

# Department of Curriculum and Instruction

**Chair:** Dr. Kathleen Clark  
**Main Office:** 205-934-5371

The Department of Curriculum and Instruction offers undergraduate programs with several options leading to Alabama Class B professional educator certification. Students may select from the following pathways to a degree and teacher certification: early childhood (birth-age 8, grades preschool-3), elementary education (grades K-6), middle school math education (grades 4-8), secondary English language arts education (grades 6-12), secondary social studies education (grades 6-12), secondary science education in several focus areas (grades 6-12), music education (grades preschool-12 in choral or instrumental). All secondary and music majors work with faculty in both the School of Education & Human Sciences and the College of Arts & Sciences.

Students participate in field experiences and volunteer activities in community and school settings both before and after admission to the Teacher Education Program. These opportunities to work with children and youth are designed to enhance students' professional development and to supplement their campus coursework.

Students should contact the Office of Student Services, Suite 311, Education and Engineering Building, (205) 934-7530, early in their studies to obtain the name of their advisor and pertinent program information to guide their studies. Students should consult their advisor prior to each registration period for the appropriate guidance (e.g., students are expected to take courses in the appropriate sequence).

UAB's Early Childhood program prepares future educators to recognize and meet the evolving needs of young learners from birth to age 8 (grades preschool-3) during their earliest exposure to education. Teacher candidates will earn a bachelor of science degree in Early Childhood Education and qualify for Class B professional educator certification in Alabama.

Please note that students must earn a grade of C or better in all methods block courses and maintain a minimum methods block GPA of 3.0 during the primary (grades K-3) and birth - 5 (babies-preschool) blocks of coursework. Please note that extensive field experiences are required prior to internship.

All School of Education and Human Sciences programs honor the Alabama General Studies Committee's State Articulation Agreement for transferred coursework. Please see UAB's Undergraduate Admissions website for details if you plan to transfer courses to UAB.

## Early Childhood Education-Teacher Certification

Requirements	Hours
<b>Blazer Core Curriculum</b> <sup>1</sup>	<b>41</b>
As part of the Blazer Core take the following:	
EH 101 English Composition I <sup>2</sup>	
or EH 106 Introduction to Freshman Writing I	
EH 102 English Composition II <sup>2</sup>	

or EH 107 Introduction to Freshman Writing II	
CMST 101 Public Speaking <sup>3</sup>	
Select Biology for One Thinking Broadly: Scientific Inquiry requirement <sup>4</sup>	
PY 101 Introduction to Psychology <sup>5</sup>	
MA 105 or 110 or higher (See Blazer Core)	
<b>Other</b>	
CHHS 200 Quality of Life	2
MA 313 Patterns, Functions and Algebraic Reasoning	3
Select a Non-Biology Science course with a lab	
Select a Science course with a lab	
<b>Additional Math Requirement</b>	
MA 314 Geometric and Proportional Reasoning <sup>6</sup>	3
MA 316 Numerical Reasoning <sup>6</sup>	3
<b>Professional Studies</b>	
EDU 200 Education as a Profession	3
ECY 300 Survey of Special Education	3
EDF 362 Foundations of Education I: Social, Historical, Philosophical	3
EPR 363 Foundations of Education II: Psychological	3
<b>Teaching Field Courses</b>	
Pre-TEP Courses	
EEC 300 Child Development/Family Relationships	3
KIN 301 Teaching Health Education and Physical Education in Elementary Schools	3
<b>Early Childhood Classroom Preparation Block</b>	
EEC 301 Introduction to P-6 Education	3
ECE 331 Creative Learning Expression: Young Child	1
ECE 332 Literature for the Young Child	3
EEC 415 Learning Environments through Positive Behavior Support	3
ECE 410 Organize Programs: Young Children	3
<b>The following require admission to TEP before they may be taken:</b>	
<b>Birth-5 Methods Block (B-Pre-K5)</b>	
ECE 320 Early Childhood Curriculum and Teaching	3
EEC 421 Methods of Teaching Foundations of Reading Development	3
ECE 445 Young Children: Math/Science/Social Studies	3
ECE 460 Current Topics in Early Childhood Education Assessment	3
ECE 494 Field Work in Early Childhood Education <sup>7</sup>	1
<b>Primary Methods Block (K - 2nd)</b>	
EEC 402 Primary Math Methods	3
EEC 422 Methods of Teaching the Development of Reading Comprehension	3
EEC 423 Methods of Reading Assessment, Instruction, & Intervention	3
EEC 440 Advanced Workshop in Education: Methods to Support English Learners	3
ECE 494 Field Work in Early Childhood Education <sup>7</sup>	1
<b>Internship</b> <sup>8</sup>	
ECE 490 Student Teaching in Early Childhood Education I	9
EEC 491 Internship Seminar in Education	1
<b>Total Hours</b>	<b>119</b>

<sup>1</sup> Blazer Core Curriculum requirements

<sup>2</sup> Fulfills Blazer Core Academic Foundations: Freshman Writing requirement.

- <sup>3</sup> Fulfills Blazer Core Academic Foundations: Communication in the Modern World requirement.
- <sup>4</sup> Fulfills Blazer Core Thinking Broadly: Scientific Inquiry requirement.
- <sup>5</sup> Fulfills Blazer Core Thinking Broadly: Humans and their Societies requirement.
- <sup>6</sup> Preferred math options
- <sup>7</sup> Each semester a candidate enrolls in a methods block course, they must also enroll in EEC 494 Fieldwork in Education for 1 credit hour. A total of 2 credit hours of EEC 494 is required prior to student teaching internship.
- <sup>8</sup> Internship courses must be taken AFTER admission to TEP. Internship cannot be taken until all program courses are complete and application is approved for student teaching.

## Elementary Education

Students successfully completing the program and all requirements outlined below will receive a baccalaureate degree and be eligible for Alabama Class B professional educator certification in elementary education (grades K-6).

Professional preparation includes courses in humanistic and behavioral studies, elementary education, curriculum and teaching, evaluation of teaching and learning, extensive pre-internship field experiences in K-6 settings, and an internship. Students must work closely with their faculty advisor for appropriate selection of courses in each area of general and professional studies.

Students must earn a grade of C or better in all methods block courses and maintain a minimum methods block GPA of 3.0 during the primary (grades K-3) and elementary (grades 4-6) blocks of coursework. Please note that extensive field experiences are required prior to internship.

All School of Education and Human Sciences programs honor the Alabama General Studies Committee's State Articulation Agreement for transferred coursework. Please see UAB's Undergraduate Admissions website for details if you plan to transfer courses to UAB.

## Major in Elementary Education

Requirements	Hours
<b>Blazer Core Curriculum Requirements <sup>1</sup></b>	<b>41</b>
As part of Blazer Core select the following:	
EH 101 English Composition I <sup>2</sup>	
or EH 106 Introduction to Freshman Writing I	
EH 102 English Composition II <sup>2</sup>	
or EH 107 Introduction to Freshman Writing II	
CMST 101 Public Speaking <sup>3</sup>	
Select Biology for one Thinking Broadly: Scientific Inquiry course <sup>4</sup>	
PY 101 Introduction to Psychology <sup>5</sup>	
<b>Other:</b>	
<b>Additional Elementary Education Requirements</b>	
CHHS 200 Quality of Life	2
Science with Lab (see Blazer Core)	4
MA 313 Patterns, Functions and Algebraic Reasoning	3
<b>Additional Mathematics Courses</b>	
MA 314 Geometric and Proportional Reasoning <sup>6</sup>	3
MA 316 Numerical Reasoning <sup>6</sup>	3
<b>Professional Studies</b>	
EDU 200 Education as a Profession	3
ECY 300 Survey of Special Education	3

EDF 362	Foundations of Education I: Social, Historical, Philosophical	3
EPR 363	Foundations of Education II: Psychological	3
Internship <sup>7</sup>		10
EEC 490	Internship in P-3/3-6	
EEC 491	Internship Seminar in Education	
<b>Teaching Field</b>		
<b>Pre-TEP</b>		
EEC 300	Child Development/Family Relationships	3
KIN 301	Teaching Health Education and Physical Education in Elementary Schools	3
<b>Elementary Classroom Preparation Block</b>		
EEC 301	Introduction to P-6 Education	3
EEC 302	Expressive Arts (P-6)	1
EEC 405	Children's Literature in Early Childhood and Elementary Education	3
EEC 415	Learning Environments through Positive Behavior Support	3
EPR 410	Measurement and Evaluation in Education	3
These courses require TEP admission before they can be taken:		
<b>Primary Methods Block (K-2nd)</b>		
EEC 402	Primary Math Methods	3
EEC 421	Methods of Teaching Foundations of Reading Development	3
EEC 422	Methods of Teaching the Development of Reading Comprehension	3
EEC 440	Advanced Workshop in Education: Methods to Support English Learners	3
EEC 494	Field Work Education <sup>8</sup>	1
<b>Elementary Methods Block (3rd-6th Grade)</b>		
EEC 412	Math in Early Childhood and Elementary Education	3
EEC 413	Science in Early Childhood and Elementary Education	3
EEC 414	Social Studies in Early Childhood and Elementary Education	3
EEC 423	Methods of Reading Assessment, Instruction, & Intervention	3
EEC 494	Field Work Education <sup>8</sup>	1
<b>Total Hours</b>		<b>123</b>

A minimum of 120 hours are required for graduation. Students may need to take general electives to reach the credit hour requirement. Elective hours may vary based on course selection.

- <sup>1</sup> Blazer Core Curriculum requirements
- <sup>2</sup> Fulfills Blazer Core Academic Foundations: Freshman Writing requirement.
- <sup>3</sup> Fulfills Blazer Core Academic Foundations: Communication in the Modern World requirement.
- <sup>4</sup> Fulfills Blazer Core Thinking Broadly: Scientific Inquiry requirement.
- <sup>5</sup> Fulfills Blazer Core Thinking Broadly: Humans and their Societies requirement.
- <sup>6</sup> Preferred math options
- <sup>7</sup> Internship courses must be taken AFTER admission to TEP. Internship cannot be taken until all program courses are complete and application is approved for student teaching.
- <sup>8</sup> Each semester a candidate enrolls in a methods block course, they must also enroll in EEC 494 Fieldwork in Education for 1 credit hour. A

total of 2 credit hours of EEC 494 is required prior to student teaching internship.

## Secondary Education

UAB's Secondary Education program embodies a two-fold purpose. Its first purpose is to prepare educators in meeting the evolving needs of learners, primarily in grades 6-12, within today's rapidly changing society. Grounded in constructivism, its second purpose is to deliver instruction through a standards-based, inquiry-focused approach that prepares educators to use effective instructional strategies in their own classrooms.

Secondary education offers programs leading to teacher certification in biology, chemistry, physics, general science, English language arts, general social science, and mathematics as described below.

Successful completion of our undergraduate programs lead to Class B professional educator certification for grades 6-12 in English language arts (ELA) and in general social science (GSS). Candidates obtaining certification in these two teaching fields must either have an academic major in English for ELA or in history for GSS. Because of teacher certification requirements, content coursework may slightly differ from those courses required of traditional English or history majors. Thus, candidates should follow the appropriate program checklist assigned by the Office of Student Services within the School of Education and Human Sciences to ensure certification requirements are met. Although an academic major in English or history may be built into the certification checklists, candidates should seek advising for these content majors from College of Arts and Science (CAS) advisors to ensure they meet all current degree requirements for either English or history. Students who complete requirements for both an academic major and an education major will receive a single degree with both majors listed.

**For more information on paths to certifying in mathematics and science, see [Secondary Education – All Areas of Science and Mathematics](#) section below.**

Due to ALSDE regulations for teachers, Core Curriculum requirements for education majors are more specific than Core Curriculum requirements for academic majors. Students should seek advising and obtain a program checklist from the **Office of Student Services, Phone: (205) 934-7530**. Students should also consult with their education advisor once per term and also with a content advisor in CAS to ensure they stay on track for all requirements.

All School of Education and Human Sciences programs honor the Alabama General Studies Committee's State Articulation Agreement for transferred coursework. Please see UAB's Undergraduate Admissions website for details if you plan to transfer courses to UAB.

## Bachelor of Science with a Major in Secondary Education/English Language Arts

This curriculum results in a major in secondary education with Class B professional educator certification in English language arts.

## Teacher Education Program

<https://catalog.uab.edu/undergraduate/schoolofeducation/#teachereducationprogramtext>

A student in the Teacher Education program is not only earning a degree from UAB, but the student is also earning Alabama professional educator teacher certification. Therefore, additional guidelines are in place to ensure students make progress toward successful teacher certification. Please note that a student may be dropped from the Teacher Education Program for failure to maintain satisfactory academic performance or professional dispositions as described by School of Education policy. Consistent with UAB policy on readmission, students readmitted to UAB must complete all program requirements, including TEP admission, retention, and completion requirements as outlined in the catalog under which they are officially readmitted.

## Major in Secondary Education - English

Requirements	Hours
<b>Blazer Core Curriculum Requirements <sup>1</sup></b>	<b>41</b>
As part of the Blazer Core take the following:	
EH 101 English Composition I <sup>2</sup> or EH 106 Introduction to Freshman Writing I	
EH 102 English Composition II <sup>2</sup> or EH 107 Introduction to Freshman Writing II	
CMST 101 Public Speaking <sup>3</sup>	
THR 100 Introduction to the Theatre <sup>4</sup>	
PY 101 Introduction to Psychology <sup>5</sup>	
<b>Additional English Language Arts Requirements</b>	
CMST 103 History of Mass Media	3
CMST 210 Media Writing	3
<b>Major in Secondary Education</b>	
<b>Foundations &amp; Professional Studies</b>	
EDU 200 Education as a Profession	3
EDF 362 Foundations of Education I: Social, Historical, Philosophical	3
EPR 363 Foundations of Education II: Psychological	3
<b>Secondary Education Courses (requires TEP admission)</b>	
EHS 436 Methods I: English Language Arts, 6-12	3
ECY 300 Survey of Special Education	3
EHS 466 Methods II: Language Arts 6-12	3
EPR 411 Measurement and Evaluation in Education	3
EH 452 Grammar and Usage for English Teachers	3
EHS 456 Classroom Management in Secondary Schools	3
EHS 497 Teaching and Learning in Diverse Classrooms	3
EDR 442 Reading in Content Areas	3
<b>Internship <sup>6</sup></b>	
EHS 490 Secondary School Student Teaching I	6
EHS 489 Internship Seminar in Secondary Education	1
<b>Major in English Literature</b>	
Teaching field courses previously listed	
EH 101 English Composition I or EH 106 Introduction to Freshman Writing I	
EH 102 English Composition II or EH 107 Introduction to Freshman Writing II	
CMST 101 Public Speaking	
THR 100 Introduction to the Theatre	
CMST 103 History of Mass Media	
CMST 210 Media Writing	
<b>Writing</b>	
EH 301 Reading, Writing, and Research for Literature Classes	3
<b>Professional Writing/Technical Writing:</b>	<b>6</b>

Select two from the following at least one with an asterisk:

EH 304	Editing in Professional Contexts
EH 315	Introduction to Professional Writing
EH 340	Developing Digital Documents
EH 401	Tutoring Writing
EH 402	Writing in Popular Periodicals
EH 403	Business Writing *
EH 404	Technical Writing *
EH 430	Professional Writing: Special Topics
EH 433	Academic Writing
EH 455	Digital Publishing (*)

#### Language & Linguistics

LING 350	Introduction to Linguistics	3
or LING 351	Structure of English	

#### Capstone Requirement 3

Take a 400-level English course as approved by your advisor.

#### Young Adult Literature

E DR 441	Literature for Adolescents	3
or EH 419	Young Adult Literature	

#### African-American Literature/Multicultural Literature 3

Select any three credit hour course from the following:

EH 365	African American Literature, 1746-1954
EH 366	African American Literature, 1954-Present
EH 422	African Literature
EH 423	African Women's Literature
EH 424	African-American Special Topics
EH 447	African American Dramatic Tradition
EH 448	African American Poetry Tradition
EH 466	The Slave Narrative and Its Literary Expressions
EH 467	Black Women Writers
EH 468	The Harlem Renaissance

#### Other Literature Courses 15

##### Pre-1800 Literature

Select six credit hours (two courses) from the following:

American Literature	
EH 461	American Literature, 1620 - 1820
British Literature	
EH 469	Medieval Culture: Literature and Society
EH 470	Arthurian Legend
EH 471	Beowulf in Context
EH 474	English Renaissance Drama (Excluding Shakespeare)
EH 475	English Renaissance Poetry and Prose
EH 476	Shakespeare
EH 478	Milton

##### Post-1800 Literature

Select nine credit hours (three courses) from the following:

American Literature	
EH 416	Modern American Poetry
EH 442	Literary Theory and Criticism, the Twentieth Century to the Present
EH 444	Women's Literature and Theory
EH 462	American Literature, 1820 - 1870
EH 463	American Literature, 1870 - 1914
EH 464	American Literature, 1914 - 1945
British Literature	
EH 414	Modern British and European Drama

EH 481	The Eighteenth Century: Literature and Culture
EH 482	The Eighteenth Century: Theory and Interpretation
EH 483	British Romanticism
EH 486	Eighteenth-Century British Novel
EH 487	Nineteenth-Century British Novel
EH 488	British Novel: The Modern Age
EH 489	James Joyce

**Total Hours 123**

A minimum of 120 hours are required for graduation. Students may need to take general electives to reach the credit hour requirement. Elective hours may vary based on course selection.

- <sup>1</sup> Blazer Core Curriculum requirements
- <sup>2</sup> Fulfills Blazer Core Academic Foundations: Freshman Writing requirement.
- <sup>3</sup> Fulfills Blazer Core Communication in the Modern World requirement.
- <sup>4</sup> Fulfills Blazer Core Thinking Broadly: The Creative Arts requirement.
- <sup>5</sup> Fulfills Blazer Core Thinking Broadly: Humans and their Societies requirement.
- <sup>6</sup> Internship courses must be taken AFTER admission to TEP.

## Bachelor of Science with a Major in Secondary Education/General Social Science

This curriculum results in a major in secondary education, with professional educator Class B certification in general social studies. A history major may also be obtained by completing requirements specific to that major.

## Teacher Education Program

<https://catalog.uab.edu/undergraduate/schoolofeducation/#teachereducationprogramtext>

A student in the Teacher Education program is not only earning a degree from UAB, but the student is also earning Alabama professional educator teacher certification. Therefore, additional guidelines are in place to ensure students make progress toward successful teacher certification. Please note that a student may be dropped from the Teacher Education Program for failure to maintain satisfactory academic performance or professional dispositions as described by School of Education policy. Consistent with UAB policy on readmission, students readmitted to UAB must complete all program requirements, including TEP admission, retention, and completion requirements as outlined in the catalog under which they are officially readmitted.

## Secondary Education/General Social Science Major

Requirements	Hours
<b>Blazer Core Curriculum Requirements <sup>1</sup></b>	<b>41</b>
As part of the Blazer Core take the following:	
EH 101 English Composition I <sup>2</sup>	
or EH 106 Introduction to Freshman Writing I	
EH 102 English Composition II <sup>2</sup>	
or EH 107 Introduction to Freshman Writing II	
CMST 101 Public Speaking <sup>3</sup>	
HY 101 Western Civilization I <sup>4</sup>	

HY 102	Western Civilization II <sup>4</sup>	
PY 101	Introduction to Psychology <sup>5</sup>	
<b>Additional Social &amp; Behavioral Science</b>		
HY 120	The United States To 1877	3
HY 121	The United States Since 1877	3
SOC 100	Introduction to Sociology	3
PSC 101	Foundations of American Government	3
PSC 221	American State and Local Government	3
GEO 121	World Regional Geography <sup>5</sup>	3
GEO 491	Environmental Policy	3
<b>Major in Secondary Education</b>		
<b>Foundations &amp; Professional Studies</b>		
EDU 200	Education as a Profession	3
EDF 362	Foundations of Education I: Social, Historical, Philosophical	3
EPR 363	Foundations of Education II: Psychological	3
<b>Secondary Education Courses (Requires admission to TEP)</b>		
EHS 438	Methods I: Social Science, 6-12	3
ECY 300	Survey of Special Education	3
EHS 468	Methods II: Social Science 6-12	3
EPR 411	Measurement and Evaluation in Education	3
EHS 456	Classroom Management in Secondary Schools	3
EHS 497	Teaching and Learning in Diverse Classrooms	3
EDR 442	Reading in Content Areas	3
<b>Internship <sup>6</sup></b>		
EHS 490	Secondary School Student Teaching I	6
EHS 489	Internship Seminar in Secondary Education	1
<b>Major in History</b>		
Teaching field courses previously listed under Core Curriculum		
HY 101	Western Civilization I	
HY 102	Western Civilization II	
HY 120	The United States To 1877	
HY 121	The United States Since 1877	
PY 101	Introduction to Psychology	
GEO 121	World Regional Geography	
SOC 100	Introduction to Sociology	
PSC 101	Foundations of American Government	
PSC 221	American State and Local Government	
GEO 491	Environmental Policy	
<b>Additional Teaching Field Courses</b>		
HY 225	History of Alabama	3
HY 271	Traditional East Asian History and Culture	3
or HY 476	Japan to the 19th Century	
or HY 477	Modern Japan	
Non-Western History <sup>7</sup>		
HY 497	History Capstone	3
HY Electives at 300-400 Level <sup>8</sup>		15
EC 440	Economics for Educators	3
<b>Total Hours</b>		<b>126</b>

A minimum of 120 hours are required for graduation. Students may need to take general electives to reach the credit hour requirement. Elective hours may vary based on course selection.

**For other history courses see the current checklist in the Offices of Student Services within the School of Education. See the requirements for a history major within the catalog listings for the College of Arts and Sciences. You should confer with advisors in**

**Education and CAS about specific history requirements. Students seeking teacher certification may have more specific requirements than non-certification students.**

- <sup>1</sup> Blazer Core Curriculum requirements
- <sup>2</sup> Fulfills Blazer Core Academic Foundations: Freshman Writing requirement.
- <sup>3</sup> Fulfills Blazer Core Academic Foundations: Communication in the Modern World requirement.
- <sup>4</sup> Fulfills Blazer Core Thinking Broadly: History and Meaning requirement.
- <sup>5</sup> Fulfills Blazer Core Thinking Broadly: Humans and their Societies requirement.
- <sup>6</sup> Internship courses must be taken AFTER admission to TEP
- <sup>7</sup> Please consult your academic advisor for this requirement.
- <sup>8</sup> At least 9 hours of history electives must be at the 400-level.

## Secondary Education – All Areas of Science and Mathematics

UABTeach supports the STEM Education minor for students seeking mathematics and science teaching certification in secondary, grades 6-12. UABTeach also supports middle school mathematics, grades 4-8. The STEM Education minor can only be completed with an undergraduate STEM degree. UABTeach is a cooperative program among the College of Arts and Sciences, the School of Education and Human Sciences, the School of Health Professions, and the School of Engineering. To obtain teaching certification, through our minor, in Chemistry, Biology, Physics, General Science, or Mathematics, students major in their STEM field (Science, Technology, Engineering, and Mathematics). UABTeach is not a major, but rather leads to a minor in STEM Education (through the School of Education and Human Sciences) and a Class B teaching certificate. Students seeking teaching certification in a STEM field should contact both their STEM advisor and the UABTeach advisor (HHB 210, 205-975-7419, UABTeach).

UABTeach consists of a sequence of eight courses (21 credit hours), ideally taken over seven semesters as outlined below. Courses with an EHS prefix are normally taken in sequence. However, there are pathways for students entering UABTeach after the first semester of their freshman year, and up until the first semester of their junior year, described in detail on the UABTeach website, which allow some overlap of courses. Normally, students can complete the UABTeach courses without adding any additional

The academic majors are housed within the appropriate departments within the College of Arts and Sciences, the School of Engineering, or the School of Health Professions. Students should routinely contact their major advisor for primary academic advising. Information on education components of the STEM Education minor, can be found by contacting the **Office of Student Services, Phone: (205) 934-7530**. For more information contact **Dr. Paulette Evans at pgevans@uab.edu** (%20lmeadows@uab.edu) or visit the website at [www.uab.edu/uabteach](http://www.uab.edu/uabteach).

## Middle School Education

Middle grades mathematics (grades 4-8) teaching certification is offered in conjunction with the College of Arts and Sciences, with a mathematics major and a STEM Education minor. Students following this program must meet TEP entrance, retention, and completion requirements as outlined in previous sections in order to be recommended for an Alabama teacher certification. Students seeking certification in middle grades

mathematics should complete the Mathematical Reasoning track of the Mathematics major within the Department of Mathematics (See Catalog). For education course requirements, contact the Office of Student Services (205-934-7530), within the School of Education and Human Sciences, for the current checklist. This certification pathway is a part of the **UABTeach Program**. For more information on UABTeach contact [Dr. Paulette Evans](mailto:Dr. Paulette.Evans@uab.edu) at [pgevans@uab.edu](mailto:pgevans@uab.edu) ([lmeadows@uab.edu](mailto:lmeadows@uab.edu)) or visit the website here [www.uab.edu/uabteach](http://www.uab.edu/uabteach).

## Bachelor of Science with a Major in Secondary Education/ Mathematics, Biology, Chemistry, General Science, Physics

Secondary Education offers pathways leading to a Class B professional educator certification in grades 6-12 for Mathematics, Biology, Chemistry, General Science, Physics, and Middle Grades Mathematics (grades 4-8), through the **UABTeach** program. Students pursuing STEM majors in the College of Arts and Sciences, the School of Engineering, or the School of Health Professions may seek teacher certification in an appropriate field listed above. Students majoring in computer science or engineering should contact [Dr. Paulette Evans](mailto:Dr. Paulette.Evans@uab.edu) at [pgevans@uab.edu](mailto:pgevans@uab.edu) ([%20lmeadows@uab.edu](mailto:%20lmeadows@uab.edu)), or visit the website at [www.uab.edu/uabteach](http://www.uab.edu/uabteach), for guidance in selecting a certification area.

## Core Curriculum Mathematics, Biology, Chemistry, General Science, Physics

Students should follow the core curriculum for their STEM major. See the catalog for majors in CAS and Engineering and speak with an advisor in these programs.

## Major Requirements Mathematics, Biology, Chemistry, General Science, Physics

Students should follow the curriculum prescribed for their STEM major.

See the catalog for majors in CAS and Engineering and speak with an advisor in these programs.

## Requirements in Education and the UABTeach Program Leading to Teacher Certification

## Teacher Education Program

<https://catalog.uab.edu/undergraduate/schoolofeducation/#teachereducationprogramtext>

A student in the Teacher Education program is not only earning a degree from UAB, but the student is also earning Alabama professional educator teacher certification. Therefore, additional guidelines are in place to ensure students make progress toward successful teacher certification. Please note that a student may be dropped from the Teacher Education Program for failure to maintain satisfactory academic performance or professional dispositions as described by School of Education policy.

Consistent with UAB policy on readmission, students readmitted to UAB must complete all program requirements, including TEP admission, retention, and completion requirements as outlined in the catalog under which they are officially readmitted.

Requirements	Hours
<b>Foundational Courses (These courses are required for admission to TEP)</b>	
EHS 125 Inquiry Approaches to Teaching	1
EHS 126 Step 2: Inquiry Based Lesson Designs	1

EHS 325	Knowing and Learning in Mathematics and Science	3
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### Advanced Courses in Education (Must be admitted to TEP prior to taking these courses)

EHS 326	Classroom Interactions	3
EHS 327	Problem-Based Instruction	3
EHS 425	Apprentice Teaching	6
EHS 426	Apprentice Teaching Seminar	1

### Other UABTeach Courses

HY 275	Perspectives on Science & Mathematics	3
BY 492	Biology Capstone - Undergraduate Research <sup>1</sup>	4
or CH 492	Research Methods	
or PH 494	Research Methods in Physics	
MA 361	Mathematical Modeling <sup>2</sup>	3

<b>Total Hours</b>		<b>28</b>
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<sup>1</sup> Required for students getting certified in an area of Science. May be used as an elective for those seeking certification in Mathematics.

<sup>2</sup> Required for students getting certified in Mathematics. May be used as an elective for those seeking certification in an area of Science.

## Music Education with a Concentration (Instrumental or Vocal/Choral)

Programs leading to Class B professional educator certification in grades (P-12) in music (instrumental and vocal/choral) are offered in conjunction with the Department of Music within the College of Arts and Sciences. Candidates obtain a major in music and should seek advising on music courses from their music/CAS advisors. Candidates also complete a series of education courses leading to teacher certification and should seek advising related to teacher certification from the **Office of Student Services, Education and Engineering Building 311, Phone: (205) 934-7530**. Candidates must meet all requirements for admission to the Teacher Education Program (TEP) and complete all requirements (such as state mandated tests) leading to teacher certification. Students should consult with their education advisor once per term and also with a content advisor in CAS to insure they stay on track for all requirements.

All School of Education and Human Sciences programs honor the Alabama General Studies Committee's State Articulation Agreement for transferred coursework. Please see UAB's Undergraduate Admissions website for details if you plan to transfer courses to UAB.

## Bachelor of Arts with a Major in Music and a Concentration in Music Education (Instrumental)

Requirements	Hours
<b>Blazer Core Curriculum</b>	<b>41</b>
As a part of the Blazer Core take the following:	
EH 101 English Composition I	
EH 102 English Composition II	
CMST 101 Public Speaking	
PY 101 Introduction to Psychology	
or MA 110 Finite Mathematics	
<b>Music Fundamentals</b>	
MU 100 Fundamentals of Music <sup>1</sup>	3
<b>Computer Music</b>	

MU 115	Computer Music I	3	MUP 362	Private Lessons: Oboe	
<b>Music Theory and Aural Skills <sup>2</sup></b>			MUP 363	Private Lessons: Clarinet	
MU 221 & MU 224	Music Theory I and Aural Skills I <sup>6</sup> . MU 100 must be passed with a grade of C or higher, or Music Theory Placement Test affirming equivalent proficiency as MU 100.	4	MUP 364	Private Lessons: Saxophone	
MU 222 & MU 225	Music Theory II and Aural Skills II	4	MUP 366	Private Lessons: Bassoon	
MU 321 & MU 324	Music Theory III and Aural Skills III	4	MUP 371	Private Lessons: Trumpet	
MU 322 & MU 325	Music Theory IV and Aural Skills IV	4	MUP 372	Private Lessons: French Horn	
<b>Music History and Literature</b>			MUP 373	Private Lessons: Trombone	
MU 366	Music in World Cultures	2	MUP 374	Private Lessons: Euphonium	
MU 471	Music History and Literature to 1750	3	MUP 375	Private Lessons: Tuba	
MU 472	Music Hist/Lit 1750-Present	3	MUP 380	Private Lessons: Percussion	
<b>Conducting</b>			MUP 391	Private Lessons: Violin	
MU 329	Conducting	2	MUP 392	Private Lessons: Viola	
MU 429	Advanced Conducting/Techniques	2	MUP 393	Private Lessons: Cello	
<b>Music Ensemble <sup>3</sup></b>			MUP 394	Private Lessons: Bass	
Major Ensemble: Take at least 6 hours			MUP 395	Private Lessons: Guitar	
MUP 225	Symphony Band		MUP 450	Private Lessons: Piano	
MUP 231	Orchestra		MUP 461	Private Lessons: Flute	
MUP 232	Marching Band		MUP 462	Private Lessons: Oboe	
MUP 235	Wind Symphony		MUP 463	Private Lessons: Clarinet	
Minor Ensemble: Take remaining hours			MUP 464	Private Lessons: Saxophone	
MUP 221	Jazz Combo		MUP 466	Private Lessons: Bassoon	
MUP 230	Guitar Ensemble		MUP 471	Private Lessons: Trumpet	
MUP 234	Percussion Ensemble		MUP 472	Private Lessons: French Horn	
MUP 236	Jazz Ensemble		MUP 473	Private Lessons: Trombone	
MUP 237	Blazer Band		MUP 474	Private Lessons: Euphonium	
MUP 341	Computer Music Ensemble		MUP 475	Private Lessons: Tuba	
MUP 342	Commercial Music Ensemble		MUP 480	Private Lessons: Percussion	
MUP 353	Piano Ensemble		MUP 491	Private Lessons: Violin	
<b>Applied Music</b>			MUP 492	Private Lessons: Viola	
Select seven hours from Music Performance (MUP) courses designated "Private Lessons" at the 200-level or higher (each course may be repeated for credit). Four of the seven credit hours must be at the 300 level or higher:			MUP 493	Private Lessons: Cello	
MUP 250	Private Lessons: Piano		MUP 494	Private Lessons: Bass	
MUP 261	Private Lessons: Flute		MUP 495	Private Lessons: Guitar	
MUP 262	Private Lessons: Oboe		<b>Piano Proficiency</b>		
MUP 263	Private Lessons: Clarinet		MUP 125	Piano Proficiency Exam	0
MUP 264	Private Lessons: Saxophone		<b>Performance Attendance (take for seven terms)</b>		
MUP 266	Private Lessons: Bassoon		MUP 001	Performance Attendance	0
MUP 271	Private Lessons: Trumpet		<b>Applied Methods</b>		
MUP 272	Private Lessons: French Horn		MUP 122	Class Voice	1
MUP 273	Private Lessons: Trombone		MUP 132	Class Woodwinds	1
MUP 274	Private Lessons Euphonium		MUP 134	Class Brass	1
MUP 275	Private Lessons: Tuba		MUP 136	Class Percussion	1
MUP 280	Private Lessons: Percussion		MUP 138	Class Strings	1
MUP 291	Private Lessons: Violin		<b>Education</b>		
MUP 292	Private Lessons: Viola		This course must be taken PRIOR TO admission to TEP:		
MUP 293	Private Lessons: Cello		EDU 200	Education as a Profession	3
MUP 294	Private Lessons: Bass		Students may take NO MORE THAN FOUR of the following courses PRIOR to admission to TEP. Students who ignore this admonition assume responsibility for their own mistakes.		
MUP 295	Private Lessons: Guitar		EDF 362	Foundations of Education I: Social, Historical, Philosophical	3
MUP 350	Private Lessons: Piano		EPR 363	Foundations of Education II: Psychological	3
MUP 361	Private Lessons: Flute		Methods Block 1		
			MU 431	Methods of Teaching Music N-6	3
			EDR 421	Reading in Content Areas	1
			Methods Block 2		
			MU 433	Methods I: Instrumental Music	3
			ECY 300	Survey of Special Education	3

Methods Block 3		
MU 463	Methods II: Instrumental Music	3
EPR 411	Measurement and Evaluation in Education	3
EHS 497	Teaching and Learning in Diverse Classrooms	3
<b>Internship</b>		
These courses must be taken AFTER admission to TEP.		
EMU 490	Internship in Music Education <sup>4</sup>	6
EMU 499	Internship Seminar in Music Education N - 12 <sup>4</sup>	1
<b>Total Hours</b>		<b>129</b>

<sup>1</sup> MU 100 must be passed with a grade of C or higher, or Music Theory Placement Test affirming equivalent proficiency as MU 100.

<sup>2</sup> Each level of Music Theory and Aural Skills is co-requisite, i.e., they must be taken at the same time. A grade of "C" or better must be earned in order to proceed to the next level. After this is accomplished, a student may retake one of the two co-requisite courses for the purpose of improving their grade.

<sup>3</sup> Students must participate in at least one semester hour of Music Ensemble per term for a minimum of seven terms. Music Ensembles are divided into two groups, Major Ensembles and Minor Ensembles. Music majors must complete at least six hours in a Major Ensemble, with the remaining hour in either a Major or Minor Ensemble.

<sup>4</sup> Students must take EMU 490 and EMU 499 in the same term.

## Bachelor of Arts with a Major in Music and a Concentration in Music Education (Vocal)

Requirements	Hours
<b>Blazer Core Curriculum</b>	<b>41</b>
As a part of Blazer Core take the following:	
EH 101 English Composition I	
EH 102 English Composition II	
CMST 101 Public Speaking	
PY 101 Introduction to Psychology	
MA 105 Pre-Calculus Algebra	
or MA 110 Finite Mathematics	
<b>Music Fundamentals</b>	
MU 100 Fundamentals of Music <sup>1</sup>	3
<b>Computer Music</b>	
MU 115 Computer Music I	3
<b>Music Theory and Aural Skills <sup>2</sup></b>	
MU 221 Music Theory I	4
& MU 224 and Aural Skills I <sup>6</sup> . MU 100 must be passed with a grade of C or higher, or Music Theory Placement Test affirming equivalent proficiency as MU 100.	
MU 222 Music Theory II	4
& MU 225 and Aural Skills II	
MU 321 Music Theory III	4
& MU 324 and Aural Skills III	
MU 322 Music Theory IV	4
& MU 325 and Aural Skills IV	
<b>Music History and Literature</b>	
MU 366 Music in World Cultures	2
MU 471 Music History and Literature to 1750	3
MU 472 Music Hist/Lit 1750-Present	3
<b>Conducting</b>	
MU 329 Conducting	2

MU 429	Advanced Conducting/Techniques	2
<b>Music Ensemble <sup>3</sup></b>		
Major Ensemble: Take for a minimum of 6 terms		
MUP 220	Concert Choir	
Minor Ensemble		
MUP 110	Gospel Choir	
MUP 320	Chamber Singers	
MUP 321	Women's Chorale	
MUP 342	Commercial Music Ensemble	
MUP 420	Opera Workshop	

### Applied Music

Select seven hours from the following courses (each course may be repeated for credit). Four credit hours must be at the 300 level or higher. 7

MUP 240	Private Lessons: Voice	
MUP 250	Private Lessons: Piano	
MUP 340	Private Lessons: Voice	
MUP 350	Private Lessons: Piano	
MUP 440	Private Lessons: Voice	
MUP 450	Private Lessons: Piano	

### Piano Proficiency

MUP 125	Piano Proficiency Exam	0
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### Performance Attendance (take for seven terms)

MUP 001	Performance Attendance	0
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### Applied Methods

MUP 132	Class Woodwinds	1
MUP 134	Class Brass	1
MUP 136	Class Percussion	1
MUP 138	Class Strings	1

### Education

This course must be taken PRIOR TO admission to TEP:

EDU 200	Education as a Profession	3
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Take NO MORE THAN FOUR of the following courses PRIOR to admission to TEP. Students who ignore this admonition assume responsibility for their own mistakes.

EDF 362	Foundations of Education I: Social, Historical, Philosophical	3
EPR 363	Foundations of Education II: Psychological	3

### Methods Block 1

MU 431	Methods of Teaching Music N-6	3
EDR 421	Reading in Content Areas	1

### Methods Block 2

MU 432	Methods I: Choral Music	3
ECY 300	Survey of Special Education	3

### Methods Block 3

MU 462	Methods II: Choral Music	3
EPR 411	Measurement and Evaluation in Education	3
EHS 497	Teaching and Learning in Diverse Classrooms	3

### Internship

These courses must be taken AFTER admission to TEP.

EMU 490	Internship in Music Education <sup>4</sup>	6
EMU 499	Internship Seminar in Music Education N - 12 <sup>4</sup>	1

<b>Total Hours</b>		<b>128</b>
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<sup>1</sup> MU 100 must be passed with a grade of C or higher, or Music Theory Placement Test affirming equivalent proficiency as MU 100.

<sup>2</sup> Each level of Music Theory and Aural Skills is co-requisite, i.e., they must be taken at the same time. A grade of "C" or better must be earned in order to proceed to the next level. After this is accomplished,

a student may retake one of the two co-requisite courses for the purpose of improving their grade.

<sup>3</sup> Students must participate in at least one semester hour of Music Ensemble per term for a minimum of seven terms. Music Ensembles are divided into two groups, Major Ensembles and Minor Ensembles. Music majors must complete at least six hours in a Major Ensemble, with the remaining hour in either a Major or Minor Ensemble.

<sup>4</sup> Students must take EMU 490 and EMU 499 in the same term.

## Proposed Program of Study for Early Childhood Education

### Freshman

First Term	Hours	Second Term	Hours
BY 101 or 102		1-3 CMST 101	3
CHHS 200		2 EH 102 or 107	3
EDU 100		3 MA 313	3
EH 101 or 107		3 PY 101	3
MA 105 or 110 (or higher)		3 Blazer Core: Non-Biology Science and lab	4
Blazer Core: History and Meaning <sup>Choose a social studies course</sup>		3 Blazer Core: The Creative Arts <sup>Choose one from EH 205, THR 100, THR 200, WLL 140, or WLL 200 only</sup>	3
HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement			
			<b>15-17</b>

### Sophomore

First Term	Hours	Second Term	Hours
EDU 200		3 ECY 300	3
Mathematics Elective <sup>MA 314 or MA 316 Preferred</sup>		3 EDF 362	3
Blazer Core: City as Classroom		3 EEC 300	3
Blazer Core: Reasoning <sup>Choose a social studies course</sup>		3 EPR 363	3
HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement			
Blazer Core: Choose one course from Thinking Broadly - History & Meaning or Humans & their Societies <sup>Choose a social studies course</sup>		3 KIN 301	3
HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement			
Choose one Science with lab		4 Mathematics Elective <sup>MA 314 or MA 316 Preferred</sup>	3
			<b>18</b>

### Junior

First Term	Hours	Second Term	Hours
Early Childhood Classroom Preparation Block <sup>Ordering of courses within blocks subject to change</sup>		Birth-Age 5 Methods Block <sup>Ordering of courses within blocks subject to change</sup>	
ECE 331		1 ECE 320	3
ECE 332		3 ECE 445	3
ECE 410		3 ECE 460	3
EEC 301		3 ECE 494	1
EEC 415		3 EEC 423	3
			<b>13</b>

### Senior

First Term	Hours	Second Term	Hours
Primary Methods Block <sup>Ordering of courses within blocks subject to change</sup>		ECE 490	9
EEC 402		3 EEC 491	1
EEC 421		3	
EEC 422		3	
EEC 440		3	
EEC 494		1	
			<b>13</b>

Total credit hours: 120-122

## Proposed Program of Study for Elementary Education

### Freshman

First Term	Hours	Second Term	Hours
BY 101 & BY 102		4 CMST 101	3
CHHS 200		2 EH 102 or 107	3
EDU 100		3 MA 313	3
EH 101		3 PY 101	3
MA 105 or 110 (or higher)		3 Blazer Core: Creative Arts <sup>Choose one from EH 205, THR 100, THR 200, WLL 140, or WLL 200 only</sup>	3
Blazer Core: History and Meaning <sup>Choose a social studies course</sup>		3 Blazer Core: Non-Biology Science with lab	4
HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement			
			<b>18</b>

### Sophomore

First Term	Hours	Second Term	Hours
EDU 200		3 ECY 300	3
Mathematics Elective <sup>MA 314 or MA 316 Preferred</sup>		3 EDF 362	3

Blazer Core:	3 EEC 300	3
Choose one course from Thinking Broadly - History & Meaning or Humans & their Societies		
<small>Choose a social studies course HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement</small>		
Blazer Core: City as Classroom	3 EPR 363	3
Blazer Core: Reasoning	3 KIN 301	3
<small>Choose a social studies course HY, SOC, PSC, EC, PY, ANTH, GEO, etc. to satisfy 12-hour ALSDE requirement</small>		
Blazer Core: Science with lab	4 Mathematics Elective	3
	<small>MA 314 or MA 316 Preferred</small>	
<hr/>		
	<b>19</b>	<b>18</b>

<b>Junior</b>			
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>
EEC 301	3	Primary Methods Block	
		<small>Ordering of courses within blocks subject to change</small>	
EEC 302	1	EEC 402	3
EEC 405	3	EEC 421	3
EEC 415	3	EEC 422	3
EPR 410	3	EEC 440	3
Elementary Education Classroom Preparation Block		EEC 494	1
		<small>Ordering of courses within blocks subject to change</small>	
<hr/>			
	<b>13</b>		<b>13</b>

<b>Senior</b>			
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>
Elementary Methods Block		EEC 490	9
		<small>Ordering of courses within blocks subject to change</small>	
EEC 412	3	EEC 491	1
EEC 413	3		
EEC 414	3		
EEC 423	3		
EEC 494	1		
<hr/>			
	<b>13</b>		<b>10</b>

**Total credit hours: 123**

## Proposed Program of Study for Music Education (Instrumental)

<b>Freshman</b>					
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>	<b>Summer Term</b>	<b>Hours</b>
CAS 112	3	EDU 200	3	Blazer Core: Scientific Inquiry with Lab	4
EH 101 or 107	3	EH 102 or 107	3	Blazer Core: Thinking Broadly - Creative Arts	3
MU 120 or 165 (or MU 205 or other Creative Arts course)	3	MU 115	3		
MU 221	3	MU 222	3		
MU 224	1	MU 225	1		
MUP 001	0	MUP 001	0		
MUP 124 (Optional - not required)	1	MUP 124 (Optional - not required)	1		
Applied Lessons	1	Applied Lessons	1		
Ensemble	1	Ensemble	1		
<hr/>					
	<b>16</b>		<b>16</b>		<b>7</b>

<b>Sophomore</b>					
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>	<b>Summer Term</b>	<b>Hours</b>
CMST 101	3	EPR 363	3	Blazer Core: Reasoning	3
EDF 362	3	MU 322	3	Blazer Core: Scientific Inquiry with Lab	4
MA 105 or 110 (or higher)	3	MU 325	1		
MU 321	3	MU 366	2		
MU 324	1	MUP 001	0		
MUP 001	0	MUP 136	1		
MUP 122	1	PY 101	3		
MUP 125	0	Applied Lessons	1		
MUP 132	1	Ensemble	1		
Applied Lessons	1				
Ensemble	1				
<hr/>					
	<b>17</b>		<b>15</b>		<b>7</b>

<b>Junior</b>			
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>
Blazer Core: History & Meaning	3	ECY 300	3
EDR 421	1	MU 429	2
MU 329	2	MU 433	3
MU 431	3	MU 472	3
MU 471	3	MUP 001	0
MUP 001	0	MUP 134	1
MUP 138	1	Applied Lessons	2
Applied Lessons	1	Ensemble	1
Ensemble	1		
<hr/>			
	<b>15</b>		<b>15</b>

<b>Senior</b>			
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>
Blazer Core: City as Classroom	3	EMU 490	6
EHS 497	3	EMU 499	1
EPR 411	3		
MU 463	3		
MUP 001	0		
Applied Lessons	1		
Ensemble	1		
<hr/>			
	<b>14</b>		<b>7</b>

**Total credit hours: 129**

## Proposed Program of Study for Music Education (Choral)

Freshman					
First Term	Hours	Second Term	Hours	Summer Term	Hours
CAS 112		3 EDU 200		3 Blazer Core: Scientific Inquiry with Lab	4
EH 101 or 106		3 EH 102 or 107		3 Blazer Core: Thinking Broadly - Creative Arts	3
MU 120 or 165 (or 205 (or other Creative Arts course))		3 MU 115		3	
MU 221		3 MU 222		3	
MU 224		1 MU 225		1	
MUP 001		0 MUP 001		0	
MUP 124 (Optional - not required)		1 MUP 124 (Optional - not required)		1	
Applied Lessons		1 Applied Lessons		1	
Ensemble		1 Ensemble		1	
		<b>16</b>			<b>7</b>
Sophomore					
First Term	Hours	Second Term	Hours	Summer Term	Hours
CMST 101		3 PY 101		3 Blazer Core: Reasoning	3
EDF 362		3 EPR 363		3 Blazer Core: Scientific Inquiry with Lab	4
MA 105 or 110 (or higher)		3 MU 322		3	
MU 321		3 MU 325		1	
MU 324		1 MU 366		2	
MUP 001		0 MUP 136		1	
MUP 132		1 MUP 001		0	
MUP 125		0 Applied Lessons		1	
Applied Lessons		1 Ensemble		1	
Ensemble		1			
		<b>16</b>			<b>15</b>
Junior					
First Term	Hours	Second Term	Hours		
Blazer Core: History and Meaning		3 ECY 300		3	
EDR 421		1 MU 429		2	
MU 329		2 MUP 001		0	
MU 431		3 MU 432		3	
MU 471		3 MU 472		3	
MUP 001		0 MUP 134		1	
MUP 138		1 Applied Lessons		2	
Applied Lessons		1 Ensemble		1	
Ensemble		1			
		<b>15</b>			<b>15</b>
Senior					
First Term	Hours	Second Term	Hours		
Blazer Core: City as Classroom		3 EMU 490		6	
EHS 497		3 EMU 499		1	
EPR 411		3			
MU 462		3			
MUP 001		0			
Applied Lessons		1			
Ensemble		1			
		<b>14</b>			<b>7</b>
<b>Total credit hours: 128</b>					

## Proposed Program of Study for Secondary Education English Language Arts

Freshman					
First Term	Hours	Second Term	Hours		
EDU 100		3 EH 102 or 107		3	
EH 101 or 106		3 CMST 101		3	
PY 101		3 THR 100		3	
MA 105 (or higher - See Blazer Core)		3 Blazer Core: Scientific Inquiry - Natural Science with Lab		4	
Blazer Core: Thinking Broadly - Creative Arts		3			
		<b>15</b>			<b>13</b>
Sophomore					
First Term	Hours	Second Term	Hours		
CMST 101		3 Blazer Core: Natural Science with Lab		4	
CMST 210		3 Blazer Core: Academic Foundations - Reasoning		3	
EDU 200		3 EDF 362		3	
EH 213 (Blazer Core: Thinking Broadly)		3 CHHS 200		2	
Blazer Core: City as Classroom		3 EH 301		3	
		<b>15</b>			<b>15</b>
Junior					
First Term	Hours	Second Term	Hours	Summer Term	Hours
Post-1800 American Literature		3 ECY 300		3 LING 452	3
Post-1800 British Literature		3 EDR 441		3 Choose one African-American/Multicultural Literature Elective	3
EPR 363		3 EH 404		3 EDR 442	3
Pre-1800 British Literature		3 EHS 436		3	
Blazer Core: Professional Writing Course		3 LING 350		3	
		Post-1800 American Literature		3	
		<b>15</b>			<b>18</b>
Senior					
First Term	Hours	Second Term	Hours		
EHS 456		3 EHS 490		6	
EHS 497		3 EHS 489		1	
EHS 466		3			
EPR 411		3			
Pre-1800 British Literature		3			
		<b>15</b>			<b>7</b>
<b>Total credit hours: 122</b>					

## Proposed Program of Study for Secondary Education General Social Science

Freshman					
First Term	Hours	Second Term	Hours		
EDU 100		3 EH 102 or 107		3	
EH 101 or 106		3 HY 102		3	

HY 101	3	HY 210	3		
MA 105 (or higher)	3	PY 101	3		
Blazer Core: Thinking Broadly - Creative Arts	3	Blazer Core: Scientific Inquiry - Natural Science with Lab	4		
		<b>15</b>	<b>16</b>		
<b>Sophomore</b>					
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>		
CMST 101	3	CHHS 200	2		
HY 121	3	EDF 362	3		
Blazer Core: Scientific Inquiry - Natural Science with Lab	4	EDU 200	3		
Blazer Core: City As Classroom	3	GEO 121	3		
Blazer Core: Academic Foundations - Reasoning	3	PSC 221	3		
		SOC 100	3		
		<b>16</b>	<b>17</b>		
<b>Junior</b>					
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>	<b>Summer Term</b>	<b>Hours</b>
EPR 363	3	EHS 438	3	EC 440	3
GEO 491	3	ECY 300	3	EDR 442	3
HY 497	3	HY 225	3	HY 300/400 level elective	3
PSC 101	3	HY 300/400 level elective	3	HY 300/400 level elective	3
HY 300/400 level elective	3	Non-Western History	3	HY 300/400 level elective	3
		<b>15</b>	<b>15</b>		<b>15</b>
<b>Senior</b>					
<b>First Term</b>	<b>Hours</b>	<b>Second Term</b>	<b>Hours</b>		
EHS 456	3	EHS 490	6		
EHS 468	3	EHS 489	1		
EHS 497	3				
EPR 411	3				
		<b>12</b>	<b>7</b>		

Total credit hours: 128

## Minor in Education

Requirements	Hours
EDU 200 Education as a Profession	3
EDF 362 Foundations of Education I: Social, Historical, Philosophical	3
EPR 363 Foundations of Education II: Psychological	3
<b>Choose three of the courses below (at least one must be at the 300 or 400 level):</b>	<b>9</b>
CHHS 141 Lifelong Health & Wellness	
CHHS 342 The Health Education/Promotion Specialist	
CHHS 402 Mental Health, Stress Management & Wellness Promotion	
CHHS 404 Global Trends in Health Education/Promotion	
CHHS 408 Substance Abuse Prevention and Education	
ECY 200 Disability in Society	
EEC 302 Expressive Arts (P-6)	
EEC 440 Advanced Workshop in Education: Methods to Support English Learners	
EHS 497 Teaching and Learning in Diverse Classrooms	
EPR 214 Introduction to Educational Statistics	
EPR 414 Lifespan Human Development	

GEO 101	Intro to Geography
KIN 305	Motor Development
KIN 407	Coaching Young Athletes
<b>Total Hours</b>	<b>18</b>

## Minor in STEM (Science, Technology, Engineering, and Math) Education

The STEM Education Minor includes the same core courses UABTeach students take to earn Alabama teacher certification. The STEM Education Minor also includes an elective pathway designed to allow UABTeach students wishing not to complete Apprentice Teaching (EHS 425) and associated certification requirements by adding education electives to bring their minor coursework up to 21 hours.

Requirements	Hours
EHS 125 Inquiry Approaches to Teaching	1
EHS 126 Step 2: Inquiry Based Lesson Designs	1
EHS 325 Knowing and Learning in Mathematics and Science	3
EHS 326 Classroom Interactions	3
PHL 270 Science, Knowledge, and Reality	3
or HY 275 Perspectives on Science & Mathematics	
<b>Teaching Courses</b>	
TEP Admission required before taking the following:	
EHS 327 Problem-Based Instruction	3
<b>Internship</b>	
EHS 425 Apprentice Teaching	6
EHS 426 Apprentice Teaching Seminar	1
<b>Total Hours</b>	<b>21</b>

## ECE-Early Childhood Educ Courses

### ECE 320. Early Childhood Curriculum and Teaching. 3 Hours.

Provides basic knowledge of early childhood curriculum for programs serving preschool children in a variety of settings. Emphasizes the relationship of child growth and development in the planning and implementation of all areas of curriculum. Whole program overview. Extensive field experience required. Admission to TEP required.

### ECE 331. Creative Learning Expression: Young Child. 1 Hour.

Planning and implementation of activities in art, music, movement, and play considering growth patterns of individual child. Emphasis on preserving and maintaining creative expressions. Laboratory experiences. Extensive field experience required.

### ECE 332. Literature for the Young Child. 3 Hours.

Literature suitable for young children (birth–age 8). Reading aloud, storytelling, and other planned experiences. Extensive field experience required.

### ECE 347. Language Experiences for the Young Child. 3 Hours.

Emphasizes the learning processes in language arts and effective teaching strategies for children birth to age five with particular focus on infants and toddlers. Open Access.

### ECE 390. Practicum in Early Childhood Education. 1-6 Hour.

Supervised teaching in an early childhood program serving children ages birth to five. Assignments include participation, observation, planning and implementing lessons.

**Prerequisites:** ECE 320 [Min Grade: C] or EEC 301 [Min Grade: C]

**ECE 410. Organize Programs: Young Children. 3 Hours.**

Trends, practices, and research in administration, organization, evaluation, and design of early childhood programs. Main focus NAEYC Accreditation. Field experience required.

**ECE 445. Young Children: Math/Science/Social Studies. 3 Hours.**

Provides for development of concepts required for teaching mathematics, science, and social studies to young children. Emphasizes child growth and development as a basic for planning and teaching the three curricular areas in a variety of programs. Includes teaching methods and use of technology. Extensive field experience required. Admission to TEP required.

**ECE 446. Communication Arts/Reading: Young Child. 3 Hours.**

Nature of reading and language arts experiences for pre-school children. Technology, materials, experiences, programs, strategies to facilitate development of communication 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. Extensive field experience required.

**Prerequisites:** ECE 320 [Min Grade: C] or EEC 301 [Min Grade: C]

**ECE 448. Infant/Toddler Development. 3 Hours.**

The course covers the social-emotional, physical, cognitive, language, and creative development of infants and toddlers and the corresponding appropriate curriculum materials to support development. Extensive field experience required. Open access.

**ECE 449. Education Environment: Infant/Parent. 3 Hours.**

This course provides an overview of infant and toddler parenting programs. Topics include parent as child's first teacher, teacher as parent educator, organization and management strategies for parent/child educational programming, parent involvement, and family literacy. Extensive field experience required. Open access.

**Prerequisites:** ECE 448 [Min Grade: C]

**ECE 460. Current Topics in Early Childhood Education Assessment. 3 Hours.**

In depth experiences in evaluating growth and development of children. Techniques for assessing needs, motivations, self-concept and achievements of children. Extensive field experience required. Admission to TEP required.

**Prerequisites:** TEP 0

**ECE 490. Student Teaching in Early Childhood Education I. 9 Hours.**

Supervised teaching in early childhood program (grades P–3). Admission to TEP required.

**Prerequisites:** (ECE 320 [Min Grade: C] or EEC 301 [Min Grade: C]) and ECE 445 [Min Grade: C] and ECE 446 [Min Grade: C] and ECE 460 [Min Grade: C]

**ECE 491. Student Teaching in Early Childhood Education II. 3-9 Hours.**

Supervised teaching in early childhood program (grades P–3). Admission to TEP required. All program courses must be complete.

**ECE 492. Family Engagement and Home Visitation Curriculum Projects. 3 Hours.**

Field projects in family engagement and home visitation with parents and children ages 0-5.

**ECE 494. Field Work in Early Childhood Education. 1 Hour.**

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

**ECY-Special Education Courses****ECY 200. Disability in Society. 3 Hours.**

Discussion of the experience of disability in society; historical events, major pieces of legislation, social movements, and other contemporary issues addressed from multiple perspectives, including local community-based learning opportunities. Fosters development of inclusive and accessible workplaces and communities. This course meets Blazer Core Curriculum City as a Classroom with flags in Justice and Civic Engagement.

**ECY 300. Survey of Special Education. 3 Hours.**

Characteristic and needs of children and youth with exceptionalities. Special education law and policy, characteristics of children and youth with disabilities and their families, and critical issues in the field of special education. This course fulfills requirements for Ethics and Civil Responsibility (ECR).

**Prerequisites:** EDU 200 [Min Grade: C](Can be taken Concurrently)

**EDR-Reading Education Courses****EDR 421. Reading in Content Areas. 1 Hour.**

Application of principle 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.

**EDR 440. Developmental Reading I. 3 Hours.**

Materials and methods. Emphasis on planning balanced program and understanding reading process. Extensive field experience required.

**EDR 441. 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 442. 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 443. Developmental Reading II. 3 Hours.**

Application of principles of reading process to content-area materials and instruction. Designed for elementary and middle school pre-service teachers. Extensive field experience required.

**Prerequisites:** EDR 440 [Min Grade: C]

## EEC-Elem Early Childhood Courses

### EEC 300. Child Development/Family Relationships. 3 Hours.

Interrelationship of physical, emotional, intellectual, and social development, and influence of home, school, and social environments on human growth from conception through adolescent years. Extensive field experience required.

**Prerequisites:** EDU 200 [Min Grade: C]

### EEC 301. Introduction to P-6 Education. 3 Hours.

Basic knowledge of early childhood and elementary school curricula in variety of settings from infancy programs through elementary school. Theories and practical approaches to teaching and to curriculum development; relationship between child growth and development and areas of curriculum. Observation in early childhood and elementary programs required. Extensive field experience required.

**Prerequisites:** EDU 200 [Min Grade: C]

### EEC 302. Expressive Arts (P-6). 1 Hour.

Creativity through numerous experiences in music, theatre, dance, and visual arts. Experiences correlate with literacy skills, critical thinking skills, symbols, and images that can be directly applied to both teacher-centered and child-centered methods of teaching. Extensive field experience required.

### EEC 310. Algebraic Reasoning in P-6 Education. 3 Hours.

This course is designed to deepen your mathematics content knowledge, empowering you to teach a rich K–8 mathematics curriculum aligned with the National Council of Teachers of Mathematics' (NCTM) Principles and Standards for Mathematics and the Alabama Numeracy Act, including the Alabama State Course of Study: Mathematics. Drawing curricular inspiration from the Greater Birmingham Mathematics Partnership—a collaboration between UAB's School of Education, the Mathematics Education Collaborative (MEC), and local school systems—the course emphasizes developing your conceptual understanding, problem-solving skills, and mathematical reasoning. The primary goal of this course is for you to become a mathematically powerful learner and a competent, confident problem solver. You will engage with mathematics deeply, exploring multiple approaches to demonstrate an understanding with algebraic and geometric reasoning while focusing on understanding concepts, not just achieving correct answers. While pedagogy will be introduced to highlight connections between mathematical content and classroom applications, the emphasis remains on your development as a mathematician. It is important to note that each of four courses (EEC 310, EEC 311, EEC 402, and EEC 412) will focus on pedagogy and mathematics content; however, the emphases on these two important strands will differ depending upon the course.

**Prerequisites:** MA 105 [Min Grade: C] or MA 110 [Min Grade: C] or MA 106 [Min Grade: C]

### EEC 311. Numerical Reasoning in P-6 Education. 3 Hours.

This inquiry-based course is designed to deepen your mathematics content knowledge, empowering you to teach a rich K–8 mathematics curriculum aligned with the National Council of Teachers of Mathematics' (NCTM) Principles and Standards for Mathematics and the Alabama Numeracy Act, including the Alabama State Course of Study: Mathematics. Drawing curricular inspiration from the Greater Birmingham Mathematics Partnership—a collaboration between UAB's School of Education, the Mathematics Education Collaborative (MEC), and local school systems—the course emphasizes developing your conceptual understanding, problem-solving skills, and mathematical reasoning. The primary goal of this course is for you to become a mathematically powerful learner and a competent, confident problem solver. You will engage with mathematics deeply, exploring multiple approaches to demonstrate understanding operation on properties of real numbers including integers, percentages, decimals, rational, and irrational numbers while focusing on understanding concepts. While pedagogy will be introduced to highlight connections between mathematical content and classroom applications, the emphasis remains on your development as a mathematician. It is important to note that each of four courses (EEC 310, EEC 311, EEC 402, and EEC 412) will focus on pedagogy and mathematics content; however, the emphases on these two important strands will differ depending upon the course.

**Prerequisites:** EEC 310 [Min Grade: C]

### EEC 402. Primary Math Methods. 3 Hours.

A math methods course focusing on emergent mathematical concepts for young children. Extensive field experience required. Admission to TEP required.

### EEC 405. Children's Literature in Early Childhood and Elementary Education. 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. Extensive field experience required.

### EEC 406. Language Arts in Early Childhood and Elementary Education. 3 Hours.

Materials and methods. Communication-based approach in developing effective language arts program. All aspects of language arts program addressed. Extensive field experience required.

### EEC 412. Math in Early Childhood and Elementary Education. 3 Hours.

Materials and methods. Scope, sequence, and content of mathematics program. Computational skills and problem solving. Extensive field experience required. Admission to TEP required.

**Prerequisites:** EEC 406 [Min Grade: C] and EDR 440 [Min Grade: C] and EEC 402 [Min Grade: C]

### EEC 413. Science in Early Childhood and Elementary Education. 3 Hours.

Materials and methods. Scope, sequence, and content of science program. Inquiry, science process skills, and concept development. Extensive field experience required. Admission to TEP required.

**Prerequisites:** EEC 406 [Min Grade: C] and EDR 440 [Min Grade: C] and EEC 402 [Min Grade: C]

**EEC 414. Social Studies in Early Childhood and Elementary Education. 3 Hours.**

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

**Prerequisites:** EEC 406 [Min Grade: C] and EDR 440 [Min Grade: C] and EEC 402 [Min Grade: C]

**EEC 415. 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.

**EEC 421. 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. Admission to TEP required.

**EEC 422. 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. Admission to TEP required.

**EEC 423. 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 440. 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 family planning, implementing, and managing sheltered instructions. Extensive field experience required. Admission to TEP required.

**EEC 490. Internship in P-3/3-6. 9 Hours.**

Supervised capstone teaching experience in early childhood (P-3) and elementary (K-6) program. Gradual assumption of responsibility for planning and teaching for the entire class. Supervision in working with resource professionals and parents. Admission to TEP required. All program courses must be completed prior to registration for this course.

**EEC 491. Internship Seminar in Education. 1 Hour.**

Supports and extends efforts of student teaching. Problem solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during internship. Admission to TEP required. All program courses must be completed prior to registration.

**EEC 494. Field Work Education. 1 Hour.**

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

## EHS-High School Education Courses

**EHS 125. Inquiry Approaches to Teaching. 1 Hour.**

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

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

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

**Prerequisites:** EHS 125 [Min Grade: C]

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

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

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

**EHS 326. Classroom Interactions. 3 Hours.**

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

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

**EHS 327. Problem-Based Instruction. 3 Hours.**

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

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

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

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

**EHS 425. Apprentice Teaching. 6 Hours.**

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

**Prerequisites:** EHS 327 [Min Grade: C]

**EHS 426. Apprentice Teaching Seminar. 1 Hour.**

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

**Prerequisites:** EH 327 [Min Grade: C]

**EHS 430. Practicum. 1 Hour.**

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

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

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

**Prerequisites:** TEP 0

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

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

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

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

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

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

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

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

**EHS 470. Practicum II. 1 Hour.**

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

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

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

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

Capstone experience involving observation and teaching in secondary schools.

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

Topics of current interest related to diverse educational spaces.

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

Field visits to locations of high educational impact.

## EMU-Music Education Courses

**EMU 402. Methods of Teaching Music N-6. 3 Hours.**

Organization of appropriate music concepts and musical experiences for all elementary children; development of methods and skills needed for direct student involvement in musical experiences for each grade level.

**EMU 403. Methods of Teaching Music N-6 Lab. 1 Hour.**

Public school observation experiences for music education students enrolled in EMU 402.

**EMU 404. Methods of Teaching Music in Secondary Education. 3 Hours.**

Aims, principles, and philosophies of music; various methods of teaching in secondary schools for both non-performance music classes and instrumental and vocal activities. Laboratory includes direct method application in secondary music classrooms.

**EMU 405. Methods of Teaching Music in Secondary Education Lab. 1 Hour.**

Public school observation experiences for music education students enrolled in EMU 404.

**EMU 490. Internship in Music Education. 6-9 Hours.**

Supervised capstone teaching experience in grades N-12 as appropriate to student's teaching field (general music, instrumental music, or vocal/choral music).

**EMU 499. Internship Seminar in Music Education N - 12. 1-3 Hour.**

Capstone course for the B.A. in Music Education. Students will demonstrate the skills expected of a professional music educator. This course is a supervised teaching course where the student is expected solve problems in all issues related to classroom management, assessment, and music making. Included in the assessment will be the creation of professional documents, appropriate budgets, and supervised teaching experiences. Prerequisites: Completion of methods courses with no grade below C. Corequisite: EMU 490. 1 hour.