 0

### **EEC 505. Children's Literature in Elem. and Early Childhood. 3 Hours.**

Materials and methods. Needs of children, selection of books, societal issues in children's literature, and role of media in children's literature. Field experiences required. Admission to TEP required.

**Prerequisites:** EDU 500 [Min Grade: C] and EEC 650 [Min Grade: C]

**EEC 506. Language Arts in Elementary and Early Childhood Ed.. 1-4 Hour.**

Materials and methods. Communication-based approach in developing effective language arts program. All aspects of language arts program addressed. Field experience required. Admission to TEP required.

**Prerequisites:** EEC 600 [Min Grade: C] and EEC 612 [Min Grade: C] and EEC 650 [Min Grade: C]

**EEC 512. Math in EC and Elementary Educ. 3 Hours.**

Material and methods of teaching mathematics. Emphasizes scope, sequence, and content of the mathematics program. Computation skills and problem solving are stressed. Extensive field experience required. Admission to TEP required.

**EEC 513. Science in EC and Elem Edu. 3 Hours.**

Scope, sequence, materials, and methods. Emphasis on teaching and the development of content and process skills. Extensive field experience required. Admission to TEP required.

**EEC 514. Soc Studies in EC and Elem Edu. 3 Hours.**

Scope, sequence, and content of elementary school social studies curriculum. Teaching strategies, program articulation, and instructional planning. Extensive field experience required. Admission to TEP required.

**Prerequisites:** EEC 612 [Min Grade: C]

**EEC 515. Learning Environments through Positive Behavior Support. 3 Hours.**

Theoretical approaches that focus on child centered curriculum, classroom management, discipline strategies and cultural, linguistic, and developmentally appropriate instruction. Extensive field experience required. Admission to TEP required.

**EEC 521. Methods of Teaching Foundations of Reading Development. 3 Hours.**

This 3-hour foundations of reading methods course will prepare educators with content knowledge of scientific and evidence-based foundations of the cognitive, linguistic, socio-cultural, and motivational influences for early language and literacy development. The course presents scientifically proven instructional methods, strategies, techniques, and materials, with focused considerations for brain processes of reading, that are needed to successfully teach reading to P-6 students. Specific topics will include the teaching oral language development (expressive and receptive), concepts about print, early orthography, and beginning reading skills (phonemic awareness, alphabet knowledge, high frequency words, phonics, decoding, and encoding/spelling). Extensive field experience required.

**EEC 522. Methods of Teaching the Development of Reading Comprehension. 3 Hours.**

This three-hour course will prepare educators to teach foundations of reading development using evidence-based instructional practices. Specific topics include promoting academic language development, including vocabulary development; promoting comprehension and analysis of literacy and informational texts; and developing the reading-writing connection. Extensive field experience required.

**EEC 523. Methods of Reading Assessment, Instruction, & Intervention. 3 Hours.**

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The focus of the course includes the knowledge and skills needed to choose and administer appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers, including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative, problem solving model. Students will be guided to apply both formal and informal assessment in a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating multi-tiered systems of support (MTSS) for increasing reading achievement among all students. Extensive field experience required. Admission to TEP required.

**EEC 540. Advanced Workshop in Education: Methods to Support English Learners. 3 Hours.**

Strengthen proficiency in teaching English Learners in the mainstream classroom. Develop understanding of second language acquisition, culturally responsive teaching, accommodations for varying language levels, and appropriate assessments for English Learners. Practice planning, implementing, and managing sheltered instruction. Extensive field experience required. Admission to TEP required.

**EEC 593. Individual Readings. 1-3 Hour.**

Individualized readings on special topics.

**EEC 594. Field Work in Education. 1 Hour.**

Observation and teaching experiences with children. Admission to TEP required.

**EEC 600. Transition into P-6 Teaching. 3 Hours.**

Introduction to the teaching profession (Alternative Master's Program, Elementary/Early Childhood Education).

**EEC 610. Curriculum Development in Teaching. 3 Hours.**

Curriculum decisions, planning and implementation.

**EEC 612. Models of Teaching. 3 Hours.**

Developing knowledge of curriculum and instruction. Selecting and applying specific teaching strategies. Field experience required.

**EEC 615. Collaborative Learning Spaces - Designing and Developing. 3 Hours.**

Introduction to the maker movement in P-6 STEM education. Explorations of the history of the maker movement in K-12 education, collaborative learning spaces, interdisciplinary connections, maker projects, curriculum, instructional strategies, assessment tools, and learning theories that support student-driven projects.

**EEC 617. Engineering for P-6 Students. 3 Hours.**

Introduction and exploration of the different fields of engineering, concepts, and content related to each field, engineering design process, and practices, the Next Generation Science Standards, curricular materials and resources, the latest research on engineering in P-12 schools, and assessments necessary to design and develop research-based interdisciplinary curricula for students in grades P-6.

**EEC 620. Teaching Mathematics K-6. 3 Hours.**

Issues and approaches in early childhood and elementary mathematics; research and implementation for instruction.

**Prerequisites:** EEC 660 [Min Grade: C]

**EEC 621. Teaching Language Arts P-12. 3 Hours.**

Issues and approaches in teaching early childhood and elementary school language arts. Implications of research for instruction.

**EEC 625. Critical Pedagogy Advocacy Collaboration. 3 Hours.**

Encompasses current issues in education from critical, postmodern, and feminist perspectives. Issues of advocacy, collaboration, equity, social justice, racism, sexism, and the marginalization of minorities in education will be explored.

**EEC 626. Mathematics Coaching Grades K-2. 3 Hours.**

Provides content knowledge and pedagogical strategies to empower instructional coaches to improve classroom teacher and instructional coach effectiveness and student achievement in mathematics. Includes authentic assessments requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with initial certification candidates and mentoring novice teachers.

**EEC 627. Mathematics Coaching Grades 3-5. 3 Hours.**

Content knowledge and pedagogical strategies to empower instructional coaches to improve classroom instruction and student achievement in mathematics. Includes authentic assessment requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with colleagues and novice educators.

**EEC 633. Classroom Applications of Constructivist Theory. 3 Hours.**

This course provides practical classroom applications of constructivist principles in teaching and learning.

**EEC 650. Systematic Reflections About Teaching. 3 Hours.**

Theory and practice of reflective inquiry in the elementary classroom which includes observations, data collection, analysis, and narrative reporting. Prerequisite: Admission into Graduate School.

**EEC 660. Reading in Teaching and Learning. 3 Hours.**

Introductory course is designed to assist the student in locating, analyzing, and synthesizing current research in early childhood and elementary education.

**EEC 670. Studying the Child in School. 3 Hours.**

Analysis of child study in school; values and limitations of assessment. Extensive field experience required.

**EEC 671. Creative and Affective Experiences. 1 Hour.**

Nature and nurture of creativity through creative learning experiences. Maintaining and preserving creative expression throughout curriculum.

**EEC 672. Piaget and Perspectives in Learning. 3 Hours.**

Piaget's theory of intellectual or cognitive development; applications to elementary and early childhood education. Field experience required.

**EEC 673. Teaching in Diverse Society. 3 Hours.**

Examination of effective strategies for working with diverse populations.

**EEC 674. Language Development. 3 Hours.**

Developmental processes involved in language, relationship to education programs. Field experience required.

**EEC 675. Teaching in the Urban School. 3 Hours.**

Methods and materials; evaluation of school and school-related programs for equalizing educational opportunity.

**EEC 677. Readiness for Learning. 3 Hours.**

Preschool and primary level language development and literacy development; assessment techniques. Field experience required.

**EEC 690. Internship in P-3/3-6. 6 Hours.**

Supervised teaching in an early childhood (P-3) and/or an elementary (K-6) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with professional resource professionals and parents. Approval of application for Internship in P-3/3-6 required. All program courses must be completed.

**Prerequisites:** EEC 502 [Min Grade: C] and EEC 512 [Min Grade: C] and EEC 513 [Min Grade: C] and EEC 514 [Min Grade: C] and EEC 521 [Min Grade: C] and EEC 522 [Min Grade: C] and EEC 523 [Min Grade: C] and EEC 540 [Min Grade: C]

**EEC 691. Practicum in ECE/ELEM. 1-3 Hour.**

Practicum in Early Childhood Education and Elementary Education.

**Prerequisites:** EPR 594 [Min Grade: C](Can be taken Concurrently)

**EEC 692. Curriculum Projects. 1-6 Hour.**

Field projects in curriculum modifications and improvement of classroom practice.

**EEC 693. Independent Studies. 1-3 Hour.**

Independent Study in Elementary and Early Childhood Education.

**EEC 694. Field Study. 1-6 Hour.**

Field study.

**EEC 695. Practicum Supervision in ECE/ELE. 2-6 Hours.**

Supervision of practicum students.

**EEC 696. Internship Seminar. 1-3 Hour.**

Course will accompany the 9 semester hour internship (EEC 690) to support and extend the efforts of student teaching. The course will focus on problem-solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during the internship.

**EEC 702. Administration and Supervision Prog Young Children. 3 Hours.**

Evaluation, decision making, supportive services, staff development, community interaction strategies.

**EESL-English as Second Language Courses****EESL 510. Second Language Acquisition. 3 Hours.**

An in-depth look at major theories of second language acquisition. Exploration of learning environments, programs, home language, culture, and other factors that influence second language acquisition. This course entails 30 hours of field experiences. Required for the Alternative Master's.

**EESL 512. Curriculum, Program, Policies. 3 Hours.**

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, instructional strategies, accommodations, assessments, and support networks and that are grounded in second language acquisition theory. This course entails 5 days of field experiences in an English learner summer program. Required for the Alternative Master's in ESL.

**EESL 515. Grammar and Linguistics for ESL Teachers. 3 Hours.**

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises, and develop instructional activities that embed grammar skills into content-driven lessons. Required for the Alternative Master's.

**EESL 525. Phonology for Second Language Teachers. 3 Hours.**

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds. Required for the Alternative Master's.

**EESL 530. Methods and Materials of Teaching ESL. 3 Hours.**

Examines traditional and current approaches for teaching English to speakers of other languages and curriculum materials, texts, and other resources. This course entails 30 hours of field experiences. Required for the Alternative Master's.

**EESL 540. Teaching New Languages Through Reading and Writing. 3 Hours.**

Theory, research and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 30 hours of field experiences. Required for the Alternative Master's.

**EESL 560. Effective Teaching and Learning. 3 Hours.**

This course prepares candidates to plan, teach, and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the Alternative Master's in ESL, French, and Spanish.

**EESL 570. Engaging Families and Communities. 3 Hours.**

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

**EESL 589. Internship Seminar in ESL. 1 Hour.**

Provides an opportunity to explore in-depth effective ways to deliver instruction during the internship experience.

**EESL 590. Internship in Second and Foreign Languages P-12. 6 Hours.**

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties.

**EESL 600. TESOL Residency. 0 Hours.**

Students in the EdS program's non-certification track must enroll in EESL 008 during the summer term. During their two-week residency at UAB, they will participate in a TESOL institute on campus and also visit TESOL sites off-campus.

**EESL 601L. Community English Teaching. 0-1 Hours.**

Students co-teach weekly Community English Classes.

**EESL 610. Second Language Acquisition. 3 Hours.**

An in-depth look at major theories of second language acquisition. Exploration of learning environments, home language, culture, and other factors that influence second language acquisition. This course entails 30 hours of working with English learners in one's own educational context.

**EESL 612. Curriculum, Programs, and Policies. 3 Hours.**

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, support networks, instructional strategies, assessments, and accommodations and that are grounded in second language acquisition theory. This course entails 3 days of field experiences in an English learner summer program.

**EESL 615. Grammar and Linguistics for ESL Teachers. 3 Hours.**

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises, and develop instructional activities that embed grammar skills into content-driven lessons.

**EESL 617. Teaching English in a Global Context. 3 Hours.**

Provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

**EESL 620. Special Topics in ESL. 3 Hours.**

Topics will vary from year to year.

**EESL 625. Phonology for Second Language Teachers. 3 Hours.**

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds.

**EESL 630. Methods and Materials of Teaching ESL. 3 Hours.**

Examines traditional and current approaches to teaching English to speakers of other languages and curriculum materials, texts, and other resources, specifically within PK-12 settings. This course entails 40 hours of field experience working with English learners in one's own school.

**EESL 637. Methods Teaching English as an International Language. 3 Hours.**

Prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts both for in-person and online instruction. Engaged with approaches aligned with TESOL Standards for ESL/EFL Teachers of Adults, students review language learning needs for 5 program settings: adult/community, workplace, college/university, intensive English, and English as a Foreign Language. During the semester, students design and implement a curriculum for instruction and assessment of language learning outcomes. This course entails 30 hours of field experiences.

**EESL 640. Teaching New Languages Through Reading and Writing. 3 Hours.**

Theory, research, and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 32 hours working with English learners in one's own school and 8 hours of field experiences at another school.

**EESL 641. Teaching Emergent Bilingual Learners in the Early Childhood Setting. 3 Hours.**

This course prepares candidates to work effectively with emergent bilingual learners in the early childhood setting. Candidates will gain context knowledge needed to design curriculum, including literacy, appropriate for emergent bilingual learners and will learn how culture and home language impacts learning additional languages.

**EESL 647. Instruction and Assessment: Reading and Writing. 3 Hours.**

Addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments. This course entails 30 hours of field experiences.

**EESL 650. Strategies for Teaching Math and Science to ELLs. 3 Hours.**

Provides knowledge and strategies for making math and science accessible to ELLs at all grade levels, K-12. Classroom teachers will learn to make accommodations for teaching ELLs within a sheltered instruction framework.

**EESL 657. Instruction and Assessment: Listening and Speaking. 3 Hours.**

Examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking. This course entails 30 hours of field experiences.

**EESL 660. Effective Teaching and Learning. 3 Hours.**

This course prepares candidates to plan teach and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the traditional Master's in ESL.

**EESL 670. Engaging Families and Communities. 3 Hours.**

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time ( in school years) and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

**EESL 677. Field Studies. 1-3 Hour.**

Students participate in field studies related to the teaching of English as a second or foreign language.

**EESL 680. Research in ESL. 3 Hours.**

Primary types of research conducted in second language teaching and learning and how these methods can be used to inform teaching. Introduction to classroom-based second language research approaches.

**EESL 687. English for Specific Purposes. 3 Hours.**

This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of working in adult ESL and EFL environments. Students explore English for Specific Purposes and related issues in Intensive English Programs, English for Occupational Purposes, Program Administration, and English as an International Language. Students observe classes in regional IEPs, develop an EOP program, receive hands-on experience in administration, apply research to various adult EIL teaching situations, and do an in-depth study of an EFL context.

**EESL 690. Internship in Second and Foreign Languages P-12. 3 Hours.**

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties. This course entails 2 weeks of internship in an English learner summer program. Approval of internship application for the traditional master's.

**EESL 697. ESL Practicum. 1-3 Hour.**

In this practicum course, prospective ESL/EFL teachers shadow a professional ESL teacher when teaching an Academic English class. As needed, they also provide specialized support for the ESL students in that class. To enhance their professional growth, these prospective teachers share their reflections and newly-acquired competencies with the EESL 697 course instructor.

**EESL 698. Teaching Apprenticeship. 2-3 Hours.**

This required teaching apprenticeship is housed in a standards-based course that offers practical application of the knowledge and skills learned in other courses for teaching ESL. After having completed one semester of structured observations of professional ESL educators and participated in corresponding debriefings, novice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, assess learners and their language development, and conduct managerial tasks and other appropriate duties.

**Prerequisites:** EESL 697 [Min Grade: C]

**EESL 717. Teaching English in Global Context. 3 Hours.**

This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

**EESL 737. Teaching English as an International Language. 3 Hours.**

The primary purpose of this course is to guide educators in exploring the teaching of English as a second, new, or foreign language to English learners of all ages. With the goal of expanding an educator's repertoire for teaching speakers of languages other than English, this course considers the relevance of historical approaches and methods used in language teaching during the past century and reviews language methods and approaches used in today's ESL and EFL classrooms. Educators analyze selected methods and approaches in differing contexts that include English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an International Language (EIL) or English as Lingua Franca (ELF).

**EESL 743. Promoting Global Peace through TESOL. 3 Hours.**

This course guides doctoral students in understanding and facilitating the promotion of global peace within their classroom and educational setting as well as in other settings, both locally and globally.

**EESL 747. Instruction and Assessment: Reading and Writing. 3 Hours.**

This course explores the linguistic, sociocultural, psychological, and educational factors that affect literacy development in English as a second or foreign language (ESL/EFL). Educators will analyze literacy-learning needs of English learners (ELs) in diverse contexts and multiple age groups and will participate in effective and engaging ways to meet those needs.

**EESL 757. Instruction and Assessment: Listening and Speaking. 3 Hours.**

Based on linguistic perspectives and language acquisition research from earlier in their careers, educators will use research, experience, and reflection to further inform their own teaching practice in TESOL. To that end, they will explore the complexities of linguistic, sociocultural, psychological, and educational factors that affect ELLs' aural and oral development.

**EESL 763. Facilitating Intercultural Communicative Competence. 3 Hours.**

This course guides doctoral students in understanding and facilitating their students' intercultural communicative competence within and out of the classroom.

**EESL 780. Research in ESL/EFL. 3 Hours.**

Exploration of research methods conducted in second and foreign language teaching and applications of these methods to inform teaching in the ESL and/or EFL contexts.

**EHS-High School Education Courses****EHS 535. Methods I: Mathematics 6-12. 3 Hours.**

Introduction to teaching mathematics in secondary school settings. Developing basic skills in planning, instruction, and assessment. Supervision fee.

**EHS 536. 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.

**EHS 537. Methods I: Science 6-12. 3 Hours.**

Introduction to teaching science in secondary school settings. Developing basic skills in planning, instruction, and assessment. Admission to Alternative Master's Program required. Field supervision fee.

**EHS 538. Methods I: Social Science 6-12. 3 Hours.**

This course explores theory and best teaching practices with disciplinary literacy and inquiry-based teaching practices for the secondary social studies classroom. This course emphasizes structuring into all components of lesson planning 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.

**EHS 556. Classroom Mgt in Sec Schools. 3 Hours.**

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

**EHS 565. Methods II: Mathematics 6-12. 3 Hours.**

Preparation to plan, teach and assess mathematics in secondary school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment.

**Prerequisites:** EHS 535 [Min Grade: C]

**EHS 566. Methods II: 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 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.

**Prerequisites:** EHS 536 [Min Grade: C]

**EHS 567. Methods II: Science 6-12. 3 Hours.**

Preparation to plan, teach and assess science in secondary school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment.

**Prerequisites:** EHS 537 [Min Grade: C]

**EHS 568. Methods II: Social Science 6-12. 3 Hours.**

This course focuses on theory and best teaching practices with disciplinary thinking skills and inquiry-based teaching practices for the secondary social studies classroom. This course stresses structuring into all components of lesson planning the civic thinking, literacy, and argumentation skills employed 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.

**Prerequisites:** EHS 538 [Min Grade: C]

**EHS 597. Teaching and Learning in Diverse Classrooms. 3 Hours.**

Special topics of current interest related to diverse educational contexts.

**EHS 600. Secondary Education Curriculum and Methods I. 3 Hours.**

Introductory course in Alternative Masters Program for secondary school education. Developing basic teaching skills and understanding of interdependence among all levels within school and community. Course requires 40 hours of field experiences beyond class meetings.

**EHS 612. Advanced Methods: English Language Arts, Grades 6-12. 3 Hours.**

Advanced methods for teaching English language arts in grades 6-12. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required.

**EHS 614. Advanced Methods: Social Sciences, Grades 6-12. 3 Hours.**

Advanced methods for teaching the social sciences in grades 6-12. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required.

**EHS 615. Advanced Methods: Science, Grades 6-12. 3 Hours.**

Advanced methods for teaching science in grades 6-12. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required.

**EHS 616. Advanced Methods: Mathematics, Grades 6-12. 3 Hours.**

Advanced methods for teaching mathematics in grades 6-12. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required.

**Prerequisites:** EHS 565 [Min Grade: C]

**EHS 651. Innovative Practices in Teaching in Secondary School. 3 Hours.**

Innovative practices in planning, instructing, and evaluating high school area studies. May be repeated if taken in different areas of study.

**EHS 680. National Board Seminar for Secondary Education. 3 Hours.**

Course involves 18 Saturday seminars during the school year to prepare teachers for National Board Candidacy and to support candidates as they go through the certification process. Students enrolled in this course may be either pre-candidates or candidates for National Board Certification.

**EHS 681. Special Topics in Education. 1-6 Hour.**

Prerequisite: Permission of instructor.

**EHS 690. Intern Seminar in Sec Edu. 1-3 Hour.**

Observation and teaching in secondary school (full semester, minimum). Includes attendance at several seminars on campus. Unconditional acceptance in Alternative Master's Program and approval of application for internship required.

**EHS 691. Secondary School Internship. 3-9 Hours.**

Observation and teaching in secondary school (full semester minimum). Includes attendance at scheduled seminars. Prerequisites: Unconditional acceptance in Alternative Master's Program and approval of application for internship.

**EHS 692. Field Studies (Selected Educational Settings). 1-3 Hour.**

Field Studies.

**EHS 693. Advanced Field Experience. 3 Hours.**

Field Studies.

**EHS 698. Individual Research in Education. 1-6 Hour.**

Research Prerequisite: Permission of instructor.

**EHS 720. Individual Research in Education. 3-6 Hours.**

Research Prerequisites: Master's degree and permission of instructor.

**ESP-Edu School Psych Courses****ESP 600. Seminar in School Psychometry. 3 Hours.**

This 3-hour course is designed to examine the professional roles, identities, and services of school psychologists/ psychometrists. Topics include historical foundations, ethical standards, legal issues, professional functions, and current issues in the fields of school psychology and psychometry. Emphasis is placed on developing the skills needed to consult, collaborate, and communicate effectively with colleagues, families, and community professionals to support problem-solving, planning, accountability, and data-based decision-making related to learning, development, and behavior. Candidates will also learn to serve as advocates for students and for the professional roles of school psychologists/ psychometrists.

**ESP 627. Practicum in School Psych. 1 Hour.**

Psychometry Practicum (1 credit hour): Supervised practicum experience designed to ensure candidates demonstrate competence in conducting fair and accurate psychological and psychoeducational assessments. Emphasis is placed on the appropriate use of assessment instruments, procedures, and techniques within real-world educational contexts. School Psychology Practicum (1 credit hour): Supervised field experience focusing on the roles and functions of the school psychologist. Candidates gain applied experience in assessment, consultation, crisis prevention and intervention, and home-school collaboration, developing foundational skills necessary for internship preparation.

**ESP 628. Data-Based Decision Making: Cognitive Assessment. 3 Hours.**

This course is designed to prepare candidates to conduct psychological and psycho-educational assessments on children and youth in a school setting. Candidates are prepared to appropriately select, administer, and interpret non-biased formal assessment instruments, procedures, and techniques such as interviews, observations, assessments of personal-social adjustment, cognition, behavior, language, academic achievement, environmental-cultural influences and vocational interests. Emphasis is placed on using assessment data for decision making, accountability, special education eligibility decisions, and intervention planning. Technology is utilized within this course to enhance the assessment and decision-making processes.

**ESP 629. Data-Based Decision Making: Academic & Social Behavioral Assessment. 3 Hours.**

In this course, candidates are prepared to use assessment data for decision making, accountability, special education eligibility decisions, intervention planning, and the facilitation of the delivery of special education services. Candidates will be taught to develop direct and indirect interventions for individuals, small groups, and whole-class that will enhance cognitive, affective, social, and vocational development. The candidates will prepare an in-service to help parents and teachers implement the developed interventions. Candidates will be taught to apply diversity knowledge (culture, ethnicity, language, disability characteristics, SES, etc.) in development and learning when engaging in databased decision making and intervention and service planning. Technology is integrated and utilized within this course to enhance assessment, decision-making processes, and intervention planning.

**ESP 630. Applied Neuropsychology in the School. 3 Hours.**

ESP 630 is designed to provide foundational content in organization of the human nervous system and brain behavior relationships to inform functional skills in administration and interpretation of cognitive test performance from neuropsychological perspective as well as intervention development. This course will include hands-on practical administration, scoring, and interpretation of well-known neuropsychological test batteries and development of interventions based upon the results and interpretations. Upon completion of this course, students should be familiar with how such assessments relate to educational diagnoses, special education eligibility, interventions and recommendations. Minimum grade of C required.

**ESP 631. Crisis Intervention & Prevention in Schools. 3 Hours.**

This 3-hour course trains candidates in the PREPaRE School Crisis Prevention & Intervention Model, emphasizing the knowledge and skills needed to establish and serve on school safety and crisis response teams. Content incorporates (a) prevention, (b) protection, (c) mitigation, (d) response, and (e) recovery, aligned with the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) guidance and the Incident Command System (ICS) as delineated by the National Incident Management System (NIMS) from the Federal Emergency Management Agency (FEMA). Special emphasis is placed on trauma-informed and therapeutic practices, fostering resilience in students and school communities, and the importance of self-care for practitioners. Candidates have the opportunity to earn PREPaRE Certificates of Completion. Minimum grade of C required.

**ESP 632. Consultation & Intervention for Learning & Behavior Problems. 3 Hours.**

This 3-hour course emphasizes the design, implementation, and evaluation of evidence-based academic interventions and prevention programs. Building on consultation and assessment skills, candidates learn to collaborate with teachers, families, and other professionals to support students in both general and special education settings. Content addresses developmental and contextual factors that influence learning, with attention to strategies that promote resilience, positive behavior, and mental health. The course highlights data-based decision-making, family-school-community partnerships, and responsive practices that enhance academic and social-emotional outcomes for all learners.

**ESP 689. Internship-School Psychometry. 3-12 Hours.**

This culminating course provides a 300-hour, supervised field experience in a P-12 school setting under the direction of a certified and qualified School Psychometrist. Working under the supervision of an appropriately credentialed Internship Site Supervisor, candidates must demonstrate competency in all identified knowledge and skill standards for school psychometrists. Interns engage in the full scope of professional practice, including individual assessment, data-based decision-making, accountability, participation in special education referral and eligibility meetings, and other relevant responsibilities. Each intern independently completes all components of ten special education re-evaluations (case studies) at the placement site. Additionally, interns participate in a monthly university seminar focused on evaluating and synthesizing research as a foundation for effective service delivery.

**ESP 690. Internship in School Psychology. 3-12 Hours.**

Graduate students enrolled in the educational specialist program at UAB are required to complete 12 credit hours of ESP 689 Internship in School Psychology. The course is a field-based experience for supervised professional experience in school setting or approved setting. The primary purpose of the internship in school psychology is to help develop the intern into a competent, adaptive school psychologist. The internship integrates previous training experiences with practical application of these skills in the school environment. The internship will consist of duties, which school psychologists usually perform such as assessment, intervention, consultation, prevention, education/training, and research. Such activities will primarily take place in a school setting; however, additional experiences may be obtained in a hospital, clinic, or community mental health agency that serves the psychological and educational needs of children. The key assessments for this course are the Academic & Behavioral Case Studies.

**ESP 691. Global Perspectives in School Psychology: Promoting Mental Health & Resilience in School Communities. 3 Hours.**

In today's diverse educational systems, school psychologists must engage in culturally responsive, context-aware practice. This course adopts a transnational approach that emphasizes cultural humility, global awareness, and culturally and linguistically responsive services. Students will examine consultation, assessment, intervention, and systems-level practice across cultural contexts using individual, group, and ecological frameworks. Through seminars, international collaboration, case simulations, community engagement, and school-based activities, students will strengthen intercultural competence and develop a global perspective on school psychology. A central component of the course is the partnership with the Laboratory of School Psychology at the National and Kapodistrian University of Athens, where U.S. and Greek students participate in joint online and in-country learning experiences.

**Prerequisites:** ESP 600 [Min Grade: B]

**LDLS-Learning Dsgn Learning Sc Courses****LDLS 600. Foundations of the Learning Sciences and Learning Design. 3 Hours.**

This course defines the field of the Learning Sciences and learning design. It serves as an introduction into the origins, epistemologies, praxis, and future issues of the Learning Sciences and Learning Design. Students will delve into the historical evolution of the field, understand its key tenets, and explore design science principles. The course also offers an overview of various learning theories, serving as a contextual bedrock for their journey in reshaping how society understands learning.

**LDLS 610. Learning Experience Design I. 3 Hours.**

Learning Experience Design I is a project-based course that introduces the processes for designing effective and innovative learning experiences. Students will learn how to identify learning needs, analyze learner contexts, develop targeted learning outcomes, ideate creative solutions, and iteratively improve designs.

**LDLS 620. Learning Design Research Methods. 3 Hours.**

This course surveys research methodologies used in the Learning Sciences and learning design, with an emphasis on design-based research. Students will collect and analyze qualitative data, conduct learning experience network analysis, and use research to drive iterative design improvements.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 630. Design Thinking for Engaged Learning. 3 Hours.**

This course investigates the synergies between design thinking and learning experience design. This course emphasizes the utilization of design thinking methodologies as both a design tool and a subject of instruction to foster deep engagement and intrinsic motivation. In this course, students will explore design thinking processes and mindsets and apply them to create engaging, learner-centered learning experiences.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 640. Learning Theories for Learning Design. 3 Hours.**

This course engages students in exploring the pantheon of learning theories that inform and shape the field of Learning Sciences. Students will analyze and evaluate cognitive, situative, motivational, identity and other theories to translate key principles into design moves. Students will develop the capability to select appropriate learning theories and translate theoretical perspectives into actionable design principles, enabling the construction of learning experiences that are deeply rooted in validated frameworks.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 650. Learning Experience Design II. 3 Hours.**

This advanced course will help students expand their understanding of learning experience design to include cultural and cognitive aspects. Dive into theories like 4E cognition and cultural-historical activity theory (CHAT) to design learning experiences that drive change at multiple scales, from cognitive shifts to cultural transformations.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 660. Learning Analytics. 3 Hours.**

This course examines the role of data analytics in understanding and optimizing learning. Students will navigate the convergence of the Learning Sciences and data analytics. This course enables students to understand and employ data analytics in assessing and improving learning experiences, while also considering the complex nature of learning. Students will identify learning data sources, implement analytical techniques and apply findings to improve educational design.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 670. Multimodal Learning and Information Design. 3 Hours.**

This course differentiates learning design from information design and applies key principles from both fields to create effective multimodal learning experiences. Students will engage in an in-depth examination for the principles that guide the design of multimodal learning experiences and information systems. This course provides students with tools to effectively develop resources that can be integrated into diverse learning contexts.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 680. Game-Based Learning. 3 Hours.**

In this course, students will unpack the intricacies of game-based learning (GBL), differentiating it from gamification and examining its potential for identity exploration. Students will design immersive learning experiences that leverage the intrinsic motivations and affordances provided by both experiential and generative game-based learning.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 681. Learning Design With and For Augmented Intelligence. 3 Hours.**

This course is a foray into the cutting-edge intersection of the Learning Sciences and artificial intelligence (AI), characterized by a framing of AI as augmented intelligence. Students will develop AI literacy and leverage AI tools for designing learning experiences and design experiences that incorporate AI, all within a framework of extended and distributed cognition.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 682. Complex Systems. 3 Hours.**

This course provides a complex systems perspective on learning contexts. Students will engage with various complex systems theories, including complex dynamical systems, complex adaptive systems, and complex conceptual systems. Students will analyze learning as a complex system and design experiences that embrace this complexity.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 683. Designing for Creativity in Learning. 3 Hours.**

This course investigates the nuances of creativity in learning experiences and contexts. It focuses on frameworks, evaluations, and designs to nurture creative mindsets, creative environments, creative processes, and creative cognition. Students will utilize the Creativity Landscape framework to analyze and design learning experiences that are optimized for fostering creative thinking and action.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 684. Theory Building in the Learning Sciences. 3 Hours.**

This course focuses on theory-building methodologies within the Learning Sciences. It explores approaches to developing new theories and building on existing theories to advance learning design and the Learning Sciences. Students will engage with grounded theory and design-based research methodologies to contribute to the body of theoretical knowledge in the field.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 685. Frontiers in the Learning Sciences. 3 Hours.**

This course explores emerging topics, paradigms, methodologies, and debates in the Learning Sciences through a combination of readings, discussions, and hands-on activities. The specific content evolves each year to reflect the latest research and innovations in the field.

**Prerequisites:** LDLS 610 [Min Grade: C]

**LDLS 690. Research Practicum. 1-3 Hour.**

The research practicum is a supervised learning experience in a learning experience design or Learning Sciences research context. Research track students will individually or collaboratively design and conduct their own research projects. Design-track students will individually or collaboratively design and conduct their own learning experience design projects.

**Prerequisites:** LDLS 600 [Min Grade: C]