

Department of Curriculum and Instruction

Chair: 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), 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 and the College of Arts and 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 the students' professional development and to supplement their campus coursework.

Students should contact the Office of Student Services, Suite 232, 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).

Early Childhood Education-Teacher Certification

Requirements	Hours
Core Curriculum ^{1,2,3}	41
EH 101 English Composition I	
EH 102 English Composition II	
CMST 101 Public Speaking	
Select Biology for One Core Area III	
PY 101 Introduction to Psychology	
Additional Math Requirement	
MA 313 Patterns, Functions and Algebraic Reasoning	3
MA 314 Geometric and Proportional Reasoning	3
MA 316 Numerical Reasoning	3
Internship	
ECE 490 Student Teaching in Early Childhood Education I	9
EEC 491 Internship Seminar in Education	1-3
Professional Studies	
CHHS 200 Quality of Life	2
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
KIN 301 Teaching Health Education and Physical Education in Elementary Schools	3

Teaching Field Courses

Pre-TEP Courses		
EEC 300	Child Development/Family Relationships	3-4
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
ECE 410	Organize Programs: Young Children	3
EEC 415	Learning Environments through Positive Behavior Support	1-3
The following require admission to TEP before they may be taken:		
ECE 320	Early Childhood Curriculum and Teaching	3
ECE 331	Creative Learning Expression: Young Child	1-3
ECE 332	Literature for the Young Child	3
ECE 460	Current Topics in Early Childhood Education Assessment	3
EDR 440	Developmental Reading I	3
EEC 402	Primary Math Methods	3
EEC 406	Language Arts in Early Childhood and Elementary Education	3
ECE 445	Young Children: Math/Science/Social Studies	3-6
EEC 440	Advanced Workshop in Education: Methods to Support English Learners	1-6
ECE 494	Field Work in Early Childhood Education	1-2
Total Hours		115-131

- 1 A minimum of 120 hours are required to complete a baccalaureate degree some students may need to take general electives to meet the minimum credit hour requirement.
- 2 Prospective and admitted students should **not** begin any coursework without seeking advisement from the Office of Student Services (205) 934-7530 each term. Students who ignore this admonition assume responsibility for their own mistakes.
- 3 Each semester a student enrolls in a pedagogy course (EDR 440, EEC 402, EEC 406, ECE 320, ECE 331, ECE 460, ECE 410) and also enroll for two hours of EEC 494 Field Work Education for a maximum of 8 hours.

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 teaching certificates 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.

Major in Elementary Education

Requirements	Hours
Core Curriculum Requirements ¹	41
EH 101 English Composition I ²	
EH 102 English Composition II ²	
CMST 101 Public Speaking ³	
Select Biology for one Core Area III ⁴	

PY 101	Introduction to Psychology ⁵	
Additional Elementary Education Requirements		
MA 313	Patterns, Functions and Algebraic Reasoning	3
Select 1 Additional Core Lab Science ⁶		4
Select two additional math courses at 100-level or higher (MA 314 and MA 316 preferred)		6
Professional Studies		
CHHS 200	Quality of Life	2
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 ⁷		10
EEC 490	Internship in P-3/3-6	
EEC 491	Internship Seminar in Education	
Teaching Field		
EEC 300	Child Development/Family Relationships	3
EEC 301	Introduction to P-6 Education	3
KIN 301	Teaching Health Education and Physical Education in Elementary Schools	3
EEC 302	Expressive Arts (P-6)	1
EEC 405	Children's Literature in Early Childhood and Elementary Education	3
EPR 410	Measurement and Evaluation in Education	3
EEC 415	Learning Environments through Positive Behavior Support	3
These courses require TEP admission before they can be taken:		
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 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
Fieldwork in Education ⁸		2
EEC 494	Field Work Education	
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.

¹ Core Curriculum requirements

² Fulfills a Core Area I: Composition requirement.

³ Fulfills Core Area II: Humanities requirement.

⁴ Fulfills Core Area III: Natural Science requirement.

⁵ Fulfills a Core Area IV: Social Behavioral Science requirement.

⁶ May NOT be used to fulfill a Core Area III: Natural Science, but is required in addition to the core. Select from AST 101/AST 111, AST 102/AST 112, AST 103/AST 113, AST 105/AST 115, BY 101/BY 102, BY 111/BY 112, BY 123, BY 124, CH 105/CH 106, CH 107/ CH 108, CH 115/CH 116, CH 117/CH 118, BY108/BY 109,

ES 101/ES 102, ES 103/ES 104, PH 201, PH 202, PH 221, PH 222, PHS 101.

⁷ Internship courses must be taken AFTER admission to TEP

⁸ Each semester a student enrolls in a pedagogy course (EEC 421, EEC 402, EEC 422, EEC 423, EEC 412, EEC 413, EEC 414, EEC 440) he or she must also enroll for one hour of EEC 494 Fieldwork in Education for a maximum of 2 hours.

Early Childhood and Elementary Education (Teacher Certification Program)

The early childhood/elementary education program is designed as a double major program. Students successfully completing the program and all requirements outlined below will receive a baccalaureate degree and be eligible for Alabama "Class B" professional teaching certificates in early childhood education (grades P-3) and elementary education (grades K-6).

Professional preparation includes courses in humanistic and behavioral studies, early childhood education, elementary education, curriculum and teaching, evaluation of teaching and learning, extensive pre-internship field experiences in P-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.

Early Childhood & Elementary Education Teacher Certification

Requirements	Hours
Core Curriculum Requirements¹	41
EH 101 English Composition I ²	
EH 102 English Composition II ²	
CMST 101 Public Speaking ³	
Select Biology for one Core Area III ⁴	
PY 101 ⁵	
Additional Math & Science	
Select 1 Additional Core Lab Science ⁶	4
MA 313 Patterns, Functions and Algebraic Reasoning	3
Select two additional math courses at 100-level or higher (MA 314 and MA 316 preferred)	6
Professional Studies	
CHHS 200 Quality of Life	2
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
Internship⁷	13
ECE 490 Student Teaching in Early Childhood Education I	
EEC 490 Internship in P-3/3-6	
EEC 491 Internship Seminar in Education	
Teaching Field	
EEC 300 Child Development/Family Relationships	3
KIN 301 Teaching Health Education and Physical Education in Elementary Schools	3
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
ECE 410	Organize Programs: Young Children	3
EPR 410	Measurement and Evaluation in Education	3
These courses require TEP admission before they may be taken:		
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
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
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
Fieldwork in Education ⁸		2-4
EEC 494	Field Work Education	
ECE 494	Field Work in Early Childhood Education	
Total Hours		141-143

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

¹ Core Curriculum requirements

² Fulfills a Core Area I: Composition requirement.

³ Fulfills Core Area II: Humanities requirement.

⁴ Fulfills Core Area III: Natural Science requirement.

⁵ Fulfills a Core Area IV: Social Behavioral Science requirement.

⁶ May NOT be used to fulfill a Core Area III: Natural Science, but is required in addition to the core. Select from AST 101/AST 111, AST 102/AST 112, AST 103/AST 113, AST 105/AST 115, BY 101/BY 102, BY 111/BY 112, BY 123, BY 124, CH 105/CH 106, CH 107/CH 108, CH 115/CH 116, CH 117/CH 118, BY 108/BY 109, ES 101/ES 102, ES 103/ES 104, PH 201, PH 202, PH 221, PH 222, PHS 101.

⁷ Internship courses must be taken AFTER admission to TEP.

⁸ Each semester a student enrolls in a pedagogy course ([ECE 320](#), [EEC 421](#), [ECE 445](#), [ECE 460](#), [EEC 402](#), [EEC 422](#), [EEC 423](#), [EEC 412](#), [EEC 413](#), [EEC 414](#), [EEC 440](#)) he or she must also enroll for one hour of [ECE 494](#) or [EEC 494](#) Fieldwork in Education for a maximum of 8 hours.

Middle School Education

A program in middle grades mathematics (grades 4-8) is offered in conjunction with the College of Arts and Sciences. Students following this program must meet TEP entrance, retention, and completion requirements as outlined in previous sections in order to be recommended for 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 (934-7530), within the School of Education, for the current checklist. This program is a part of the **UABTeach Program**. For more information on UABTeach contact [Paulette Evans at pgevans@uab.edu](mailto:Paulette.Evans@uab.edu) (lmeadows@uab.edu) or visit the website at www.uab.edu/uabteach.

Arts Education with a Concentration in Music (Instrumental and Vocal/Choral)

Programs leading to grades (P-12) certification 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 Building, Suite #232, 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.

High School Education

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

Secondary education offers a major in secondary education and 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) or meet the highly qualified condition specified by the Alabama State Department of Education (ALSDE). 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 to insure that they meet certification requirements. 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 insure 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.

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, Education Building, Suite #232, Phone: (205) 934-7530**. Students should also 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.

Bachelor of Science with a Major in High School Education/English Language Arts

This curriculum results in a major in secondary education with teacher certification in English language arts.

Major in High School Education - English

Requirements	Hours
Core Curriculum Requirements ¹	41
EH 101 English Composition I ²	
EH 102 English Composition II ²	
CMST 101 Public Speaking ³	
THR 100 Introduction to the Theatre ⁴	
EH 221 British and Irish Literature I: Before 1800 ³	
EH 222 British and Irish Literature II: 1800-Present ³	
PY 101 Introduction to Psychology ⁵	
Additional English Language Arts Requirements	
EH 217 World Literature I: Before 1660	3
or EH 218 World Literature II: 1660-Present	
EH 223 American Literature I: Before 1865	3
or EH 224 American Literature II: 1865-Present	
CMST 103 History of Mass Media	3
CMST 210 Media Writing	3
Major in High School Education	
Foundations & Professional Studies	
CHHS 200 Quality of Life	2
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
Secondary Education Courses (requires TEP admission)	
EHS 436 Methods I: English Language Arts, 6-12	3
EHS 430 Practicum	1
ECY 300 Survey of Special Education	3
EHS 466 Methods II: Language Arts 6-12	3
EHS 470 Practicum II	1
EPR 411 Measurement and Evaluation in Education	3
EHS 456 Classroom Management in Secondary Schools	3
EHS 497 Special Problems in Education	3
EDR 442 Reading in Content Areas	3
Internship ⁶	
EHS 490 Secondary School Student Teaching I	6
EHS 489 Internship Seminar in Secondary Education	1
Major in English Literature	
Teaching field courses previously listed	
EH 101 English Composition I	
EH 102 English Composition II	
CMST 101 Public Speaking	
THR 100 Introduction to the Theatre	
EH 221 British and Irish Literature I: Before 1800	
EH 222 British and Irish Literature II: 1800-Present	
EH 217 World Literature I: Before 1660	
or EH 218 World Literature II: 1660-Present	
EH 223 American Literature I: Before 1865	
EH 224 American Literature II: 1865-Present	
CMST 103 History of Mass Media	
CMST 210 Media Writing	

Writing		
EH 301 Reading, Writing, and Research for Literature Classes		3
Professional Writing/Technical Writing:		6
Select two from the following at least one with an asterisk:		
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		
Language Linguistics & grammar		
EH 350 Introduction to Linguistics		3
or EH 351 Structure of English		
EH 452 Grammar and Usage for English Teachers		3
Literature: Shakespeare		
EH 476 Shakespeare		3
Young Adult Literature		
EDR 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		3
Pre-1800 Literature		
Select any three hour course 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 473 Chaucer: Pilgrimage to Canterbury		
EH 474 English Renaissance Drama (Excluding Shakespeare)		
EH 475 English Renaissance Poetry and Prose		
EH 478 Milton		
Post-1800 Literature		3
Select any three credit hour course 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 460 American Women Writers Before 1900		
EH 462 American Literature, 1820 - 1870		
EH 463 American Literature, 1870 - 1914		
EH 464 American Literature, 1914 - 1945		
EH 465 American Literature, 1945-Present		
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	
Capstone Requirement		3
Take a 400-level English course as approved by your advisor.		
Total Hours		127

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.

- ¹ Core Curriculum requirements
- ² Fulfills a Core Curriculum Area I: Composition requirement.
- ³ Fulfills a Core Curriculum Area II requirement.
- ⁴ Fulfills a Core Curriculum Area II: Fine Art requirement
- ⁵ Fulfills a Core Curriculum Area IV: Social & Behavioral Science requirement.
- ⁶ Internship courses must be taken AFTER admission to TEP.

Bachelor of Science with a Major in High School Education/General Social Science

This curriculum results in a major in secondary education, with teacher certification in general social science. A history major may also be obtained by completing requirements specific to that major.

High School Education/General Social Science Major

Requirements	Hours	
Core Curriculum Requirements ¹		
41		
EH 101	English Composition I ²	
EH 102	English Composition II ²	
CMST 101	Public Speaking ³	
HY 101	Western Civilization I ⁴	
HY 102	Western Civilization II ⁴	
PY 101	Introduction to Psychology ⁵	
GEO 121	World Regional Geography ⁵	
Additional Social & Behavioral Science		
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 491	Environmental Policy	3
Major in High School Education		
Foundations & Professional Studies		
CHHS 200	Quality of Life	2
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
Secondary Education Courses (Requires admission to TEP)		

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	Special Problems in Education	3
EDR 442	Reading in Content Areas	3
Internship ⁶		
EHS 490	Secondary School Student Teaching I	6
EHS 489	Internship Seminar in Secondary Education	1

Major in History

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	

Additional Teaching Field Courses

HY 225	History of Alabama	3
HY 300	The Historian's Craft	3
Non-Western History ⁷		3
HY 497	History Capstone	3
HY 300-400 Level Electives ⁸		15
EC 440	Economics for Educators	3

Total Hours **128**

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.

- ¹ Core Curriculum requirements
- ² Fulfills a Core Curriculum Area I: Composition requirement
- ³ Fulfills a Core Curriculum Area II: Humanities requirement.
- ⁴ Fulfills a Core Curriculum Area IV: History requirement
- ⁵ Fulfills a Core Curriculum Area IV: Social & Behavioral Science requirement
- ⁶ Internship courses must be taken AFTER admission to TEP
- ⁷ Please consult your academic advisor for this requirement.
- ⁸ At least 9 hours of history electives must be at the 400-level.

High School Education – All Areas of Science and Mathematics

Programs leading to grades (6-12) certification in biology, chemistry, physics, general science, and mathematics are offered in conjunction with the College of Arts and Sciences and the School of Engineering as part

of the **UABTeach program**. The **UABTeach** program is an innovative program modeled after the national UTeach program developed at the University of Texas at Austin. The aim of this program is to produce well prepared teachers of mathematics and the sciences within a 4-year period and to increase the number of teachers in the STEM (science, technology, engineering, and mathematics) disciplines. The **UABTeach** program requires a major in an academic field such as biology, chemistry, engineering, mathematics, etc. The program requires several innovative and intensive education courses aimed at preparing teachers for grades 6-12 and leading to Class B teacher certification. The academic majors are housed within the appropriate departments within the College of Arts and Sciences and the School of Engineering. Students should contact their CAS or Engineering advisors for advising on their major. Information on the Education components of the program can be found by contacting the **Office of Student Services, Education Building, Suite #232, Phone: (205) 934-7530**. For more information contact **Paulette Evans at pgevans@uab.edu (%20lmeadows@uab.edu)** or visit the website at www.uab.edu/uabteach.

Bachelor of Science with a Major in High School Education/ Mathematics, Biology, Chemistry, General Science, Physics

UAB offers certification in grades 6-12 for Mathematics, Biology, Chemistry, General Science, and Physics through the **UABTeach** program. Students in STEM majors in the College of Arts and Sciences and the School of Engineering may seek teacher certification in an appropriate field listed above. Students majoring in computer science or engineering should contact **Paulette Evans at pgevans@uab.edu (%20lmeadows@uab.edu)**, or visit the website at 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

Requirements	Hours
Foundational Courses (These courses are required for admission to TEP)	
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
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 ¹	4
or CH 492	Research Methods	
or PH 494	Research Methods in Physics	
MA 361	Mathematical Modeling ²	3
Total Hours		28

- ¹ Required for students getting certified in an area of Science. May be used as an elective for those seeking certification in Mathematics.
- ² Required for students getting certified in Mathematics. May be used as an elective for those seeking certification in an area of Science.

Proposed Program of Study in Early Childhood and Elementary Education

Freshman		
First Term	HourSecond Term	Hours
EDU 100	2 EH 102 or 107	3
EH 101 or 106	3 CMST 101	3
BY 101 & BY 102	4 MA 313	3
MA 110 (or Core Curriculum Area III: Mathematics)	3 PY 101	3
Core Area II: Fine Art	3 Core Area II: Humanities or Fine Arts	3
Core Area IV: Social Science ^{Non-History}	3 Core Area IV: History	3
		18

Sophomore		
First Term	HourSecond Term	Hours
EDU 200	3 EDF 362	3
ECY 300	3 Math Elective ^{MA 314 or MA 316 Preferred}	3
Core Area IV: History	3 EEC 300	3
Core Area III: Science with Laboratory ^{Non-Biology}	4 Core Area II: Literature	3
Math Elective ^{MA 314 or MA 316 Preferred}	3 EEC 415	3
CHHS 200	2 EEC 405	3
		18

Junior		
First Term	HourSecond Term	Hours
EPR 363	3 EEC 402	3
EPR 410	3 EEC 440	3
EEC 301	3 EEC 406	3
KIN 301	3 EDR 440	3
Core Area III: Science with Laboratory	4 EEC 494	2
EEC 302	1	
		17

Senior				
First Term	HourSecond Term	HourSummer Term	Hours	
EDR 443	3 EEC 490	9 ECE 320	3	
EEC 412	3 EEC 491	1 ECE 331	1-3	
EEC 413	3	ECE 460	3	
EEC 414	3	ECE 491	3-9	

EEC 494	2		
	14	10	10-18

Total credit hours: 137-145

Proposed Program of Study in Elementary

Freshman

First Term	Hours	Second Term	Hours
EDU 100		2-3 EH 102	3
EH 101		3 CMST 101	3
BY 101 & BY 102		4 MA 313	3
MA 110		3 PY 101	3
Core Area II: Fine Art		3 Core Area II: Humanities & Fine Arts	3
Core Area IV: Social Science ^{Non-History}		3 Core Area IV: History	3
	18-19		18

Sophomore

First Term	Hours	Second Term	Hours
EDU 200		3 EDF 362	3
ECY 300		3 MA Elective ^{MA 314 or MA 316 Preferred}	3
Core Area IV: History		3 EEC 300	3-4
Core Area III: Science with Laboratory ^{Non-Biology}		4 Core Area II: Literature	3
MA Elective ^{MA 314 or MA 316 Preferred}		3 EEC 415	1-3
CHHS 200		2 EEC 405	3
	18		16-19

Junior

First Term	Hours	Second Term	Hours
EPR 363		3 EEC 402	3
EPR 410		3 EEC 440	1-6
EEC 301		3 EEC 406	3
Core Area III: Science with Laboratory		4 EDR 440	3
KIN 301		3 EEC 494	1-2
EEC 302		1	
	17		11-17

Senior

First Term	Hours	Second Term	Hours
EPR 443		3 EEC 490	9
EEC 412		3 EEC 491	1-3
EEC 413		3	
EEC 414		3	
EEC 494		1-2	
	13-14		10-12

Total credit hours: 121-134

Proposed Program of Study in Early Childhood (Non-Certification)

Freshman

First Term	Hours	Second Term	Hours
EDU 100		2-3 EH 102 or 107	3
EH 101 or 106		3 CMST 101	3

Core Area III: Math	3	Core Area II: Humanities or Fine Art	3
Core Area III: Science with Laboratory	4	Core Area IV: Social Science ^{Non-History}	
Core Area II: Fine Art	3	Core Area II: Science with Laboratory	4
	15-16		13

Sophomore

First Term	Hours	Second Term	Hours
Core Area II: Literature	3	Core Area IV: History or Social Science	3
ECY 300	3	EEC 300	3-4
Core Area IV: Social Science	3	EDF 362	3
Core Area IV: History	3	KIN 301	3
EEC 301	3	EPR 363	3
	15		15-16

Junior

First Term	Hours	Second Term	Hours
ECE 448		3 ECE 460	3
ECE 449		3 ECE 445	3-6
EEC 415		1-3 KIN 305	3
EEC 302		1 EEC 405	3
ECE 347		3	
	11-13		12-15

Senior

First Term	Hours	Second Term	Hours
ECE 492		3 ECE 490	9
ECE 494		1-2 ECE 390	1-6
ECE 446		3-6 EEC 440	1-6
ECE 410		3	
	10-14		11-21

Total credit hours: 102-123

Proposed Program of Study in Music Education (Instrumental)

Freshman

First Term	Hours	Second Term	Hours	Summer Term	Hours
CAS 112		3 EH 102 or 107		3 Core Area III: Science with Laboratory	4
EH 106 or 107		3 Core Area III: Math ^{MA 105/110 or Higher}		3 Core Area IV: Social Science ^{SOC 100, ANTH 101, or GEO 121}	3
CMST 101		3 MU 115			
MU 120		3 MUP 122			
MU 224		1 MU 222			
MUP 001		0 MU 225			
Applied Lessons		2 MUP 001			
Ensemble		1 Applied Lessons			
		Ensemble			
	16		17		7

Sophomore

First Term	Hours	Second Term	Hours	Summer Term	Hours
EDU 200		3 PY 101		3 Core Area III: Science with Laboratory	4
EDF 362		3 EPR 363		3 Core Area II: Literature	2
MU 321		3 MU 322			
MU 324		1 MU 325			
MUP 132		1 MUP 134			
MUP 136		1 MU 366			2-3

MUP 125	0 MUP 001	0	
MUP 001	0 Applied Lessons	2	
Applied Lessons	2 Ensemble	1	
Ensemble	1		
15		16-17	6

Junior

First Term	Hour	Second Term	Hour	Summer Term	Hours
Core Area IV: History	3	MU 433	3	Core Area II: Fine Arts	3
MU 431	3	ECY 300	3	Core Area IV: Elective	3
EDR 421	1	MU 429	2		
MU 329	2	MU 472	3		
MU 471	3	MUP 001	0		
MUP 138	1	Applied Lessons	2		
MUP 001	0	Ensemble	1		
Applied Lessons	2				
Ensemble	1				
16		14			6

Senior

First Term	Hour	Second Term	Hours
MU 463	3	EMU 490	6-9
EPR 411	3	EMU 499	1-3
EHS 497	3		
MUP 001	0		
Applied Lessons	2		
Ensemble	1		
12		7-12	

Total credit hours: 132-138

Proposed Program of Study in Music Education (Choral)

Freshman

First Term	Hour	Second Term	Hour	Summer Term	Hours
CAS 112	3	EH 102 or 107	3	Core Area III: Science with Laboratory	4
EH 101 or 106	3	Area III: Math ^{MA} 105/110 or Higher	3	Core Area IV: Social Science ^{SOC} 100, ANTH 101, or GEO 121	3
CMST 101	3	MU 115	3		
MU 120	3	MU 222	3		
MU 221	3	MU 225	1		
MU 224	1	MUP 001	0		
MUP 001	0	Applied Lessons	2		
Applied Lessons	2	Ensemble	1		
Ensemble	1				
19		16			7

Sophomore

First Term	Hour	Second Term	Hour	Summer Term	Hours
EDU 200	3	PY 101	3	Core Area III: Science with Laboratory	4
EDF 362	3	EPR 363	3	Core Area II: Literature	3
MU 321	3	MU 322	3		
MUP 132	1	MU 325	1		
MUP 136	1	MUP 134	1		
MUP 125	0	MU 366	2-3		
MUP 001	0	MUP 001	0		
Applied Lessons	2	Applied Lessons	2		
Ensemble	1	Ensemble	1		
14		16-17			7

Junior

First Term	Hour	Second Term	Hour	Summer Term	Hours
Core Area IV: History	3	MU 432	3	Core Area II: Humanities or Fine Arts	3
MU 341	3	ECY 300	3	Core Area IV: Elective	3
EDR 421	1	MU 429	2		
MU 329	2	MU 472	3		
MU 471	3	MUP 001	0		
MUP 138	1	Applied Lessons	2		
Applied Lessons	2	Ensemble	1		
Ensemble	1				
16		14			6

Senior

First Term	Hour	Second Term	Hours
MU 462	3	EMU 490	6-9
EPR 411	3	EMU 499	1-3
EHS 497	3		
MUP 001	0		
Applied Lessons	2		
Ensemble	1		
12		7-12	

Total credit hours: 134-140

Proposed Program of Study in High School Education/English Language Arts

Freshman

First Term	Hours	Second Term	Hours
EDU 100	2-3	EDU 200	3
PY 101	3	EH 102 or 107	3
EH 101	3	THR 100	3
CMST 101	3	Core Area IV: Social Science ^{Non-History}	3
Core Area III: Science with Laboratory	4	Core Area IV: History and Social Science	3
Core Area III: Mathematics ^{MA} 105/110 or Higher	3	Core Area IV: History	3
18-19		18	

Sophomore

First Term	Hours	Second Term	Hours
EDF 362	3	EPR 363	3
EH 221	3	EH 222	3
EH 223 or 224	3	CHHS 200	2
EH 217 or 218	3	EH 301	3
CMST 103	3	EDR 441	3
CMST 210	3	Core Area III: Science with Laboratory	4
18		18	

Junior

First Term	Hours	Second Term	Hours
LING 350	3	EHS 436	3
EH 452	3	EHS 430	1
EHS 456	3	ECY 300	3
EHS 497	3	Multicultural Literature	3
Pre-1800 Literature Course	3	Technical EH Course	3
Technical EH Course	3	EH 476	3
18		16	

Senior			
First Term	Hours	Second Term	Hours
EHS 466	3	EHS 490	3-9
EHS 470	1	EHS 489	1,3
EPR 411	3		
Post-1800 Literature Course	3		
EDR 442	3		
EH 442 or 444	3		
		16	4-12

Total credit hours: 126-135

Proposed Program of Study in High School Education/General Social Science

Freshman			
First Term	Hours	Second Term	Hours
EDU 100	2	EDU 200	3
CMST 101	3	CHHS 200	2
EH 101 or 106	3	EH 102 or 107	3
HY 101	3	HY 102	3
Core Area III: Science with Laboratory	4	Core Area III: Science with Laboratory	4
PY 101	3	SOC 100	3
		18	18

Sophomore			
First Term	Hours	Second Term	Hours
EDF 362	3	EPR 363	3
HY 120	3	HY 121	3
GEO 121	3	GEO 221	3
PSC 101	3	PSC 221	3
Core Area III: Mathematics ^{MA} 105/110 or Higher	3	Core Area II: Humanities and Fine Arts	3
Core Area II: Literature	3	Core Area II: Fine Arts	3
		18	18

Junior			
First Term	Hours	Second Term	Hours
EHS 456	3	EHS 438	3
EHS 497	3	EHS 430	1
HY 300	3	ECY 300	3
Non-Western HY	3	EC 440	3
300-Level HY	3	HY 225	3
300-Level HY	3	400-Level HY	3
		18	16

Senior			
First Term	Hours	Second Term	Hours
EHS 468	3	EHS 490	6
EHS 470	1	EHS 489	1
EPR 411	3		
EDR 442	3		
400-Level HY	3		
400-Level- HY	3		
HY 497	3		
		19	7

Total credit hours: 132

¹ Non-Western History Select One: HY 271, HY 476 or HY 477.

Minor in Education

Requirements	Hours
<u>EDU 200</u> Education as a Profession	3
<u>EDF 362</u> Foundations of Education I: Social, Historical, Philosophical	3
<u>EPR 363</u> Foundations of Education II: Psychological	3
Choose three of the courses below:	9
<u>EHS 497</u> Special Problems in Education	
<u>EEC 302</u> Expressive Arts (P-6)	
<u>EEC 440</u> Workshop in Education: Strategies for English Learners	
<u>EDU 300</u> Special Topics in Education	
<u>EPR 214</u> Introduction to Educational Statistics	
<u>EPR 414</u> Lifespan Human Development	
<u>CHHS 342</u> The Health Education/Promotion Specialist	
<u>CHHS 402</u> Mental Health, Stress Management & Wellness Promotion	
<u>CHHS 404</u> Global Trends in Health Education/Promotion	
<u>CHHS 408</u> Substance Abuse Prevention and Education	
<u>KIN 305</u> Motor Development	
<u>KIN 407</u> Coaching Young Athletes	
Total Hours	18

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

The STEM Education Minor includes the same courses UABTeach students take to earn Alabama teacher certification. UABTeach students can add a minor with no additional coursework and have an element of their academic transcript reflect the work they have done to prepare themselves for teaching. The STEM Education Minor also includes an elective pathway designed to allow UABTeach students who elect not to complete Apprentice Teaching (EHS 425) and their certification requirements to add education electives to bring their minor coursework up to the required minimum of 18 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	
Teaching Courses	
TEP Admission required before taking the following:	
EHS 327 Problem-Based Instruction	3
Internship	
EHS 425 Apprentice Teaching	6
EHS 426 Apprentice Teaching Seminar	1
Total Hours	21

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.

ECE 331. Creative Learning Expression: Young Child. 1-3 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. Open access.

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. Open access.

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.

ECE 445. Young Children: Math/Science/Social Studies. 3-6 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.

ECE 446. Communication Arts/Reading: Young Child. 3-6 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.

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

Supervised teaching in early childhood program (grades N-3).

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 N-3).

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. 1-2 Hour.

Observation and participation experiences with children.

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)

EDA-Art Education Courses**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.

Literary works written for or about adolescents.

EDR 442. Reading in Content Areas. 3 Hours.

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

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. 3-4 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 402. Primary Math Methods. 3 Hours.

A math methods course focusing on emergent mathematical concepts for young children. Extensive field experience 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. Field experiences 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.

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.

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. 1-3 Hour.

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.

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.

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. Admission to TEP required.

EEC 440. Advanced Workshop in Education: Methods to Support English Learners. 1-6 Hour.

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.

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 (minimum of 12 weeks). Supervision in working with resource professionals and parents.

EEC 491. Internship Seminar in 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.

EEC 494. Field Work Education. 1-2 Hour.

Observation and participation experiences with children.

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 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.

Introduction to teaching English language arts in secondary school settings. Developing basic skills in planning, instruction, and assessment. Admission to TEP required.

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

Introduction to teaching the social sciences in secondary school settings. Developing basic skills in planning, instruction, and assessment. Admission to TEP required.

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

Management and instructional problems in secondary schools; techniques for improving study skills and developing better instructional planning.

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

Curriculum and instruction in English/language arts. Extensive field experience required. Note: Fee will apply to course.

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

Curriculum and instruction in social studies. Extensive field experience required. Note: Fee will apply to course.

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. Special Problems in Education. 3 Hours.

Topics of current interest. May be repeated for total of 6 hours. Note: Fee will apply to course.

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.