

Curriculum and Instruction

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Degree offered:

Arts Education with a Concentration in Visual Arts	M.A.Ed.
Arts Education with a Concentration in Music	M.A.Ed.
Education, Early Childhood	Ph.D., Ed.S., M.A.Ed.
Education, Elementary	Ed.S., M.A.Ed.
Education, High School and Middle School (Secondary Education)	Ed.S., M.A.Ed.
Educational Studies Non-Certification	M.A.Ed.
English as a Second Language	Ed.S., M.A.Ed.
Learning Design and Learning Sciences	M.S.
School Psychology and Psychometry	Ed.S., M.A.Ed., Graduate Certificate
Special Education, Collaborative and Early Childhood	Ed.S., M.A.Ed.
Teaching English to Speakers of Other Languages	Ed.S.

Program Coordinator Contact Information

Program	Coordinator	Room	Phone Number
Early Childhood Education	Dr. Kelly Hill	EEC 209C	205-975-1220
Early Childhood Special Education	Dr. Jennifer Kilgo	EEC 208B	205-975-9613
Educational Studies in Diverse Populations - Pedagogical Studies Track	Dr. Teaira McMurtry	EEC 209E	205-934-5371
Elementary Education	Dr. Kelly Hill	EEC 209C	205-975-1220
English as a Second Language	Dr. Josie Prado	EEC 206A	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

Secondary Education	Dr. Paulette Evans	HHB 210	205-975-7419
Special Education, Collaborative	Dr. Mary Rose Salles	EEC 206D	205-934-9689
UABTeach	Dr. Paulette Evans	HHB 210	205-975-7419
Visual Arts Education	Dr. Paulette Evans	HHB 210	205-975-7419

Graduate Programs

The M.A.Ed. and Ed.S. programs emphasize improving the teaching skills of the student and broadening the student's understanding of the field(s) of teaching specialization. Numerous teaching fields are available. All prospective students must apply for admission through the Graduate School.

The M.A.Ed. program requires a minimum of 30-32 semester hours of study, and the Ed.S. program requires at least an additional 30 semester hours. For students' eligibility to graduate, all programs require a written final examination or comprehensive electronic portfolio and a minimum GPA of 3.25 for master's degree and 3.50 for the Ed.S. An outline of the specific course requirements can be obtained from the following link: <https://www.uab.edu/education/home/undergraduate-side-nav/program-checklist>. Admission requirements are located at the following link: <https://www.uab.edu/education/home/admissions>.

The M.A.Ed. programs satisfy the academic requirements for the Alabama State Department of Education Class A Professional Certificate and an M.A.Ed. degree. The Ed.S. programs satisfy academic requirements for the Alabama State Department of Education Class AA Professional Certificate and an Ed.S. degree. See also the section "Education (General Information)" earlier in this catalog.

The M.S. in Instructional Design and Development program is a fully online program. Beginning Fall 2025, the revised program, Learning Design and Learning Sciences, will also be a fully online program. All prospective students must apply for admission through the Graduate School.

The program leading to the Doctor of Philosophy (Ph.D.) degree in early childhood education is sufficiently flexible to accommodate the interests and previous preparation of the student, but it must include an internship and a substantial research component culminating in the completion of a dissertation. The minimum admission requirements are those of the UAB Graduate School. Admission is highly selective, and most successful applicants have qualifications much higher than the minimum. Admission is open with ongoing application considerations. Application packets must be complete in the Graduate School office before the applicant can be considered for the program.

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 will address 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. Minimum grade of C required.

Prerequisites: ECE 600 [Min Grade: C] and ECT 520 [Min Grade: C]

ECT 520. Formative and Summative Assessment. 3 Hours.

In-depth analysis of testing, assessment, and accountability applied to special education. Analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities. [Course is for students in the Alternative Masters Program (AMP) only].

Prerequisites: ECE 600 [Min Grade: C]

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 will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECE 600 [Min Grade: C]

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. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. Candidates will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECE 600 [Min Grade: C]

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 that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECE 600 [Min Grade: C]

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 that will help them thrive in the classroom and beyond the school day. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECE 600 [Min Grade: C]

ECT 525. 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 will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECE 600 [Min Grade: C]

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, agencies, paraprofessionals as well as other professionals.

Prerequisites: ECY 600 [Min Grade: C]

ECT 528. Legal Issues and Trends. 3 Hours.

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

Prerequisites: ECY 600 [Min Grade: C]

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 Masters Program (AMP) for a Master of Arts in Education with Alternative Class A certification for teaching in the following areas: Collaborative Teacher K-6, Collaborative Teacher 6-12, Early Childhood Special Education, Visual Impairments P-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 15 weeks of full-time student teaching. Collaborative Teacher K-6 and 6-12, and Visual Impairments P-12 interns will have two placements to satisfy their K-6 and 6-12 and P-12 certification requirements (i.e., 7.5 weeks in a K-5 placement and 7.5 weeks in a 6-12 placement).

ECT 532. Student Teaching Seminar. 1 Hour.

This course will accompany student teaching/internship to support and extend the efforts of student teaching. The course will focus 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 (a) the use of various communication systems, (b) naturalistic communication strategies, (c) computer-based instruction and management systems to utilize assistive and instructional technology, (d) issues related to the integration of technology into instructional design, (e) a review and analysis of educational software, (f) an exploration of educational considerations of technology for young children with delays or disabilities, (g) an evaluation of assistive technology options, and (h) an overview of instructional and managerial computer applications. Candidates will 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 that will help them thrive in the classroom, as well as other settings. Particular emphasis will be placed on applied teaching strategies for the acquisition and generalization of skills.

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

This 3-hour course will address 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. Minimum grade of C required.

Prerequisites: ECY 600 [Min Grade: C] and ECT 620 [Min Grade: C]

ECT 620. Formative and Summative Assessment. 3 Hours.

In-depth analysis of testing, assessment, and accountability applied to special education. Analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students will 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 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 will 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. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. Candidates will 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 that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECY 600 [Min Grade: C]

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 that will help them thrive in the classroom and beyond the school day. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

Prerequisites: ECY 600 [Min Grade: C]

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 will 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, agencies, paraprofessionals as well as other professionals.

Prerequisites: ECY 600 [Min Grade: C]

ECT 628. Legal Issues and Trends. 3 Hours.

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

Prerequisites: ECY 600 [Min Grade: C]

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

The purpose of ECT 631 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 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 (a) the use of various communication systems, (b) naturalistic communication strategies, (c) computer-based instruction and management systems to utilize assistive and instructional technology, (d) issues related to the integration of technology into instructional design, (e) a review and analysis of educational software, (f) an exploration of educational considerations of technology for young children with delays or disabilities, (g) an evaluation of assistive technology options, and (h) an overview of instructional and managerial computer applications. Candidates will 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 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 that will help them thrive in the classroom, as well as other settings. Particular emphasis will be 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 will be addressed. Candidates will 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 is also addressed during the course.

Prerequisites: ECT 650 [Min Grade: C]

ECT 700. ASD: An Introduction. 3 Hours.

The course provides candidates with an in-depth examination of the characteristics of individuals with autism spectrum disorders (ASD). Specific issues examined during the course include diagnostic and educational criteria as well as current research on etiology and medication. Additionally, the myriad challenges faced by individuals with ASD are examined. A broad overview of evidenced-based practices to support individuals with ASD is presented in the course. A developmental perspective of ASD across the life span is presented, and issues related to play and leisure, sexuality education, environmental supports, transition planning, and daily life skills are explored in the course. The nature and needs of individual with Asperger's Syndrome are also addressed in this course.

ECT 701. ASD: App of Assessment Inform. 3 Hours.

Candidates taking this course are required to critically review, administer, and interpret the results of common standardized assessments given to individuals with ASD. Additionally, candidates are required to develop informal assessments to monitor the academic and behavioral progress of individuals with ASD. The CAPS/Ziggarut model will be used by candidates to conduct a comprehensive, developmental assessment in order to develop and implement an educational program for a student with ASD.

ECT 702. ASD: Meth Mod to Sev Function. 3 Hours.

Methods course, with special emphasis on low-functioning learners and Individuals with autism spectrum disorders. Particular attention is given effective practices and strategies for teaching and promoting functional and adaptive behavior that will enhance the learner's social responsibility and independent performance of daily activities.

ECT 703. ASD: Meth High Funct Learn- Asp. 3 Hours.

Methods course, with special emphasis on learners with higher functioning autism spectrum disorders and Asperger Syndrome. Particular attention is given effective practices and strategies for teaching and promoting social skill development and proactive social interactions. Autism Spectrum Disorders: Methods for High Functioning Learners and Asperger's Syndrome. Field experience required.

ECT 704. ASD: Collaboration-Consultation. 3 Hours.

This is a collaboration/consultation course designed to increase the candidate's knowledge and skills in the areas of: (1) foundations of collaboration, consultation and teaming; (2) communication and problem-solving processes, (3) collaborative tools, technology and resources; (4) cultural and linguistic diversity issues related to collaboration; (5) collaboration in instructional and inclusive teams; (6) collaboration with families; and (7) consultation and collaboration with paraeducators, related service personnel, and other ancillary personnel. Leadership and advocacy as well as self-assessment/reflection of one's collaboration and consultation skills are addressed in the course.

ECT 705. ASD: Accommodating the Needs of Diverse Learners on the Spectrum. 3 Hours.

In this course, candidates will learn a variety of teaching strategies to support students with ASD from diverse backgrounds and those with diverse learning needs to access the general education curriculum. Response to Intervention and differentiated instruction are central components of the course. Candidates will learn a variety of strategies for providing accommodations for students with ASD who present with behavior, communication, attention, and cognitive challenges in general education classroom settings. Strategies for supporting students in general education classrooms in the areas of literacy and math are covered in the course. Candidates will also acquire strategies for facilitating second language acquisition for English Language Learners.

ECT 706. ASD: Advanced Social and Behavioral Methods. 3 Hours.

A major focus of this course is the utilization of applied analysis to support students with ASD who present behavioral challenges. Development of behavioral objectives, data collection procedures, single-subject design and functional behavior assessment are addressed in the course. Strategies for addressing antecedents to behavior and consequences of behavior are explored. Generalization and self-monitoring/self-regulatory strategies are addressed. Candidates will learn a variety of positive environmental supports and classroom management strategies. Strategies for facilitating the development of social skills, including the use of social stories and video modeling, are addressed in the course.

ECT 707. Autism Spectrum Disorders: Transition and Life Skills Programming. 3 Hours.

The transition needs of individuals with ASD from preschool, middle school, high school and post-secondary settings is examined in this course. Transition models, assessment and planning are core components of the course. Facilitating the development of self-advocacy and self-determination skills in individuals with ASD are addressed. Independent living skills and transition to community are included in the course. Transition education curricula and instructional strategies for facilitating successful employment and post-secondary education are addressed in the course. Interagency and interdisciplinary collaboration as well as job placement, training, and supervision, are components of this course.

ECT 708. Autism Spectrum Disorders: Legal, Ethical, and Professional Issues. 3 Hours.

This course has three major components. First, special education legislation and case law related to the IDEA, Section 504, the ADA, FERPA, and the Elementary and Secondary Act are explored. Second, this course requires candidates to examine ethical issues in special education and to develop a personal code of ethics in special education based upon the Alabama Code of Ethics for Educators and the Council for Exceptional Children Code of Ethics. Third, the professional leadership skills of candidates in this course are developed. Development of candidates' teacher leadership, mentorship, and advocacy skills is undertaken during in the course.

ECT 710. ASD: Practicum. 3 Hours.

To meet the requirements of this course, candidates will engage in a variety of integrated experiences in applied settings, including K-6, 6-12, and community settings. Please refer to the clinical and field experiences handbook for specifics regarding practicum requirements.

ECT 711. ASD: K-6 Internship. 3 Hours.

To meet the requirements of this course, candidates must complete an in-depth clinical experience in a K-6 setting that includes children and youth with ASD. Please refer to the clinical and field experiences handbook for specifics regarding internship requirements.

ECT 712. ASD: 6-12 Internship. 3 Hours.

To meet the requirements of this course, candidates must complete an in-depth clinical experience in a 6-12 setting that includes children and youth with ASD. Please refer to the clinical and field experiences handbook for specifics regarding internship requirements.

ECT 720. Universal Design for Lrn. 3 Hours.

This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.

ECT 720L. Field Experience. 1 Hour.

This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.

ECT 720R. Action Research. 1 Hour.

This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.

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, which is designed to provide an overview of the field of early intervention/early childhood special education (EI/ECSE) and address policy issues, the importance of collaboration, 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 known or suspected 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 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 known or suspected disabilities and their families from a variety of social, ethnic, and racial backgrounds. The course will include 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 will be given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates will be familiarized with instructional strategies and technologies. Course content and assignments will promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with known or suspected disabilities and their families. The course objectives will be assessed through completion of the course requirements and class participation. The content of this course is based on evidence-based practices, which integrate the best available research evidence with professional and family wisdom and values. Emphasized throughout this course are the following objectives: how to be a member of a transdisciplinary team in providing instruction, how to respond to cultural diversity, how to provide services in high-poverty communities and LEAs, and how to utilize evidence-based practices in all aspects of services. These priority areas will be addressed throughout the course.

Prerequisites: EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C] and ECY 535 [Min Grade: C] and ECY 537 [Min Grade: C]

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

The purpose of this course is to prepare the candidate with knowledge and practical applications regarding the screening and assessment of young children with known or suspected disabilities (ages birth through eight). Both child-level and family-level assessment procedures will be emphasized. The candidate completing this course will be prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with disabilities. Course content and assignments will promote critical thinking and problem solving skills. The content of this course is based on evidence-based practices, which integrate the best available research evidence with professional and family wisdom and values. Emphasized throughout this course are the following objectives: how to be a member of a transdisciplinary team in providing services in the natural environment, how respond to cultural diversity, how to provide services in high-poverty communities and LEAs, and how to utilize evidence-based practices in all aspects of assessment. These priority areas will be addressed throughout the course.

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, methods, and attitudes necessary to deliver effective intervention/education to young children with physical and health impairments. The course will include 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 will become proficient in motor skill facilitation, positioning, handling, feeding and health care support. The course objectives will be assessed through completion of the course requirements and class participation.

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 will be examined. Each area of exceptionality will be 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, which is designed to provide an overview of the field of early intervention/early childhood special education (EI/ECSE) and address policy issues, the importance of collaboration, 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 known or suspected 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, methods, and attitudes necessary to deliver effective intervention/education to young children (birth through five) with known or suspected disabilities and their families from a variety of social, ethnic, and racial backgrounds. The course will include 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 will be given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates will be familiarized with instructional strategies and technologies. Course content and assignments will promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with known or suspected disabilities and their families. The course objectives will be assessed through completion of the course requirements and class participation.

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

The purpose of this course is to prepare the candidate with knowledge and practical applications regarding the screening and assessment of young children with known or suspected disabilities (ages birth through eight). Both child-level and family-level assessment procedures will be emphasized. The candidate completing this course will be prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with disabilities. Course content and assignments will promote critical thinking and problem solving skills. The content of this course is based on evidence-based practices, which integrate the best available research evidence with professional and family wisdom and values. Emphasized throughout this course are the following objectives: how to be a member of a transdisciplinary team in providing services in the natural environment, how to respond to cultural diversity, how to provide services in high-poverty communities and LEAs, and how to utilize evidence-based practices in all aspects of assessment. These priority areas will be addressed throughout the course.

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, methods, and attitudes necessary to deliver effective intervention/education to young children with physical and health impairments. The course will include 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 will become proficient in motor skill facilitation, positioning, handling, feeding and health care support. The course objectives will be assessed through completion of the course requirements and class participation.

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. This practicum experience is 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 will meet the unique needs of ECSE candidates in the 5th year, nontraditional 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 Psych. 1-6 Hour.

This course is designed to help candidates be scholars in the field of school psychology/psychometry. Candidates will learn the steps to explore, build on, and write about the literature on a topic in school psychology/psychometry. In this way, they will understand how to create new areas of scholarship to extend knowledge on a topic in their discipline.

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 reading process to content-area materials and instruction. Designed for pre-service teachers. Field experience required concurrently with the field experience in a teaching methods course. Supervision fee \$100.

EDR 540. Developmental Reading I. 1-4 Hour.

Materials and methods. Emphasis on planning balanced program and understanding reading process. Includes field experiences. Prerequisite: Admission to 5th-Year Program.

EDR 541. Literature for Adolescents. 3 Hours.

In this course, students will explore literary works crafted for and centered on adolescents, with a focus on narratives that represent the rich diversity of human experiences. This course invites students to engage with stories and perspectives from a wide range of backgrounds, including but not limited to those of Black, Indigenous, people of color, and individuals with varying abilities. Emphasis will be placed on exploring and understanding the unique cultural and personal contexts embedded in multicultural literature for adolescents. Additionally, students will be invited to critically explore, examine, and reflect upon their own identities, perspectives, and worldviews in the context of the narratives encountered throughout the course.

EDR 543. Developmental Reading II. 1-4 Hour.

Reading process as it relates to content area materials. Includes field experience. Prerequisite: Admission to 5th-Year Program.

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.

The purpose of this course is to provide candidates with the foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Specifically, candidates will gain an understanding of how reading and writing relate to the disciplines and to local, state, national, and professional standards. Candidates will develop an understanding of how to implement curriculum based on students' prior knowledge, world experiences, and interests. Additionally, candidates will explore specific instructional strategies for supporting students as agents of their own learning to develop the ability to be critical consumers of the discipline. This knowledge affords teachers the ability to ultimately evaluate curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content area and/or discipline.

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

For inservice teachers of reading. Specific content varies according to needs of teachers.

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

Understanding of reading process. Nature of reading programs; readiness motivation, methods, skills, assessment, evaluation, materials, and resources.

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

Theoretical bases, procedures, techniques, and materials for prereading and reading instruction. Prerequisite: Developmental reading course.

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

Emphasis on needs of children, selection of books, societal issues in children's literature.

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

The purpose of this course is to provide 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. Additionally, this course provides knowledge of the approaches available to specialize curriculum for meeting the exceptional needs of students.

EDR 655. Reading Assessment and Evaluation. 3 Hours.

Examines evaluation techniques such as observation, standardized oral and silent reading tests and informal reading inventories such as miscue analysis.

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

For teachers in elementary and early childhood education.

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

Supervised experience with children with reading difficulties.

Prerequisites: Admission to reading certification program, permission of instructor and department.

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

Examination of serious reading disabilities; diagnosis, possible remediation strategies, and development; diagnosis, possible remediation strategies, and development of remediation plan in lab setting.

Prerequisites: Master's degree and M.A.-level diagnostic reading course or permission of instructor.

EDR 702. Reading: Theoretical Foundations. 3 Hours.

Relates concepts of learning, development, and linguistics to reading-learning process; emphasis on current theory; implications for program planning and classroom practice. **Prerequisites:** EDR 650 or permission of instructor, and master's degree.

Prerequisites: EDR 650 [Min Grade: C]

EDR 703. Advanced Research in Reading. 3 Hours.

Research **Prerequisites:** EDR 650 and master's degree.

Prerequisites: EDR 650 [Min Grade: C]

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

Supervised field experiences under direction of qualified reading consultant or supervisor in school setting. **Prerequisites:** Admission to Sixth-Year Program for Reading Teacher and permission of instructor.

EDR 705. Reading Instruction Seminar. 3 Hours.

Examination of trends and issues in field of reading. topics determined by each class. **Prerequisites:** Master's degree and 9 graduate hours in reading or permission of instructor.

EDR 706. Research. 1-3 Hour.

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

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 513. Teaching ESL in a Multicultural Society. 3 Hours.

Designed to introduce students to the goals, principles, and practices of multicultural education and to sensitize students to cultural pluralism in the United States. Required for the Alternative Master's.

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, N-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 613. Teaching ESL in a Multicultural Society. 3 Hours.

Designed to introduce students to the goals, principles, and practices of multicultural education and to sensitize students to cultural pluralism in the United States.

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 627. Teaching Adult Language Learners. 3 Hours.

Introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults' second language development. After learning to recognize quality components in distinct program models, as outlined by TESOL Standards for Adult Education ESL Programs, students do a critical study of community-based or other English language programs.

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 8 hours of field experiences at another school and 32 hours working with English learners in one's own 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 643. Promoting Global Peace through TESOL. 3 Hours.

This course guides graduate students in understanding and facilitating the promotion of global peace within and out of the TESOL classroom through listening, speaking, reading and writing. The goal of this course is for educators to learn to use the tools of negotiation, arbitration, and mediation with an overarching focus on peacekeeping, peacemaking, and peacebuilding.

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 681. National Boards in English as a New Language. 3 Hours.

This course prepares experienced teachers for National Board Candidacy in English as a New Language (ENL). Students enrolled in this course may be either pre-candidates or candidates for National Board Certification.

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 ELL teaching situations, and do an in-depth study of an EFL context.

EESL 689. Seminar in ESL. 1 Hour.

Provides an opportunity to explore in-depth effective ways to deliver instruction during the internship experience. Must be taken concurrently with EESL 690.

Prerequisites: EESL 610 [Min Grade: C]

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 530. Practicum. 1-2 Hour.**

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

Prerequisites: EDU 500 [Min Grade: C](Can be taken Concurrently)

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 570. Practicum II. 1 Hour.

Field experience in school-based setting.

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

Topics of current interest related to diverse educational spaces.

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 6-14. Includes curriculum development, classroom interaction, pedagogical activities, technology applications, source materials, current research, society issues, and cognitive development of students. Current classroom teaching required. Changed to Grades 6-12 (rather than 14) to align with secondary education grade levels.

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

Advanced methods for teaching the social sciences 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.

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

Advanced methods for teaching science 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.

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

Advanced methods for teaching mathematics 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: 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 (15 weeks 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 (15 weeks minimum). Includes attendance at a weekly seminar on campus. Prerequisites: Unconditional acceptance in 5th-Year 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 course is designed to address the professional roles and services of school psychometrists including the historical foundations, ethical guidelines and standards, legal issues, roles and functions, and contemporary professional issues in the field of school psychometry. Emphasis is placed upon skills to consult, collaborate, and communicate effectively with others to problem solve, plan, and promote accountability systems (such as PowerSchool) and decision-making processes with diverse school personnel, families, community professionals in their work in regards to diverse issues in learning, development, and behavior. Candidates will learn to serve as advocates for students and for the school psychometrist's professional role.

ESP 627. Practicum in Schl Psych. 1 Hour.

The purpose of this one-hour course is to ensure that the candidate has met proficiency criteria in areas related to conducting non-biased psychological and psycho-educational assessment including formal assessment instruments, procedures, and techniques in interviews, observations, behavior evaluations, personal-social adjustment, intelligence, adaptive behavior, language, environmental-cultural factors, and vocational interests. Emphasis is placed upon the context in which assessments take place and their use.

ESP 628. Indiv Assess Child/Youth I. 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. Indiv Assess Child/Youth II. 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 interpretation of cognitive test performance from neuropsychological perspective and administration of screening tests. This course will also include hands-on practical administration, scoring, and interpretation of the well-known neuropsychological test battery: NEPSY-II. 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 will train candidates in the PREPaRE School Crisis Prevention & Intervention Model on how to establish and serve on school safety and crisis response teams. Incorporates (a) prevention (b) protection, (c) mitigation, (d) response, and (e) recovery. It also incorporates 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). Upon completion of this course candidates will receive PREPaRE Certificates of Completion. Minimum grade of C required.

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

This 3 hour course will provide candidates with the knowledge base needed to design, implement, and evaluate effective academic interventions and prevention programs. The course is designed to build on consultation and assessment skills to work with teachers to develop programs for students in general and special education. Issues pertaining to interventions with students from culturally diverse groups will be presented. Minimum grade of C required.

ESP 689. Internship-School Psych. 3-12 Hours.

This culminating course is a daily, 300-hour participatory experience in a school setting supervised by a certified, qualified School Psychometrist. Under the supervision of an appropriately credentialed and trained Internship Site Supervisor, candidates must demonstrate competency in all identified knowledge and ability standards for school psychometrists. Interns are engaged in the full scope of school psychometry activities including individual assessment, data-based decision-making, accountability, special education referral and eligibility meetings, and other appropriate duties. Interns will independently complete all components of 10 special education re-evaluations (case studies) for diverse special education students at the placement site. Interns also participate in a monthly seminar hosted by the University Supervisor, where the candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for 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.

IDD-Instructional Design Dev Courses**IDD 600. Trends and Issues in Instructional Design. 3 Hours.**

This course defines the field of instructional design and learning design by exploring its history, current trends and future issues in the field. The course provides insights from leaders in the field, case studies on instructional design in different fields, and interactive activities on the systematic approaches to instructional design.

IDD 610. Instructional Design. 3 Hours.

Instructional Design is a project-based course that includes step-by-step strategies to create learning experiences using design models, instructional strategies, and technology applications. Learners will study the processes of analysis, design, development, implementation, and evaluation in order to apply real-world learning experience design solutions to instructional challenges.

IDD 620. Universal Differential Instructional Design and Development. 3 Hours.

This course gives students an experience in research-based learning design methods and alternative assessment strategies designed to meet the varied instructional needs and preferences of all learners in today's educational environments.

IDD 630. Performance System Technology. 3 Hours.

This course provides students with practical methods of analyzing and solving human performance problems with an emphasis on development of both non-instructional and instructional interventions. An overview of concepts and current issues related to the design and development of learning and performance systems at the macro-level is also provided, allowing learners to explore learning and performance from a broad organizational perspective.

IDD 640. Learning, Cognition, and Instructional Design and Development. 3 Hours.

This course surveys the learning sciences literature that is especially relevant for instructional designers. The course covers major theoretical perspectives in the learning sciences and has students read original empirical research. The goal is to prepare IDD students to utilize learning sciences literature in their careers.

IDD 650. Alternate Instructional Design and Development Models. 3 Hours.

This course affords students the opportunity to apply a variety of well-established and emerging learning design and development models.

IDD 660. Assessment and Evaluation in Instructional Design & Development. 3 Hours.

Students will learn how to assess human attitudes, knowledge and performance, analyze practical data, and evaluate learning and human performance programs.

IDD 670. Multimedia Design and Development for Instruction and Training. 3 Hours.

This course will present techniques for the integration of learning design theory and practice with the current and emerging delivery systems. Students will develop skills and explore software necessary to develop and produce an original interactive learning product.

IDD 680. Instructional Design and Development Elective. 3 Hours.

Content will be diversified opportunities to take advantage of specific areas of expertise of faculty, availability of experts in areas not covered in other course work, or original projects that become available.

IDD 690. Research Practicum. 1-3 Hour.

The research practicum is a supervised learning experience in an actual or similar setting to those which instructional designers, learning experience designers, and learning scientists are employed.

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.

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.

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.

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]