College of Education

History and Objectives

The University of Alabama has long been concerned with programs for the preparation of public school personnel. In 1844, just 13 years after the University’s establishment, a Normal Department was provided for those who wished to prepare for teaching careers. By 1872, the Normal Department had become the Normal School. By 1899, the trustees had replaced the Normal School with the School of Pedagogy and Psychology, which in 1902 became the School of Philosophy and Education. In 1908, the school was reorganized as the Department of Education; further organizational changes resulted in the name being changed to the School of Education one year later. The present College of Education was established in 1928. Until 1924, the University’s offerings in teacher education were almost entirely limited to undergraduate programs for elementary and high school teachers. Graduate work in school administration was added in 1924, and all programs — undergraduate and graduate — were greatly expanded from 1927–1928. Doctoral programs were authorized in 1951.

The College of Education is the division of The University of Alabama that has the responsibility for administering all professional programs and courses designed for the preparation of teachers and other educational professionals. Experiences in academic programs are devoted to developing individuals’ understanding of knowledge construction, learning, pedagogy and responsible professional practice in the contexts of education. The University of Alabama’s College of Education seeks to prepare professionals who demonstrate and value reflective practice and ethical decision making through respecting diversity, honoring difference and promoting social justice.

Admission and Retention Requirements

(General Regulations)

Student Responsibility

College of Education students are expected to register for appropriate courses necessary to make reasonable progress toward completing program requirements by the expected date of graduation. Students must familiarize themselves with the requirements contained in this catalog.

Local Mailing and Email Addresses

Students are expected to maintain mailing addresses and email addresses at which communications from the College of Education will, with reasonable certainty, reach them. The University of Alabama utilizes myBama as the official means of recording address information. It is the student’s responsibility to update addresses as needed through the Self-Service component of myBama.

Class Hour Load

The normal class hour load for College of Education students is 15–17 hours per semester. Seniors who need 18 hours during the final semester to complete degree requirements may register for those hours without special permission. In all other cases, each student must have at least a B average to receive permission from the College’s Office of Student Services to register for more than 18 hours. The maximum class hour load with a B average permit is 21 hours. During the summer/Interim session, the maximum load without a B average permit is 17 hours (seven hours per term/three hours during Interim). A student with a B average permit may carry a maximum of 18 hours (nine hours during one summer term, six hours during the other summer term and three hours during Interim term).

Class Attendance

Students are expected to pursue successful completion of all courses for which they are registered, including regular class attendance. The dean may withdraw a student from courses and/or may assign failing grades at any time during a semester when excessive absences have accumulated or when the student is disenrolled from a course.

Academic Bankruptcy

The College of Education observes the general University policies governing academic bankruptcy and also maintains a committee to review all petitions for academic bankruptcy. The petitioning process begins in the College’s Office of Student Services and Certification.

Auditing Courses

With approval from the dean, an education student may audit one course. No tests or final examinations may be taken when a course is audited. An audited course is counted as if it were a credit course in the determination of the class hour load. Normally, an audited course may not be repeated for credit.

Duplicate Credit

A course that substantially duplicates the content of a course for which credit has already been earned may not count toward degree requirements.

Repeating Courses for Higher Grades

With written permission from the dean, education students may repeat certain courses in which a grade of D was received. The dean’s written permission must be filed with the registrar of the College of Education. When the cumulative grade point average is computed, each enrollment in the course will count as hours attempted. However, only the most recent enrollment may count toward degree requirements.

Transfer Between Divisions

Before transferring into the College of Education from another division of The University of Alabama, a student must attend an orientation session sponsored by the College of Education Office of Student Services and Certification.

Transfer Equivalencies

Professional education courses transferred from other institutions may not be used to meet requirements in a state-approved program of study within the College of Education. Courses may be utilized as electives.

Second Bachelor’s Degree

If a student wishes to earn a second bachelor’s degree in the College of Education, a minimum of 32 semester hours of additional credit must be earned in residence in the College of Education. These 32 hours must be over and above all credit earned for the previous degree. All quantitative and qualitative requirements for the second degree program must be met in full, according to standards in effect on the date of enrollment in the second program.

Degrees and Programs Offered

The College of Education offers undergraduate programs leading to the bachelor of science degree in education. The College offers the following teacher education programs (NOTE: P refers to “pre-school” and K to “kindergarten”):

- Elementary education (K-6)
- Foreign language (6-12 or P-12), with concentrations in French, German, Latin and Spanish
- Music education (P-12), with concentrations in instrumental or choral music
- Physical education (P-12)
- Secondary education (6-12), with majors in English language arts (comprehensive), French, German, Latin, mathematics (comprehensive), science (comprehensive), social science (comprehensive) and Spanish
- Special education, with K-6 and 6-12 concentrations in collaborative education, multiple abilities program (K-6) with dual certification in elementary and collaborative, and early childhood with dual certification in early childhood special education (birth through age 8) and early childhood education (P-3)

A concentration leading to the bachelor’s degree is also offered in exercise and sport science, but this concentration does not lead to teacher certification.

A student enrolled in the Graduate School may be admitted to one of the College of Education’s alternative (nontraditional, fifth-year) certification programs in order to complete a master’s degree and obtain initial licensure (Class A) in a broad range of teaching fields.

General Degree Requirements

The College of Education offers undergraduate programs leading to the bachelor of science in education or the bachelor of science degree. These programs require the completion of a minimum of 120 semester hours in prescribed and elective courses, as set forth in this catalog (most programs require the completion of more than 120 hours). Graduates will also have met the prescribed minimum standards of scholarship.

A minimum of 32 semester hours, including nine of the last 18 hours required for a degree, must be earned in residence at The University of Alabama as an enrolled student in the College of Education.

If a student does not complete requirements for the undergraduate degree within a period of seven years from the date of admission, the College of Education will modify the student’s program to bring it into compliance with current degree and certification requirements. In addition, a student in a teacher education program must complete that program’s requirements within four years from the date of formal admission to the program, or he or she must reapply for admission.
Upon re-entering, any student with a break in his or her enrollment at The University of Alabama (fall or spring semesters) will be placed in the program required of newly admitted students. Exceptions may be made by personnel in the Office of Student Services and Certification.

Because of the number of educational options available to students in the College, sample programs of study for the various education majors cannot be provided here. Instead, detailed program outlines are available from academic advisers in the various program offices. In general, students take 100-level courses during the first year of college, 200-level courses during the second year, and 300- and 400-level courses during the third and fourth years.

Each undergraduate program contains a group of courses classified as general studies. These courses must be taken in the proper prescribed sequence during the freshman and sophomore years, until they are completed. Required studies in English are part of the general studies requirement; a student must enroll each semester in the prescribed composition and literature courses until the English requirement is completed.

**Upper and Lower Divisions**

Students enrolling in a teacher education program (a program leading to Alabama Class B certification) enter the upper division of the College of Education at the time of their admission to a Teacher Education Program (TEP).

**Retention in the College of Education**

To continue to be eligible for enrollment in the upper division of the College of Education, a student must successfully complete any remaining courses in the teaching field(s) or major, and, for certification programs, the professional education courses, including successful clinical placements. Unless otherwise indicated for a specific program, the GPA in the teaching field — and, if transfer work, the overall GPA — must remain at least 2.75. In professional education courses, the GPA must be at least 2.75, with no grade less than C. For students in non-certification programs, required minimum GPAs vary from program to program. All students should be aware of and monitor their GPAs and should project when they will be able to enroll in required courses. All students are expected to become familiar with the regulations discussed in Academic Records and General Academic Policies section of this catalog.

**Examinations**

Individuals who apply to the Alabama Department of Education for initial Alabama professional educator certificates or alternative certificates must meet the requirements of the Alabama Educator Certification Testing Program (AECTP) as a precondition for certification. The AECTP consists of basic skills assessments and subject assessments. The basic skills assessments of the AECTP consist of the applied mathematics, reading for information and writing assessments. Passing scores in all three areas are required of candidates prior to admission to a teacher education program.

The subject assessments required in the AECTP consist of selected tests from the Praxis II. Each candidate must obtain a passing score in the appropriate content field on the Praxis II prior to internship. Candidates should see their advisors for the appropriate test code prior to registering for Praxis II. Information regarding test dates, test codes and testing sites may be obtained from the Office of Student Services, 104 Carmichael Hall.

Each student in a certification program must also show proof of mastery of all Quality Teaching Standards (QTS), Professional Standards and Content Standards prior to program completion. An Individualized Standards Assessment Report (ISAR) for each student will be reviewed and evaluated at various checkpoints to ensure mastery of standards. Upon program completion, the final ISAR will be evaluated prior to graduation and recommendation for certification.

**Clinical Placements**

The majority of upper-division education courses require clinical placements in the schools. At a minimum, each student shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of at least 3 hours each. The majority of field experiences must occur in P-12 schools.

All clinical placements in the College of Education are coordinated through the Office of Clinical Experiences. These placements are in the greater Tuscaloosa area in order to facilitate supervision of students. If an appropriate placement cannot be secured in the Tuscaloosa area, recommendations will be made for an alternate placement by the department head.

**Professional Liability**

Students enrolled in College of Education courses that require a clinical placement are required to provide proof of professional liability insurance before being allowed to participate in a clinical placement. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA), the Council for Exceptional Children (SCEC) or Collegiate Music Educators National Conference (CMENC). Further information and membership applications may be obtained from the Office of Clinical Experiences.

**Required General Studies**

These required general studies courses include most University of Alabama Core Curriculum requirements; however, the core curriculum writing requirement (the W courses) is not satisfied by these hours of general studies courses.

**NOTE:** Courses listed below reflect general options, but not all teaching fields are enhanced by every option, and some require additional coursework. Additional courses approved by the state of Alabama Articulation and General Studies Committee could be appropriate under the terms of the Statewide Articulation Reporting System (STARS). To avoid taking extra courses, each student should select, whenever possible, general studies courses that may be utilized in his or her teaching field or major. Please refer to notes below and to the specific teaching field(s) for more precise requirements.

### I. Written Composition Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EN 101</td>
<td>3-6</td>
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<tr>
<td>EN 102 or EN 103</td>
<td>Advanced English Composition</td>
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<td>3-6</td>
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### II. Humanities and Fine Arts Requirements

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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EN 205</td>
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<td>EN 206</td>
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<td>EN 207</td>
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<td>TCF 112</td>
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<td>UH 210</td>
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</table>

### III. Natural Sciences Requirement

Select a total of 8 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AEM 120</td>
<td>4</td>
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<tr>
<td>AY 101</td>
<td>4</td>
</tr>
<tr>
<td>&amp; AY 102</td>
<td>Intro to Astronomy &amp; Intro Astronomy Lab</td>
</tr>
<tr>
<td>BSC 108</td>
<td>0</td>
</tr>
<tr>
<td>BSC 109</td>
<td>4</td>
</tr>
<tr>
<td>BSC 114</td>
<td>4</td>
</tr>
<tr>
<td>&amp; BSC 115</td>
<td>Laboratory Biology</td>
</tr>
</tbody>
</table>

*Students should select courses from areas II and IV so that at least one 6-semester-hour sequence of either literature (e.g., English, American or world) or history is presented.

**A music education major may satisfy this requirement by earning a passing score on the Speech Proficiency Examination; however, appropriate hours in Area II must be met.

### III-A. Natural Sciences Requirement

Select a total of 8 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEM 120</td>
<td>4</td>
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<td>4</td>
</tr>
<tr>
<td>&amp; BSC 115</td>
<td>Laboratory Biology</td>
</tr>
</tbody>
</table>

2 College of Education
**IV. History and Social and Behavioral Sciences**

Select at least one HY course:

- HY 101 Western Civ To 1648
- HY 102 Western Civ Since 1648
- HY 203 Amer Civilizatn To 1865
- HY 204 Amer Civilizatn Sc 1865

Additional courses:

- PY 101 Intro To Psychology
- HD 101 Life Span Human Development
- ANT 100 Intro Anthropology
- ANT 102 Intro Cultural Anthropology
- ANT 103 Discoveries In Archaeology
- EG 110 Principles of Microeconomics
- EG 111 Principles of Macroeconomics
- KY 105 World Regional Geography
- KY 110 Prin Human Geography
- PSC 101 Intro American Politics
- SOC 101 Intro To Sociology
- SOC 202 Analysis Social Problems

Total Hours: 3

*Students should select courses from areas II and IV so that at least one 6-semester-hour sequence of either literature or history (e.g., Western, American) is completed.

**V. General Pre-professional, Major and Elective Course**

Courses appropriate to the degree requirements and major of the individual student. Secondary and P-12 majors (except special education) should select courses appropriate to their majors. Additional, specific courses may be required for the various majors. Students should consult an adviser for requirements in a major.

**Educational Psychology Prerequisite Requirement**

Introduction to Psychology (PY 101 Intro To Psychology) or Life Span Human Development (HD 101 Life Span Human Development) may be taken as part of area IV requirements.
4. BEP 305 Educational Psychology or BEF 360 Social Psychol Foundtns Educ or BEP 360 Social Psychol Foundtns Educ: Students must have a grade of a C or higher in the coursework.
5. Students must have a grade of a C or higher in an approved public-speaking course.
6. Students must successfully complete at least 60 semester hours, including at least 41 hours of general studies. Students must not have exceeded 120 semester hours.
7. Students must successfully complete the pre-professional lab experience in their field of study with a grade of at least a C. Students should check with an academic advisor for the specific departmental course with the lab experience.
8. The Alabama State Department of Education and the College of Education require all students to be fingerprinted prior to admission to TEP. Fingerprinting will be required during the semester of the pre-professional course, and background clearance must be obtained prior to clinical placements in the schools.
9. Students should check with program advisers and/or personnel in the Office of Student Services and Certification to fulfill the writing requirement.
10. Each candidate for admission must successfully complete an interview with at least two faculty members. Speaking skills and knowledge and abilities based on previous coursework will be among the attributes assessed in the interview. The interview evaluation will become part of the application to a TEP.
11. Appropriate faculty and administrative signatures are required once all criteria have been met.

Admission to a TEP is competitive and meeting standard criteria does not guarantee admission. Those who meet standard criteria are guaranteed consideration for admission to a teacher preparation program. Admission will be based on evaluations of the applications to identify those applicants who are best qualified and who show strong likelihood of success in their chosen areas. The evaluations will reveal the relative strengths and weaknesses in each applicant’s credentials in light of the areas in which the applicant wishes to teach and the applicant’s understanding of, and commitment to, teaching as a profession, as well as oral skills, mature judgment and the demeanor necessary to become successful as a teacher. Any applicable test score, or subscore, and grades in previous courses should reflect a strong record in the major area of study. A student’s entire application will be evaluated by appropriate members of the faculty who will make a recommendation to the dean. The dean will make the final decision.

Individuals who hold college degrees and wish to complete certification programs to teach in the public schools or to complete a TEP in order to qualify for certain graduate programs must meet the admission criteria and must follow all application procedures. Students should check with academic advisers in the office of Student Services for specific departmental TEP admissions requirements.

**Internship Requirements**

After successfully completing all required coursework, each student is screened for placement in an internship. The teaching internship (formerly called student teaching) is one of the most important experiences a College of Education student has. It is generally regarded as the culminating activity of one’s preparation to teach. At The University of Alabama, the internship is a full-semester, full-time assignment and must be taken in residence.

Both undergraduate and alternative (nontraditional, fifth-year) students must file internship applications with the Office of Clinical Experiences in 101 Graves Hall during the semester preceding the semester of the planned internships. The application process begins by attending a mandatory application session, which is held at 4 p.m. in 118 Graves Hall on the first Wednesday in October for spring-semester internships and the first Wednesday in March for fall-semester internships.

A student may apply to enroll for an internship if the following criteria have been met:
1. The student must have been admitted to the teacher education program or an alternative (nontraditional, fifth-year) program. Internship applications will not be processed until admission is verified.
2. The student must have completed all courses in the major or majors prior to the internship unless otherwise indicated by the education department.
3. Unless otherwise indicated, the student must have earned a minimum grade point average of 2.75, both for all University of Alabama courses attempted and for all University of Alabama courses and transfer courses combined.
4. Unless otherwise indicated, the student must have earned a minimum grade point average of 2.75 in each major, both for University of Alabama courses in each major and for combined University of Alabama courses and transfer courses in each major.
5. The student must have earned a minimum grade point average of 2.75 for professional education coursework, with no grade below a C in any professional education coursework.
6. The student must have completed all methods courses and appropriate professional coursework with grades of C or higher.
7. The student must have removed from the transcript any grade of incomplete (I) recorded in required courses; grades of incomplete are treated as grades of F.
8. The student must have obtained a passing score on the Praxis II Subject Assessment test in the appropriate content field.
9. The student must show mastery of required standards in all courses completed prior to internship, as indicated on the Individualized Standards Assessment Report.

**Registration for Internship Credit Hours**

Undergraduate students are required to register for the number of internship credit hours specified by their programs. In some programs, an undergraduate student may be allowed to choose a nine-hour registration or a 12-hour registration; course requirements are the same whether nine hours or 12 hours are taken. Students in programs requiring two different internship placements are required to register for two different sections of internship. A student enrolled for an internship must not expect to be enrolled in other courses while interning unless otherwise indicated by the department.

**Policy on Internship Placements**

All internship placements are coordinated by the College of Education Office of Clinical Experiences. A placement site will be selected in a manner to ensure the quality of the internship experience and of the supervision provided by the cooperating teacher. All internship placements (except for music education) are in the greater Tuscaloosa area in order to facilitate supervision of students by University of Alabama faculty or other designee of the department heads. Placement outside the greater Tuscaloosa area is made only if the Office of Clinical Experiences and/or a department head determine(s) that appropriate local placement is unavailable.

A student may apply for an overseas internship if he or she meets certain criteria and if appropriate placement can be coordinated by the Consortium for Overseas Student Teaching (COST) and/or The University of Alabama. Applications for overseas internships are taken during January for placements for the next fall semester and in June for placements the succeeding spring semester. Contact the Office of Clinical Experiences in 101 Graves Hall for additional information.

**Internship Assignments**

Majors who enroll for internships in collaborative teacher education, early childhood special education, elementary education, physical education, English as a second language, foreign language education (F-12) and music education should expect split assignments. Secondary education students who have comprehensive majors may receive a single internship assignment or a split assignment. A secondary education student who has two secondary education majors receives a split assignment, one-half in each of the two majors. The internship for the multiple abilities program (MAP) requires the student to complete an elementary education placement and a special education placement during two different semesters.

**Faculty**

**Dean**
Peter Hlebowitsh

**Senior Associate Dean**
Elizabeth K. Wilson

**Associate Dean and Certification Officer**
Kathy Shaver-Wetzel

**Associate Dean for Research & Service**
David Hardy

**Registrar**
Lynn Heard

**Administrator in Residence**
Joyce Levey

**Professors**
Adams, Natalie G.
Arredondo-Rucinski, Daisy

**Bishop, Phillip A.**
Burnham, Joy
Curtner-Smith, Matthew D.
Dagley, Dave
Donovan, Carol A.
Ellis, Edwin S.
Erevelles, Nirmala
Goldston, M. Jenice
Gregg, Madeleine
Harrison, Patti L.
Hiebowitch, Peter
Houser, Rick
Hutcheson, Philo A.
Iran-Nejad, Asghar
Johnson, Bob
Katsinas, Stephen G.
Major, Claire Howell
Mantero, Miguel
McKnight, Douglas
Ozzello, Kenneth B.
Petrovic, John E.
Prickett, Carol A.
Richardson, Mark T.
Satcher, Jamie F.
Schumacker, Randall
Stallworth, B. Joyce
Sunal, Cynthia C.
Sunal, Dennis
Tarter, John
Tomlinson, Stephen C.
Thoma, Stephen I.
Urban, Wayne J.
Vincent, John
Wilcoxon, S. Allen
Wilson, Elizabeth K.
Wright, Vivian H.

**Associate Professors**
Atkinson, Becky
Beirne-Smith, Mary
Benson, Angela
Bray, Nathaniel James
Chapman, J. Keith
Coleman, Julienne
Hancock, Carl
Hardin, Brent L.
Hardy, David
Holley, Karri
Hooper, Lisa Marie
Kuntz, Aaron
Latimer, Marvin
McGuire, Kenneth M.
Mills, Jamie D.
Mitchell, Roxanne
Mutua, N. Kagendo
Newman, Jane Lumpkin
Nichols, Sandra Cooley
Nichols, Sharon Elizabeth
Rice, Margaret L.
Robinson, Cecil D.
Sekeres, Diane C.
Shwery, Craig
Siders, James
Sinelnikov, Oleg
Spector, Karen

**Assistant Professors**
Besnoy, Kevin
Childers, Sara M.
Coleman, Randall
Dantzier, John
Denham, Andre R.
Henderson, Shannon
Hodges, Gary J.
Holaway, Calli
Hubbard, Janie D.
Johnson, Latrise
Livers, Stefanie
Lovorn, Michael
McDaniel, Sara
Mugoya, George C.T.
Mundy, Charlotte
Payne, Rebecca
Rush, Craig
Stran, Margaret
Summers, Robert
Sun, Jingping
Swoszowski, Nicole Cain
Tomek, Sara Elizabeth
Weston, Tracy
Wingo, Jonathan Eric
Zelkowski, Jeremy

**Clinical Professors**
Giesen, Judy
King, Margaret Ingram
Wetzel, Kathy Shaver

**Clinical Associate Professors**
Freeman, Lee
Godfrey, Ann
Leggett, Mark
Rice, Richard
Westbrook, Philip

**Clinical Assistant Professors**
Breaux, Arlene P.
Fowler, Melissa
Freeman, Lee
Howard, Pamela
**Clinical Instructor**
Geary, Colleen
Hardin, James
Katica, Charles
Myrick, John
Prado, Josephine
Woodruff, Elizabeth A.

**Emeriti**
Agnew, Mary K.
Anderson, Carrel M.
Anderson, Robert T.
Baker, Truman D.
Baleante, Margaret B.
Barker, Barbara M.
Bauch, Patricia A.
Bishop, Dorothy Grace
Blackburn, J. Vernon
Burry-Stock, Judith A.
Carmichael, Karla
Cleino, Edward H.
Cobb, Hazel B.
Cohen, Sheryl
Comas, Robert Edward
Connor, Helen R.
Crump, William D.
Daane, C.J.
Dolly, John P.
Eller, Ben F.
Estes, Charles R.
Evelsizer, Ronald L.
Ferguson, Patrick
Gamble, Lanny R.
Griffin, Robert E.
Head, David W.
Holder-Brown, Loreta
Jones, Marilyn
Leigh, Robert Kenneth T.
Leles, Sam
Linkous, Ludrick W.
McCollister, Faye P.
McLean, James E.
McNutt, James K.
Mickler, J. Ernest
Mickler, Mary Louise
Mosely, James Nunnellee
Newton, Rose Mary
Palmer, W. Ross
Peseau, Bruce A.
Roberts, Marcus L., Jr.
Rogers, Mary S.
Roth, Rodney W.
Rountree, Barbara Starnes
Rovegno, Inez
Schlicter, Carol
Sellers, Curtis P.
Smith, Joe F.
Stegall, Hugh H.
Tisdale, Vera P.
Toppnins, Anne D.
Vold, David J.
Wade, Archie Lee
Welker, James Doyt
Westerfield, Raymond Carl

Computers and Applied Technology (CAT) Courses

**CAT 100. Computer Concepts & Application. 3 sem. hrs.**
Fundamentals of computer use in education, including software applications, keyboard functions, peripherals, utilities, and software.

**CAT 200. Computer Education Application. 3 sem. hrs.**
Introduces computer applications relating to problem solving, critical thinking, instruction, data management, and Web page development. Prerequisite(s): CAT 100 and CS 102.

**CAT 250. Computer Educ Curriculum Development. 3 sem. hrs.**
Utilizing computer technology and computer applications in instruction. Prerequisite(s): CAT 200.

Counselor Education (BCE) Courses

**BCE 101. Freshman Compass: UA. 2 sem. hrs.**
This course for first-year UA students provides an introduction to the nature of higher education and to the function, resources, and activities of The University of Alabama. This course is designed to help students make the transition to a large comprehensive research university, develop a better understanding of the learning process, and acquire basic academic survival skills. The ultimate goal of the course is to equip each student with the confidence and basic skills necessary for degree attainment.

**BCE 301. Introduction To Counseling. 3 sem. hrs.**
A survey course featuring a comprehensive examination of the history, functions, and related issues for the practice of counseling in school, agency, and rehabilitation settings.

**BCE 411. Guidance For Teachers. 3 sem. hrs.**
The sociological, psychological, and philosophical bases for guidance in schools are presented. The course is offered only through the Office of Independent Study in the College of Continuing Studies, and is appropriate for both elementary and secondary teachers. Students majoring in guidance may not receive credit for this course.

Curriculum and Instruction (CIE) Courses

**CIE 480. Meth Teach Foreign Langs. 3 sem. hrs.**
Theories, methods, techniques, and essential media for teaching foreign languages effectively. Writing proficiency within this discipline is required for a passing grade in this course.
Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrency: CSE 489.

**CIE 497. Intern Foreign Lang Educ. 3-12 sem. hrs.**
Observation and teaching of the major subject in an elementary and secondary school. Offered in the fall and spring semesters only. Application for student teaching must be made the semester prior to student teaching (excluding summer term) through the Office of Clinical Experience. Formal application meetings are held and their times will be posted in Graves Hall and announced in the Crimson White prior to the meetings.
Prerequisite(s): Admission to Teacher Education Program.
Education Orientation (EDU) Courses

EDU 200. Orient to Teacher Education. 1 sem. hr.
This course is designed to prepare prospective candidates with the necessary prerequisite knowledge required for success in TEP.

The purpose of the course is to provide an introduction to the foundational and curricular components of education. Students will analyze key socio-cultural, academic, political and economic issues and examine the role of the teacher, student and community member in American education.

EDU 402. Diversity and Advocacy. 3 sem. hrs.
This course examines differences and diversity of students in education through the exploration of ethnicity, disability, gender and class. The course develops knowledge and tools for advocacy through an understanding of relevant law and experience through service.

EDU 403. Educational Policy. 3 sem. hrs.
This course traces the development of educational policy through the history of educational reform from the Common School Movement to the development of No Child Left Behind and its evolution to the present time. Readings and discussions will analyze the development of policy in the context of social, political, legal and institutional contributions to the purposes of public education from diverse viewpoints.

EDU 410. The Educational Studies Minor Capstone Seminar. 3 sem. hrs.
The purpose of this seminar is to facilitate students as educational researchers and advocates. Students will integrate what they have learned in the program to conduct research around a problem they will identify.

Prerequisite(s): EDU 401 and EDU 403 and EDU 402.

Educational Psychology (BEP) Courses

BEP 110. Intro Learning Strateg Skills. 3 sem. hrs.
Provides students with a theoretical and practical understanding of the importance and use of specific learning strategies. This course will also engage students in reflective decision making and critical evaluation of their learning process.

BEP 305. Educational Psychology. 3 sem. hrs.
Covers the psychological principles basic to an understanding of the learner, the learning process, and the learning situation.

Prerequisite(s): PY 101 or HD 101 or PY 105.

BEP 360. Social Psychol Foundtns Educ. 3 sem. hrs.
An examination of the social, psychological, philosophical, and historical foundations of education in a modern democratic society. Critical attention is paid to contrasting theories of human nature, the learner and the learning process that, when combined with judgments about the purpose and conduct of life, have shaped pedagogy.

Prerequisite(s): PY 101 or HD 101.

BEP 410. Academic Mentoring. 1-6 sem. hr.
Introduction to academic mentoring is a service learning and leadership course. Students mentor K-12 school students in academic subjects. Course readings and discussions support the mentoring relationship by focusing on learning, motivation, metacognition, listening, personality, and the social contexts of schooling.

Educational Research (BER) Courses

BER 345. Educational Statistics. 3 sem. hrs.
Statistical methods in education; graphs, charts, frequency distributions, central tendencies, dispersion, correlation, sampling errors, estimation, and hypothesis testing.

BER 450. Assess Of Classrm Lernng. 3 sem. hrs.
Survey of teacher-made and standardized instruments for understanding students? achievement and evaluating teaching. Field practicum in the schools is required.

Elementary Education Programs (CEE) Courses

CEE 304. Teach Elem School Scien. 3 sem. hrs.
Teaching experiences related to K-6 children's learning of science, with emphasis on teaching strategies that use inquiry approaches.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 366 and CEE 401 and CEE 478 and CEE 496 and BER 450.

CEE 320. Survey Elementary Eductn. 3 sem. hrs.
Surveys elementary education as a professional career. Students become acquainted with factors affecting successful teaching in the elementary school.

CEE 365. Literature For Children. 3 sem. hrs.
Selection and teaching of literature for elementary school children at various developmental levels, according to interests, needs, and abilities. Intensive field experience.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 370 and CEE 380 and CEE 401 and CEE 495 and KIN 364.

CEE 366. Teaching Social Sciences. 3 sem. hrs.
The nature of elementary school social studies, the resource unit, kinds of materials, teaching procedures, and the evaluation of learning. Intensive field experience.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 304 and CEE 401 and CEE 478 and CEE 496 and BER 450.

CEE 370. Teaching Reading Elem School. 3 sem. hrs.
Materials and methods in the teaching of reading, with emphasis on assessment-based instruction and planning a balanced program. Intensive field experience.

Writing proficiency within this discipline is required for a passing grade in this course.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 365 and CEE 380 and CEE 401 and CEE 495 and KIN 364.

CEE 380. Teaching Elem Math. 3 sem. hrs.
Teaching experiences related to children’s developmental learning of elementary mathematics, with emphasis on teaching strategies, manipulatives, and other materials useful in teaching content. Intensive field experience.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 365 and CEE 370 and CEE 401 and CEE 495 and KIN 364.

CEE 401. Managing Effective Classrooms. 1-6 sem. hr.
This course is designed to teach students the principles and theory of classroom management. Emphasis will be placed on the design and implementation of classroom management methods and techniques.

Prerequisite(s): Admission to Teacher Education Program.

CEE 478. Teach Lang Arts In Elem School. 3 sem. hrs.
Deepening understanding of the materials and methods for teaching of language arts with emphasis on planning and implementing a writing program. Intensive field experience. Writing proficiency within this discipline is required for a passing grade in this course.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 304 and CEE 366 and CEE 401 and CEE 496 and BER 450.

CEE 491. Early Childhood Curr. & Instl. 3-6 sem. hrs.
A foundation in the materials and methods for teaching in early childhood classrooms with an emphasis on child development, assessment, and instruction. Completion of Professional Semester II courses required.

Prerequisite(s): Admission to Teacher Education Program.

CEE 495. Practicum. 1-4 sem. hr.
Open only to students in professional semester II of the elementary education program. This course offers students significant clinical experience and opportunities to plan and teach lessons.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 365 and CEE 370 and CEE 380 and CEE 401 and KIN 364.

CEE 496. Senior Practicum. 3 sem. hrs.
A field-based course providing opportunities to practice authentic classroom application of various subject areas in elementary education.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 304 and CEE 366 and CEE 401 and CEE 478 and BER 450.

CEE 497. Internship Elem School. 4.5-7.5 sem. hrs.
Observation, participation, and teaching experiences supervised by selected cooperating teachers in public elementary schools. Additional supervision is provided by College of Education personnel. Offered fall and spring semesters only. Application for student teaching must be made the semester prior to student teaching (excluding summer term) through the Office of Clinical Experience. Formal application meetings are held and their times will be posted in Graves Hall and announced in the Crimson White prior to the meetings.

Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrence: CEE 401.

Higher Education (AHE) Courses

AHE 155. Freshman Seminar. 3 sem. hrs.
Special Topic course related to issues and current events in higher education. Freshman Only.
AHE 250. The American University. 3 sem. hrs.
The course is designed to increase understanding of how universities operate as
social organizations. Students will explore the main issues, roles, constituencies, and
functions of the modern American university.

AHE 450. Res Asst Leadership Devlp. 2 sem. hrs.

History, Philosophy and Sociology of Education (BEF) Courses

BEF 360. Social Psychol Foundtns Educ. 3 sem. hrs.
An examination of the foundations of education in a modern democratic society and
the critical project of promoting social justice through schooling. Attention is also paid
to how theories of human nature and the social good shape distinctive philosophies
of education.

BEF 362. School, Culture, and Society. 3 sem. hrs.
An examination of the foundations of education in a modern democratic society and
the critical project of promoting social justice through schooling. Attention is also paid
to how theories of human nature and the social good shape distinctive philosophies
of education.

BEF 490. Democracy, Ideology & Educ.. 3 sem. hrs.
Students will explore the meanings and requirements of democracy, investigate how
ideology functions and impacts democracy and how both democracy and ideology
affects policies, practices and purposes of schooling. This course will not substitute
for current and future COE requirements, including BEF 362 or 360. It will also not
be used in the GPA calculation of professional studies.

Kinesiology (KIN) Courses

KIN 101. Physical Conditioning. 1 sem. hr.
The purpose of this course is to introduce the student to the knowledge base
underlying proper physical conditioning of the body and appropriate techniques for
participation.

KIN 102. Horseback Riding. 2 sem. hrs.
The purpose of this course is to provide students with the knowledge and skills
needed to participate in horseback riding.

KIN 103. Soccer. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary for participation in the sport of soccer.

KIN 104. Basketball. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary for participation in basketball.

KIN 105. Softball. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary for skilled participation in the sport of softball.

KIN 106. Beginning Golf. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary to participate in a basic game of golf.

KIN 107. Intermediate Golf. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary to participate at an intermediate level in the game of golf.

KIN 108. Beginning Tennis. 1 sem. hr.
The purpose of this course is to provide students with the necessary knowledge and
skills to motivate participation in tennis.

KIN 109. Intermediate Tennis. 1 sem. hr.

KIN 110. Indoor Rock Climbing. 1 sem. hr.
The purpose of this course is to help students understand and demonstrate proper
risk management and safety techniques, as well as proper technical skills, in order to
safely enjoy the activity of indoor rock climbing.

KIN 115. Badminton. 1 sem. hr.

KIN 117. Volleyball. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary for participation in volleyball.

KIN 120. Aerobics. 1 sem. hr.
This course makes available three different types of aerobics: dance, water, and
spinning. Each section is designed to enhance cardiorespiratory fitness through the
medium of aerobic dance, aquatic activity, or cycling. The aerobic activity should be
selected by section number.

KIN 121. Beginning Social Dance. 1 sem. hr.
The purpose of this course is to introduce the student to the basic dances that are
performed in a social situation.

KIN 130. Swim Fitness. 1 sem. hr.

KIN 131. Beginning Swimming. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary for participation in basic aquatic activities.

KIN 132. Intermediate Swimming. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary for participation in more advanced aquatic activities.

KIN 134. Beginning Scuba Diving. 1 sem. hr.
This course is designed to introduce students to basic scuba-diving skills, theory,
and equipment.

KIN 135. Advanced Suba Diving. 1 sem. hr.
This course is designed to introduce students to advanced scuba-diving skills,
theory, and equipment.

KIN 136. Master’s Scuba Diving. 1 sem. hr.
The purpose of this course is to provide knowledge and skills to serve as a means of
participation in master level scuba diving activities.

KIN 138. Lifeguarding. 3 sem. hrs.
The purpose of this course is to prepare the student both mentally and physically to
supervise, coordinate, and successfully control an aquatic emergency.

KIN 140. Water Safety Instruct. 3 sem. hrs.
The purpose of this course is to provide knowledge of water safety instruction so that
the student will be able to instruct groups and individuals in this discipline.

KIN 145. Beginning Racquetball. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary to participate in the game of racquetball.

KIN 153. Judo. 1 sem. hr.

KIN 154. Self Defense for Men. 1 sem. hr.

KIN 155. Self Defense for Women. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
that will enhance the student’s ability to defend herself in case of physical or sexual
assault as well as to enhance her overall personal safety.

KIN 157. Beg Weight Training. 1 sem. hr.
The purpose of this course is to provide students with the knowledge and skills
necessary to design and follow a basic weight-training program.

KIN 167. Running. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary to design and follow a basic running program.

KIN 170. Beginning Karate. 1 sem. hr.
The purpose of this course is to provide the student with the knowledge and skills
necessary for participation in the sport of karate.

KIN 199. Ecol Appr Hth & Fitness. 3 sem. hrs.
This introductory course examines the basis for and interrelationships among the
six aspects of wellness: social, physical, emotional, intellectual, spiritual, and
environmental. The course addresses issues of physical fitness, wellness, and
personal safety applicable to the college age group.

KIN 200. Weight Mgt Principles. 3 sem. hrs.
This course is designed around successful weight management concepts and
pitfalls. Topics include physical activity, behavior, and lifestyle modification. Hands-
on activities include measures of daily energy expenditure, personal fitness, target
body weight, and development of a personalized exercise plan.

KIN 262. Advanced Sports Techniques/Fit. 2 sem. hrs.

KIN 295. Workshop Athl Coach Educ. 3-6 sem. hrs.
This flexible and concentrated course allows for focus on selected aspects of
coaching.

KIN 300. Intro to Kinesiology. 3 sem. hrs.
A critical analysis of socio-cultural issues of the body throughout history and an in-
depth study of physical education, fitness, and sport programs and professions.

KIN 305. Dance & Gymnastics. 2 sem. hrs.
The purpose of this course is to improve students’ performance and knowledge of
skills and strategies in gymnastics and dance and to acquaint them with effective
teaching behaviors appropriate for these activities.

KIN 306. Analysis Teaching Movement I. 3 sem. hrs.
The purpose of this course is to improve students’ performance and knowledge of
skills and strategies in track and field and net/wall games, and acquaint them with
effective teaching behaviors appropriate for these activities.

KIN 307. Teach Trk & Fld/Net Game. 2 sem. hrs.
The purpose of this course is to improve students’ performance and knowledge of
skills and strategies in track and field and net/wall games, and acquaint them with
effective teaching behaviors appropriate for these activities.
KIN 310. Teaching Swimming. 2 sem. hrs.
The purpose of this course is to improve students' swimming skills and knowledge of water safety and to acquaint them with effective teaching behaviors appropriate for this activity.

KIN 311. Tch Hlth Related Fitness. 1 sem. hr.
The purpose of this course is to improve students' knowledge of the basic principles of health-related fitness and acquaint them with effective teaching behaviors appropriate for fitness instruction.

KIN 350. Secondary Curriculum. 3 sem. hrs.
The purpose of this course is to provide students with knowledge of current curricular and instructional practices for secondary physical education programming. This course must be taken in conjunction with KIN 351.

KIN 351. Secondary Clinical Experience. 3 sem. hrs.
The purpose of this clinical experience is to provide students with the opportunity to teach secondary students in a public school setting. This course must be taken in conjunction with KIN 350.

KIN 352. Psychology of Coaching. 3 sem. hrs.
This course is designed to introduce students to the psychology of coaching.

KIN 360. Subj Matter Elem Physical Educ. 3 sem. hrs.
Provides knowledge of subject matter for elementary physical education and a comprehensive K-5 curriculum. Concurrent enrollment in KIN 361 is required.

This course is designed to help students improve their abilities to teach elementary physical education and to plan and reflect on lessons, units and a comprehensive K-5 curriculum. This course must be taken concurrently with KIN 360.

KIN 362. Motor Development. 3 sem. hrs.
Study of growth in phylogenetic and ontogenetic sequence, and the motor development sequence across the lifespan; integration of movement skill and knowledge development. A field experience is required.

KIN 364. P E Elem Sch Elem Ed Maj. 3 sem. hrs.
This course is designed to provide students with knowledge of current curricular and instructional practices in elementary physical education and to provide them with opportunities to practice-teach in a public-school setting. Prerequisite(s) with concurrency: CEE 365 and CEE 370 and CEE 380 and CEE 401 and CEE 495.

KIN 365. Applied Biomechanics. 3 sem. hrs.
Review of basic anatomy, especially the muscular system, and examination of the relationship of fundamental laws of physics to human movement. Includes mechanical principles of skill instruction and analysis. Prerequisite(s): BSC 215 or BSC 216.

KIN 366. Evaluation and Measurement. 3 sem. hrs.
Study of the administration and evaluation of test batteries in physical education, fitness management, and personal training.

KIN 367. Training Champion Athletes. 1 sem. hr.

KIN 370. Coaching Soccer. 3 sem. hrs.
This course is designed to provide students with the skills and knowledge to coach the game of soccer.

KIN 380. Coaching Officials. 3 sem. hrs.
The purpose of this course is to help students understand and demonstrate various aspects of sports officiating. To convey knowledge of basic rules in specific sport activities and also gain experience teaching sport rules to perspective officials.

KIN 381. Coaching Football. 3 sem. hrs.
This course is designed to provide students with the skills and knowledge to coach football.

KIN 382. Coaching Basketball. 3 sem. hrs.
This course is designed to provide students with the skills and knowledge to coach the game of basketball.

KIN 383. Coaching Baseball. 3 sem. hrs.
This course is designed to provide students with the skills and knowledge to coach the game of baseball.

KIN 384. Coaching Track and Field. 3 sem. hrs.

KIN 386. Coaching Volleyball. 3 sem. hrs.
This course is designed to provide students with the skills and knowledge to coach the game of volleyball.

KIN 387. Field Experience-Disability Sport. 1-3 sem. hr.
Supervised professional experience in a fitness or related setting; observation and participation under the direction of a professional at the site.

KIN 388. Professional Development in Fitness. 3 sem. hrs.
In addition to supervised professional experience in fitness through observation/participation under the direction of a professional within the community, students will learn valuable professional development tools such as writing a resume, cover letter, and thank you letter, as well as preparing for a professional interview.

KIN 390. Sports Workshop. 3 sem. hrs.
KIN 420. Issues in Athletics Coaching. 3 sem. hrs.
This course is designed to examine current issues, controversies, trends, and problems in the field of coaching.

KIN 464. Admin Phys Educ & Sport. 3 sem. hrs.
Organization and administration of health, physical education, and athletic programs for elementary and secondary schools.

KIN 468. Adapted Physical Education. 3 sem. hrs.
The course includes basic information on disability sport and physical education programs; roles of various service agencies and organizations; state and federal legislation; and inclusion strategies. A clinical experience is required. Writing proficiency within this discipline is required for a passing grade in this course.

KIN 487. Physical Educ Teach Pract. 3 sem. hrs.
This course is designed to provide students with the knowledge and skills to implement additional curricular models at both the elementary- and secondary-school levels. Prerequisite(s): Admission to Teacher Education Program.

KIN 488. Intern Exer-Sport Science. 3-12 sem. hrs.
Directed internship in an area of specialization, completed in cooperation with a community agency or business, clinical, or other appropriate organization. Observation and on-the-job experience through direct participation in ongoing programs.

KIN 489. Clinic Exper In Coaching. 1-6 sem. hr.
KIN 491. Sport Exercise & Social Scienc. 3 sem. hrs.
This course explores the major issues that occupy social sciences involved in the study of sport and exercise. Writing proficiency within this discipline is required for a passing grade in this course.

KIN 492. Physiology of Exercise. 3 sem. hrs.
This course examines the human physiological response to exercise. Prerequisite(s): BSC 215 or BSC 216.

KIN 493. Fit Appr Val Exer Prescrip. 3 sem. hrs.
A study of the application of exercise testing and prescription principles to apparently healthy and diseased populations. Successful leadership, programming, and management principles for fitness settings will also be examined. Prerequisite(s): KIN 492.

KIN 496. Independent Study. 1-6 sem. hr.
The purpose of this course is to provide the student an opportunity to further develop their skills/knowledge/instructional techniques in the area of kinesiology.

KIN 497. Internship Phys Education. 3-12 sem. hrs.
Prerequisites: Senior standing and admission to the Teacher Education Program, KIN 350, KIN 351, KIN 360, KIN 361, KIN 387, a minimum GPA of 2.5 for all work attempted, and a minimum GPA of 2.5 in the major. Full-time supervised teaching experience in elementary and secondary schools. Includes a weekly one-hour seminar. Student teaching cannot be completed during the summer term. Application for student teaching must be made the semester prior to student teaching (excluding summer term) through the Office of Clinical Experience. Formal application meetings are held and their times will be posted in Graves Hall and announced in the Crimson White prior to the meetings.

KIN 498. Intern Exer-Sport Science. 3-12 sem. hrs.
Prerequisites: Senior standing and admission to the Teacher Education Program, KIN 350, KIN 351, KIN 360, KIN 361, KIN 387, a minimum GPA of 2.5 for all work attempted, and a minimum GPA of 2.5 in the major. Full-time supervised teaching experience in elementary and secondary schools. Includes a weekly one-hour seminar. Student teaching cannot be completed during the summer term. Application for student teaching must be made the semester prior to student teaching (excluding summer term) through the Office of Clinical Experience. Formal application meetings are held and their times will be posted in Graves Hall and announced in the Crimson White prior to the meetings.

Multiple Abilities Program (MAP) Courses

MAP 301. Professionalism. 3 sem. hrs.
This course is designed as a developmental sequence of integrated themes covering historical foundations of education, educational finance, legal and ethical issues, contemporary issues, and fundamental technology concepts and integrated with MAP 302, MAP 403, MAP 404 and MAP 405. Prerequisite(s): Admission to the Multiple Abilities Program.

MAP 302. Professionalism. 3 sem. hrs.
This course continues the developmental sequence of integrated themes from MAP 301. The underpinnings of various school reform efforts and their potential effects on classroom practices are a central focus of the course.
MAP 311. The Learner. 3 sem. hrs.
Integrated with MAP 312, MAP 413, MAP 414, MAP 415, this course is a developmental sequence covering concepts of human development, language development, literacy acquisition, and multiculturalism. A central theme is the development of skill in observing children and understanding their behavior from a developmental perspective. Group projects, independent study, observation, assigned readings, and field activities are part of the course.
Prerequisite(s): Admission to the Multiple Abilities Program.

MAP 312. The Learner. 3 sem. hrs.
Integrated with MAP 311, MAP 413, MAP 414, MAP 415, this course is designed as an integrated, developmental sequence covering human development, language development, literacy acquisition, and multiculturalism, as well as concepts of assessment of the learner. The course includes group projects, independent study, observation, assigned readings, and field activities.

MAP 321. Communicating/Collaborating. 3 sem. hrs.
Integrated with MAP 322, MAP 423, MAP 424, MAP 425, this course introduces concepts of cooperative partnerships in school and between home and school as a vehicle for quality educational experiences. Topics include social functions of speech communication; verbal and nonverbal communication; and skills essential for professional communication. Computing proficiency is required for a passing grade in this course.
Prerequisite(s): Admission to the Multiple Abilities Program.

MAP 322. Communicating/Collaborating. 3 sem. hrs.
Integrated with MAP 321, MAP 424, MAP 425, and other MAP courses, this course further explores the concept of cooperative partnerships to ensure quality educational experiences for children whose needs vary widely (including those with learning and/or behavior disabilities). Skills essential for professional communication, especially those needed for effective collaboration, are a central theme of the course. Computing proficiency is required for a passing grade in this course.

MAP 331. Facilitating Learning. 3 sem. hrs.
By observing and participating in classrooms, students acquire understanding of pedagogies appropriate for young children. This course is closely related to other MAP "Facilitating Learning" title courses. This course introduces methods of instruction in math, science, literacy, art and social studies. Writing proficiency within this discipline is required for a passing grade in this course.
Prerequisite(s): Admission to the Multiple Abilities Program.

MAP 332. Facilitating Learning. 3 sem. hrs.
Using observation and study, students in this course learn about effective instruction of children with diverse needs, including those with learning and/or behavior disabilities. The course covers teaching young children science, math, music, literacy (reading, writing, and language arts), and physical education. A central theme of this course (which is integrated with MAP 331, MAP 433, MAP 434, and MAP 435) is use of instructional tactics and strategies to ensure meaningful learning and empowerment of children. Writing proficiency within this discipline is required for a passing grade in this course.

MAP 341. Field Exper/Practicum. 3 sem. hrs.
In this practicum, students complete observation-based research activities in a variety of general and special education classrooms. A variety of practicum experiences with emerging readers is required.
Prerequisite(s): Admission to the Multiple Abilities Program.

MAP 342. Field Exper/Practicum. 3 sem. hrs.
This is the second MAP field experience, and it, too, is integrated with the MAP coursework that precedes and follows it. During the semester month-long practicum, students serve as apprentices in a mentoring teacher's classroom, engaging in co-planning and co-teaching lessons. They have a variety of practicum experiences with elementary students.

MAP 403. Professionalism. 2 sem. hrs.
This course extends the developmental themes of MAP 302 and is integrated with other MAP courses. Developing a "self as professional" perspective is a central theme of the course.

MAP 404. Professionalism. 3 sem. hrs.
This course extends developmental themes covered in previous "Professionalism" courses. Emphasis is on gathering and analyzing educational data and information in order to make classroom teaching more effective.

MAP 405. Professionalism. 3 sem. hrs.
This course extends developmental themes covered in previous "Professionalism" courses.

MAP 413. The Learner. 2 sem. hrs.
Integrated with MAP 311, MAP 312, MAP 414, MAP 415, and other courses in the MAP program, this course is an integrated, developmental sequence exploring child development during infancy and childhood, motivation theory, paradigms of educational psychology, and talent development.

MAP 414. The Learner. 3 sem. hrs.
The course is integrated with the rest of the MAP curriculum and teaches the theory and practice of the construction of tests for student assessment. Nonbiased assessment and placement of and intervention with culturally/socially economically diverse students are emphasized.

MAP 415. The Learner. 3 sem. hrs.
Building on previous MAP courses, this course develops a sophisticated understanding of human development, human learning and language acquisition, and the social context of all of these. Vygotsky's social learning theories and their practical implications for the multiple abilities classroom are a key focus.

MAP 423. Communication And Collaboration. 1 sem. hr.
Building on previous MAP courses, the course focuses on interpersonal skills needed to communicate effectively with parents through conferencing, notes/letters, and newsletters about curriculum topics, themes, classroom events and children's work.

MAP 424. Communication/Collaboration. 3 sem. hrs.
Building on previous MAP courses, the course focuses on planning and conducting conferences to establish, communicate, and achieve the goals and essential characteristics of an educational program.

MAP 425. Communication/Collaboration. 3 sem. hrs.
Building on previous MAP courses, the course focuses on the use of social problem-solving skills: conflict resolution, anger diffusion, and crisis intervention.

MAP 433. Facilitating Learning. 1 sem. hr.
By observing and participating in classrooms, students acquire skills in pedagogy appropriate for young children. This course is integrated with MAP 311, MAP 331, MAP 332, MAP 434, and MAP 435. It concentrates on the employment of community resources and on presentation skills.

MAP 434. Facilitating Learning. 2 sem. hrs.
By observing and participating in classrooms, students acquire skills in pedagogy appropriate for young children. This course is integrated with MAP 311, MAP 331, MAP 332, MAP 433, and MAP 435. It concentrates on the integration and inclusion of exceptional children and children from diverse backgrounds in various classroom settings: planning for individual needs, modifying objectives and adapting curriculum materials, and personalizing instruction.

MAP 435. Facilitating Learning. 2 sem. hrs.
This course extends concepts of learning, classroom management, behavior modification, and individual behavior management. Emphasis is on using effective programs and interventions with children of diverse abilities to facilitate social and emotional growth and encourage appropriate behavior.

MAP 443. Enrichment Workshop Practicum. 6 sem. hrs.
This course concentrates on learning strategies and thinking skills, and how to integrate them in one's teaching throughout the instructional program. It explores how distinguishing the cognitive from the affective components of thinking skills can help pupils of all abilities to learn responsibility for the decision-making process and help them express their thoughts.

MAP 444. Field Experience Spe Interns. 6 sem. hrs.
This course begins as an apprenticeship with a mentoring teacher in a special education classroom. It evolves into a 12-week internship in which the student assumes major responsibility for managing and conducting classroom instruction for pupils with mild learning and behavior disabilities.

MAP 445. Field Experience Spe Internsh. 6 sem. hrs.
This course begins as an apprenticeship with a mentoring teacher in an elementary general education classroom setting. It evolves into a 12-week internship in which the student assumes major responsibility for managing and conducting the classroom instruction.

Music Education (MUE) Courses

MUE 107. Basic Skills In Music. 2 sem. hrs.
Basic music-reading skills developed through singing and playing of instruments. The course is designed for the prospective elementary school teacher and is a prerequisite for MUE 385. Students with previous musical training may elect to demonstrate equivalent skills through testing.

MUE 200. Intro to Music Education. 2 sem. hrs.
Techniques associated with teaching music in the public schools. Development of classroom management skills and reflection on the role of the music educator in contemporary classrooms.
Prerequisite(s): MUS 115
Prerequisite(s) with concurrency: EDU 200.

MUE 251. Intro To Winds, Str, Per. 3 sem. hrs.
Group instruction in and exposure to techniques for working with wind, string, and percussion instruments. This survey course includes lecture, demonstration, and hands-on participation. Offered spring semester.
MUE 252. Teach String/Percu Instr. 2 sem. hrs.
Group instruction in and exposure to techniques of teaching and performing
on string, and percussion instruments. This survey course includes lecture,
demonstration, and hands-on participation. Offered spring semester.

MUE 350. Evalsstu Teaching Learning Mus. 3 sem. hrs.
Survey of standardized instruments and evaluation techniques in music.
Prerequisite(s): MATH 100 or MATH 110 or MATH 112 or MATH 115 or MATH 125
or MATH 126 or MATH 145 or MATH 146; and BEP 305 Admission to Teacher
Education Program.

MUE 351. Tchg Flute Single Reeds. 3 sem. hrs.
Instructional techniques and materials for teaching flute and single reeds. Offered fall
semester.
Prerequisite(s): Admission to Teacher Education Program.

MUE 352. Teaching Double Reeds. 1 sem. hr.
Instructional techniques and materials for teaching oboe and bassoon. Offered fall
semester.
Prerequisite(s): Admission to Teacher Education Program.

MUE 353. Teach Brass Instruments. 2 sem. hrs.
Designed to provide the instrumental music education major with skills necessary to
 teach beginning, intermediate, and advanced students of brass wind instruments.
Offered spring semester.
Prerequisite(s): Admission to Teacher Education Program.

MUE 354. Teaching Percussion II. 1 sem. hr.
Instructional techniques and materials for teaching intermediate and advanced
players. Offered fall semester.
Prerequisite(s): Admission to Teacher Education Program.

MUE 380. Vocal Methods. 2 sem. hrs.
Examination of vocal pedagogy, diction, and solo vocal literature appropriate for
 teaching students in a public-school setting. Offered spring semester.
Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrency: MUE 381.

MUE 381. Vocal Methods Lab. 1 sem. hr.
Examination of the vocal instrument and teaching strategies for working with young
voices. Offered spring semester.
Prerequisite(s): Admission to Teacher Education Program.

MUE 385. Tchg Music Elementary Schools. 3 sem. hrs.
Music curriculum in elementary schools and methods and techniques of teaching
music in various grades are covered.
Prerequisite(s): MUE 107.

MUE 387. Elem School Music Program. 3 sem. hrs.
Comprehensive coverage of the music curriculum in the elementary school, including
current methodologies. Teaching techniques and materials are demonstrated and
applied in field experiences. Offered spring semester. Writing proficiency within this
discipline is required for a passing grade in this course.
Prerequisite(s): BEP 305 and MUE 389 Admission to Teacher Education Program.

MUE 389. Clinical Experience In Mue. 3 sem. hrs.
Campus- and field-based experiences in public-school music education at several
levels. Microteaching and development of teaching techniques are included. Offered
fall semester.
Prerequisite(s): MUS 117.

MUE 466. Marching Band Techniques. 2 sem. hrs.
Fundamentals of marching, maneuvering, and preparation and presentation of
formations. Offered fall semester and in summer term during odd-numbered years.

MUE 497. Internship Music Educ. 3-18 sem. hrs.
Full time supervised teaching experience in the area of specialization (instrumental
or vocal).
Prerequisite(s): MUA 499 and MUA 299 and MUS 447 or MUS 448 Admission to
Teacher Education Program.

Reading Education (CRD) Courses

CRD 369. Fundmntl Reading Instruction. 3 sem. hrs.
Introduction to literacy development, instruction, and assessment for elementary
school children. Foundational concepts of literacy instruction and best-practice are
covered. A field component is required.

CRD 400. Teach Read Diverse Learn K-12. 3 sem. hrs.
A foundation in the materials and methods for teaching of reading and language
arts K-12, with emphasis on intervention programs, assessment, and instruction for
individual and small groups of students. Intensive field experience is required.

CRD 412. Impr Read Second Schools. 3 sem. hrs.
Study of methods and strategies for teaching reading at the secondary and junior-
college levels. Methods of teaching word attack and comprehension skills are
emphasized. Diagnostic techniques, study skills, and teaching reading in the content
areas are also covered. Writing proficiency within this discipline is required for a
passing grade in this course.
Prerequisite(s): Admission to Teacher Education Program.

Secondary Curriculum, Teaching and Learning (CSE) Courses

CSE 390. Instructn Accadm Sec Sch. 3 sem. hrs.
The course focuses on evaluating teaching and learning behaviors and on general
teaching competencies.
Prerequisite(s) with concurrency: CSE 493 and BEF 360 and BEF 360.

CSE 401. Tech for Teaching Sec. Math. 3 sem. hrs.
Examines and explores various existing and emerging classroom technologies
for specifically teaching secondary mathematics topics including but not limited to
spreadsheets, hand-held & computer graphing technologies, dynamic geometry
software, computer algebra systems and data collection devices. Fall only.
Prerequisite(s): MATH 227 and ST 260 CS 102 OR CSE 390.

Future secondary mathematics teachers examine advanced concepts, structures,
and procedures that comprise secondary mathematics. This course focuses on
current issues and trends in the curriculum, teaching, and learning of secondary
mathematics with emphasis on the investigation and implementation of current
reform efforts. Offered spring semester only.
Prerequisite(s): CSE 401 Admission to Teacher Education Program.

CSE 455. Adolescent Literature. 3 sem. hrs.
Study of contemporary literature for young adults, with emphasis on high-interest
and high-quality literature from diverse authors.

CSE 469. Pedagogical Grammar. 3 sem. hrs.
This is a practical course intended to enhance the student’s understanding of the
structure of the English language. The course is designed to encourage a thorough
study of grammar and its role in the English language arts curriculum, to explore
the psycholinguistic nature of language processes, and to develop methods of
instruction for the classroom.

CSE 470. Teaching Writing 6-12. 3 sem. hrs.
This course is designed to prepare prospective English teachers to successfully
teach and evaluate writing in grades 6-12.

CSE 476. Improving Science Teaching. 3 sem. hrs.
Examination and evaluation of appropriate technologies for the secondary science
curriculum. Technologies will include CD-ROM and Internet-based simulations and
databases, Web pages and other Internet resources, multimedia presentations, and
calculator-based laboratories.
Prerequisite(s): CS 102 OR CSE 390.

CSE 479. Teach Second Sch English. 3 sem. hrs.
Methods and media essential to effective instruction of English in the secondary
school.
Prerequisite(s): CS 102 OR CSE 390 Admission to Teacher Education Program
Prerequisite(s) with concurrency: BER 450 and CRD 412 and CSE 489.

CSE 480. Teach Sec Sch Forgn Lang. 3 sem. hrs.
Theories, methods, techniques, and essential media for teaching foreign languages
effectively in the secondary school. Offered fall semester only. Writing proficiency
within this discipline is required for a passing grade in this course.
Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrency: CSE 489.

CSE 483. Teach Second School Math. 3 sem. hrs.
The course presents primarily methods and instructional strategies of teaching
mathematics, but necessarily includes a study of selected topics in mathematics.
Offered fall semester only. Writing proficiency within this discipline is required for a
passing grade in this course.
Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrency: CSE 489.

CSE 486. Teach Second Sch Science. 3 sem. hrs.
Instructional strategies and media essential to effective learning of science in the
secondary school. Content includes objectives, inquiry teaching, analysis of
curricula, assessment, teaching for diversity, science-thinking skills, unit planning,
and laboratory management. Offered only fall semester. Writing proficiency within
this discipline is required for a passing grade in this course.
Prerequisite(s): Admission to Teacher Education Program
Prerequisite(s) with concurrency: CSE 489.
Special Education and Multiple Abilities (SPE) Courses

SPE 100. Except Lives in Society. 3 sem. hrs.
Introduction and overview for non-education majors regarding characteristics of diversity, exceptionalities, and social/behavioral issues in the 21st century. Service learning project experience, to be arranged outside the Tuscaloosa educational community, that exposes students to diverse populations is included. Through web-based readings/critiques, class lecture, and service learning opportunities, participants in this course will explore diverse populations from within the context of characteristics, issues and trends, cultural differences, and research. Offered fall and spring semesters.

SPE 272. Intro to Pre-K Education. 3 sem. hrs.
This course offers an introduction to Pre-K Education as part of the Tuscaloosa Pre-K initiative. An overview of development, guidance, and curriculum planning will be included. Laboratory/practicum participation in a Pre-K classroom will be required.

SPE 300. Survey Spe Accomd Stratg. 3 sem. hrs.
Characteristics of all exceptionalities, and educational and behavioral adaptations for exceptional children in the general education classroom. A practicum experience that acquaints students with exceptionalities is included. Offered each semester.

SPE 302. Educatl Diagn Measurmt. 3 sem. hrs.
Introduction to group and individual assessments used for evaluating student learning and for planning instruction. Emphasis is on appropriate test selection and use of results. Writing proficiency within this discipline is required for a passing grade in this course.

SPE 304. Instructional Strategies In Sp. 3 sem. hrs.
Addresses curriculum planning and selection of instructional tasks, with emphasis on making decisions that facilitate learning in students with disabilities.

SPE 326. Instruct Sign Language. 3 sem. hrs.
Introduction to the culture of the deaf community and to the sign language continuum, providing a knowledge base from which students can communicate with the deaf and hard of hearing in the school setting.

SPE 374. Parenting Children. 3 sem. hrs.
Explores the role of families in the educational process and how professionals work with families. Writing proficiency within this discipline is required for a passing grade in this course. Offered fall semester.

SPE 382. Teaching Thinking Skills. 3 sem. hrs.
An overview of the dimensions of thinking skills with a focus on practical instructional techniques for special and regular education programs. Includes detailed training in models for teaching thinking skills that result in improved student and teacher thinking.

SPE 414. Collaborative Consultatn. 3 sem. hrs.
Examination of the ways in which individuals interact with educational systems, communities at large, and each other to bring about appropriate educational services for students with special educational needs. Included are fundamentals of group process, human behavior and interaction, and motivation, as well as skills and knowledge necessary for successful collaboration and consultation with others concerned with education of students who present exceptional needs.

SPE 416. Instruct Strategy Severe Popul. 3 sem. hrs.
Designed to assist students in the development of knowledge and skills to enhance their abilities to make reflective decisions and facilitate positive exchange in educational settings for children with severe disabilities. Emphasis is placed on educational programming, subject matter, professional responsibilities of teachers and related service personnel, curriculum development, physical management of children with severe disabilities, adaptation of materials and equipment, and modification of programs in varied settings (clinical, homebound, hospital, public schools).

SPE 435. Behavior Management. 3 sem. hrs.
The course addresses the development of models for managing behavior, to help teachers prevent or deal with emotional conflict in the classroom.

SPE 471. Dev Persp Young Child W/ Disab. 3 sem. hrs.
A course introducing the field of early childhood special education, including its rationale and legal issues. Offered fall semester.

SPE 476. Assessment Of Young Children. 3 sem. hrs.
Basic principles and practices involved in the assessment and evaluation of young children. Offered spring semester.

SPE 477. Differentiated Acad. Instruct. 3 sem. hrs.
This course examines differentiated instructional methods using cross-content instructional examples. The course provides opportunities to develop knowledge and skills in lesson and unit planning, pedagogy, kinds of materials and evaluation of learning.

SPE 478. Meth Teach Yng Child W/ Disab. 3 sem. hrs.
Curriculum methodology materials and management technology for young children with disabilities.

SPE 479. Intern In Early Childhood Spe. 3-12 sem. hrs.
Fourteen week split internship providing supervised teaching experience in classrooms for young children. Offered spring and fall only. Application for internship must be made the semester prior to internship (excluding summer term) through Office of Educational Field Experience.

SPE 491. Educ Method Elem Mlbd. 3 sem. hrs.
Designed to develop skill in the use of curriculum, materials, and management strategies with elementary school students who have mild learning and behavior disabilities. Offered fall semester.

SPE 492. Educ Methods Second Mlbd. 3 sem. hrs.
Designed to develop skill in the use of curriculum, materials, and management strategies with secondary school students who have mild learning and behavior disabilities. Offered fall semester.

SPE 493. Intro Severe/Profound Disabili. 3 sem. hrs.
Designed to assist students in the development of knowledge and skills to enhance their abilities to make reflective decisions and facilitate positive exchange in educational settings for children/youth with severe/profound disabilities. Practicum required.

SPE 499. Internship In Spe (Spcos). 4.5-7.5 sem. hrs.
Fourteen-week split internship providing supervised teaching experience in elementary and secondary classrooms. Student teaching is only offered during the spring semester, unless written permission is secured from the department head. Student teaching cannot be completed during the summer term. Application for student teaching must be made the semester prior to student teaching (excluding summer term) through the Office of Clinical Experience. Formal application meetings are held and their times will be posted in Graves Hall and announced in the Crimson White prior to the meetings.

Prerequisite(s): Admission to Teacher Education Program.