Information Packet: Alternative Master’s Program (AMP)

Welcome to the alternative master’s program (AMP) in the Department of Curriculum and Instruction (C&I) at the School of Education (SOE), University of Alabama at Birmingham (UAB). The purpose of UAB’s AMP is to guide prospective teachers in meeting the evolving needs of school-aged learners in today’s rapidly changing society and to deliver cutting-edge instruction through a standards-based, inquiry-focused approach. Based on constructivism, this approach prepares educators for using state-of-the-art instructional strategies in their own classrooms. This program is unique in how it combines online support from Canvas with a variety of delivery formats: online, weekends, mornings, afternoons, evenings (i.e., weekly at 5:00), or blended (i.e., online alternating with classes held on campus in the evening).

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Driving and parking information is provided under the ABOUT tab at www.uab.edu/education.

In this information packet, the words “student” and “candidate” are used interchangeably. Candidate refers to current and prospective certification students in the SOE.

The terms “alternative master’s program (AMP)” and “fifth-year program” are interchangeable. Fifth-year means that certification candidates are starting a teacher certification program after completing a four-year UG program; it does not mean that they start and finish this program in one year. Depending on candidates’ work and other obligations, it usually takes 5 to 6 terms to finish the AMP.

This information corresponds to UAB policies and procedures in effect on the date of this packet. Newer versions of this packet take precedence over what is stated here. This packet also represents codes and regulations mandated by the Alabama State Department of Education (ALSDE). To provide schools with educators prepared to meet the changing needs of today’s society, the ALSDE frequently updates its codes. Hence, UAB also periodically updates its certification checklists: www.uab.edu/education/checklists. If an updated certification checklist offers advantages to already-admitted candidates, they may request switching to a newer checklist. Candidates must submit their certification applications within 60 months of having graduated; if not, they are ineligible to become certified.

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Faculty Advisors/Mentors of AMP Candidates
Faculty advisors/mentors are assigned by program area. AMP advisors are not listed on BlazerNET as is the case with UG advisors.

SOE Department of Curriculum and Instruction

**ELEMENTARY EDUCATION (K-6)**

<table>
<thead>
<tr>
<th>Advisor and Coordinator for AMP</th>
<th>Dr. Jennifer Ponder</th>
<th>EB 113</th>
<th>975-6150 <a href="mailto:jponder@uab.edu">jponder@uab.edu</a></th>
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<tbody>
<tr>
<td>Faculty members for AMP courses:</td>
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<tr>
<td>Dr. Charles Calhoun</td>
<td>EB 116</td>
<td>934-8093 <a href="mailto:ccalhoun@uab.edu">ccalhoun@uab.edu</a></td>
<td></td>
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<tr>
<td>Dr. Cora Causey</td>
<td>EB 106</td>
<td>975-6495 <a href="mailto:ccausey@uab.edu">ccausey@uab.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Lois Christensen</td>
<td>EB 109</td>
<td>934-8362 <a href="mailto:lchrist@uab.edu">lchrist@uab.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Grace Jepkemboi</td>
<td>EB 116</td>
<td>934-6674 <a href="mailto:memoji@uab.edu">memoji@uab.edu</a></td>
<td></td>
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<tr>
<td>Dr. Taajah Witherspoon</td>
<td>EB 115</td>
<td>975-6159 <a href="mailto:taajah@uab.edu">taajah@uab.edu</a></td>
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**SPECIAL EDUCATION**

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<tr>
<th>Collaborative Teacher (K-12)</th>
<th>Dr. Diane Pevsner</th>
<th>EB 122</th>
<th>975-5351 <a href="mailto:dpevsner@uab.edu">dpevsner@uab.edu</a></th>
</tr>
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<tbody>
<tr>
<td>Early Childhood Special Educ. (birth-3rd)</td>
<td>Dr. Jennifer Kilgo</td>
<td>EB 212</td>
<td>975-9613 <a href="mailto:jkilgo@uab.edu">jkilgo@uab.edu</a></td>
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**SECONDARY EDUCATION & ESL**

<table>
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<tr>
<th>English Language Arts (6-12)</th>
<th>Dr. Sharonica Nelson</th>
<th>EB 110</th>
<th>934-5878 <a href="mailto:snelson1@uab.edu">snelson1@uab.edu</a></th>
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<tbody>
<tr>
<td>Mathematics (6-12)</td>
<td>Dr. Tommy Smith</td>
<td>EB 104</td>
<td>934-8089 <a href="mailto:tsmith@uab.edu">tsmith@uab.edu</a></td>
</tr>
<tr>
<td>Science (6-12)</td>
<td>Dr. Lee Meadows</td>
<td>HHB 210</td>
<td>934-8371 <a href="mailto:lemeadows@uab.edu">lemeadows@uab.edu</a></td>
</tr>
<tr>
<td>Social Science (6-12)</td>
<td>Dr. Jeremiah Clabough</td>
<td>EB 112</td>
<td>934-8364 <a href="mailto:jclabou2@uab.edu">jclabou2@uab.edu</a></td>
</tr>
<tr>
<td>English as a Second Language (P-12)</td>
<td>Dr. Susan Spezzini</td>
<td>EB 100</td>
<td>934-8357 <a href="mailto:spezzini@uab.edu">spezzini@uab.edu</a></td>
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**SOE Department of Human Studies**

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<tr>
<th>Physical Education (P-12) Kinesiology</th>
<th>Dr. Sandra Sims</th>
<th>EB 224</th>
<th>996-2721 <a href="mailto:sksims@uab.edu">sksims@uab.edu</a></th>
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**COLLEGE OF ARTS AND SCIENCES**

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<tr>
<th>Music (P-12) Instrumental Choral</th>
<th>Dr. Denise Gainey</th>
<th>HC 241</th>
<th>975-0558 <a href="mailto:dschmidt@uab.edu">dschmidt@uab.edu</a></th>
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<tr>
<td></td>
<td>Dr. Brian Kittredge</td>
<td>HC 246</td>
<td>975-2599 <a href="mailto:briank@uab.edu">briank@uab.edu</a></td>
</tr>
<tr>
<td>Visual Arts (P-12)</td>
<td>Dr. Doug Baulos – Art Dr. Tommy Smith – Edu</td>
<td>HB 113</td>
<td>934-2492 <a href="mailto:dbaulos@uab.edu">dbaulos@uab.edu</a></td>
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<tr>
<td></td>
<td></td>
<td>EB 104</td>
<td>934-8089 tsmith@edu</td>
</tr>
<tr>
<td>French &amp; Spanish (P-12)</td>
<td>Dr. Krista Chambley</td>
<td>HB 405A</td>
<td>934-1828 <a href="mailto:kristachambless@uab.edu">kristachambless@uab.edu</a></td>
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**Employment opportunity at UAB while studying in the AMP**
Academic Tutor for international students: INTO UAB Learning Resource Center, Sterne Library (2nd floor). About $12 p/hour, for about 10 to 15 hours p/week, based on tutor’s availability: Mon.-Fri., 9:00 am - 8:00 pm. Contact Meghan Gilliland, Coordinator of the Learning Resource Center: meghan13@uab.edu.

**Good teacher candidates ...**
- display positive traits related to personality, motivation, decision making, communication, and critical thinking;
- have poise, use acceptable manners and mannerisms, are neat and appropriate in appearance, are personable, possess a sense of humor, are enthusiastic, and display personal energy, vitality, and good social skills;
- are able to clearly articulate their motives and rationale for entering the teaching profession;
- demonstrate the ability to make decisions in a rational and logical manner;
- clearly articulate or explain their ideas and speak clearly and correctly using standard English; and
- demonstrate the ability to think critically.
Requirements for Applying to AMP at UAB

1) Becoming Informed
   a) Attend an AMP information session: Mondays, 5:00-6:30 in EB 100
      ➔ Confirm your attendance (RSVP) by emailing Dr. Spezzini (spezzini@uab.edu), who facilitates these sessions.
   b) Visit the website for the Department of Curriculum and Instruction www.uab.edu/education/ci and also other SOE sites.
   c) For information purposes, you may wish to look at the Program of Study Checklists: www.uab.edu/education/checklists
      ➔ Click on Alternative Master’s in the left column, scroll down on right, and click on a program area/teaching field.
      These checklists were approved by the ALSDE for students admitted to UAB in the 2017-18 school year.
      NOTE: Candidates must follow the checklists in effect for the semester in which they are admitted.

2) Cumulative, unrounded Grade Point Average (GPA) of 2.75 —This GPA is set and regulated by the ALSDE: it is not negotiable.
   a) The ALSDE requires an unrounded cumulative GPA of 2.75 for admission to initial certification programs such as the AMP.
   b) The cumulative GPA is posted on a degree-issuing transcript (2.75 on undergraduate degree or 3.0 on graduate degree).
   c) This transcript with the GPA that provided eligibility for the AMP must be from a regionally accredited college (e.g., SACS).
   d) GPAs cannot be “raised” by taking additional courses after graduation. Instead, if an undergraduate GPA is below 2.75, the person can become eligible for admission to the AMP by first completing a non-certification master’s with a 3.0 GPA.

3) Official Transcripts sent to the School of Education (SOE)
   a) Request official transcripts from all colleges attended, even if you took just one course and it appears on another transcript.
   b) Have official transcripts from each college attended (except for UAB) emailed to SOEtranscripts@uab.edu
      OR mailed to SOE Office of Student Services (OSS), 1720 2nd Avenue South—EB 232; Birmingham, AL 35294-1250
   c) International Transcripts: Request course-by-course evaluation (Basic, $160+), World Education Services www.wes.org
   d) International Applicants: Request an official TOEFL or IELTS score sent electronically to gradschool@uab.edu or mailed to UAB Graduate School, 1720 2nd Avenue South, Lister Hill Library—G03, Birmingham AL 35294-0013

4) Background Clearance with the ALSDE: https://www.cogentid.com/al/indexNew.htm and https://cogentid.com/3m/.
   a) Access earlier background clearance with the ALSDE at https://tecert.alsde.cn/Pubortal/Public/Pages/SearchCerts.aspx.
   b) If needed, register at www.cogentid.com/AL (Dept/Educ.), & select “Admission to Teacher Preparation Program” (or similar).
   c) Pay online with debit or credit card, print receipt, have fingerprints done within 30 days, and access results in about one week.

5) Application account on Graduate School’s website: www.uab.edu/graduate ==> click on the Apply Now button (at far left)
   a) Create an application account by clicking “Sign up” which is below the “Sign in” button (if first graduate application since 4/19/17).
   b) Enter first name, last name and email address on the sign-up page, and click submit.
   c) You will receive an email from the Graduate School with instructions to create your password. Once this step is complete, you will be taken to the online application dashboard where you can begin your application. All future admissions applications to the UAB Graduate School will be created under this account.
   d) If you have any questions about the creation of your account through UAB’s online application system or experience any issues, please contact the Graduate School at 205-934-8227 or by emailing them at gradschool@uab.edu.

6) Alabama Educator Certification Assessment Program (AECAP): 2 Exams –Praxis Subject and Core Skills
   a) Clarification: UAB does NOT require GRE or MAT for admission to the AMP.
   b) Updated Information: Before registering for test, you should visit http://www.ets.org/praxis/al/al_teacher_ed/
      to confirm ALSDE’s updated requirements corresponding to your targeted testing date. Scroll down to Tests required for all teaching fields and click on program entry. Continue scrolling to Tests Required for Specific Certification Areas and click on grade level (e.g., Secondary) and, as needed, teaching field (e.g., Mathematics).
   c) Registration: http://www.ets.org/praxis/register Your registration name must be identical to the name on your photo ID.
      You should register to take admission exams at least one month before UAB’s application deadline. For example, if seeking admission to the fall term, you should take exams by June 1st to meet the July 1st application deadline.
   d) Sites in the Birmingham area: UAB at 19th St. So. & 9th Ave. So. (http://www.ets.org/testing; Click National Tests), Prometrix (601 Beacon Parkway West, Homewood), and Jeff State Community College (Carson Road campus).
   e) Testing Procedures (video): Valid photo ID, signed statement, locker, other instructions.
   f) Score Reports: When registering for these exams, request for score reports to be sent to UAB and to the ALSDE. After the test, a score usually appears on the screen. Though unofficial, this probably represents your official score. About 3 weeks after the test window closes, you can access your score online at the test registration website. Your score reports will not be mailed. Be sure to download and save electronic and paper copies for your own files. You will need them for an assignment in your first AMP course, EDU 500. Fees are charged to order new score reports.

7) ETS Core Academic Skills for Educators (referred to as the “Core Skills” Test)
   a) Preparation: Free Study Companion for Core Skills at https://www.ets.org/praxis/prepare/materials/5732
   b) Test Dates: Ongoing throughout the year
   c) Passing scores on all three subtests in the Core Skills: Reading, Writing and Mathematics
   d) Retakes: If you need to retake one of these subtests, you should register for just the test needed to retake. If you need to retake two of these subtests, it is cheaper to register for the combined test (with all three subtests) and then take only the two subtests that you need. Be sure to tell the exam proctor that you only need to retake two of the three subtests.
   e) AECTP/APTTP: Passing scores on all three parts of the former AECTP/APTTP exam can be used in place of the Core Skills.
      However, 1 or 2 scores from the former AECTP Basic Skills cannot be combined with scores from the ETS Core Skills.

8) PRAXIS Subject Assessments (formerly called Praxis II): 800-772-9476 http://www.ets.org/praxis
   a) Preparation: Purchase study guide for targeted teaching field; https://www.ets.org/praxis/prepare/materials/5732
Test-Taking Tips
1) Free Webinars: ETS offers free live webinars to help candidates succeed as they prepare for teacher licensure. These webinars offer in-depth information, study plan examples and the opportunity to ask questions. Topics include test overviews, free resources for test preparation and tips for reducing test anxiety. Registration opens approximately two weeks prior to the webinar date, and we encourage candidates to participate and register early.

2) Study materials: Students should study for a Praxis test by purchasing study materials, which can usually be purchased directly from the Educational Testing Service. In fact, they are offered online after registering for the Praxis. Test preparation materials can also be purchased at the UAB book store as well as at major book stores in shopping malls. Students are encouraged to take several practice tests (included in purchased test preparation materials) in a secluded area and by setting a timer for the allotted time.

   Additional Study Resources for candidates in elementary education and early childhood/special education:

   This Quizlet site has excellent flash cards and other resources. When you search for the test name, these resources will appear.

3) Disability Support: If students have a disability, they should register with UAB’s Disability Support Services (205) 934-4205. This takes time. So, if students plan to seek a disability designation at UAB, they must start this process at least 3 months before the test date. Once students have been designated by UAB’s Student Disability Services as having a disability, they will be allowed to take the Praxis with accommodations. The exact accommodation depends on the type of disability.

4) Arriving on Time: Test takers should arrive at the test center at least 30 minutes before the test is scheduled to start. Test-takers must be inside of the designated testing room before the time indicated on the instructions. For example, if test-takers are told to arrive by 10:30, this means that the door of the testing room closes at 10:30 and no one else is permitted to enter.

5) Default Response: If test takers do not know the answer to a question, they should mark their default response rather than leaving it blank. “C” is often recommended. Test takers should not worry about marking “C” numerous times. Using a default response works well since the passing scores on the Praxis often correspond to about half of the questions being correct. Of a test taker’s default responses, about 25% are often correct, e.g., Of 20 “simply mark C” responses, about 5 will be correct. For some test takers, this is the difference between passing and not passing. Instead of “C,” test takers may wish to use “B” or another letter. NOTE: This approach will not work as well when a higher cut score is required. It also does not work on other types of exams, e.g., Advanced Placement or Nursing Boards; it depends on the test design.

6) Slow Readers: If test takers are slow readers, they can avoid getting bogged down with reading long questions. Some Praxis questions are lengthy scenarios that take a long time to read; other questions might be somewhat confusing. When slow readers see a long or confusing question, they may wish to consider not attempting to read it. Instead, they could “simply mark C” and go on to the next question. If they have time left at the end, they can come back to the long questions where they had “simply marked C.”

7) Keeping track of time: One minute before the test ends, test takers should “simply mark C” on the remaining questions. That way, if they run out of time, they will have responded to all questions. For computer-based tests, the time appears on the screen. For paper-based tests, the test takers could wear a simple watch with clear numbers. They cannot rely on their cell phone for telling time because they are not allowed to bring cell phones into the testing room. They also cannot rely on the wall clock because sometimes it is not easily visible. When taking paper-based tests, the test takers may wish to write down the time when they start the test and the time when the test is supposed to end.

Non-Degree Seeking Status: UAB Graduate School, 205-934-8227 gradschool@uab.edu

Applicants (secondary & K12 single subject) who do not meet degree-seeking application deadline and wish to start taking courses that semester.

1. Instructions: Read the instructions for non-degree seeking students at http://www.uab.edu/graduate/nondegreestudents
2. Non-degree application: Go to the graduate admission application account that you created on UAB’s Graduate School website (page 3, item 5) and submit a non-degree seeking application by the deadline: August 25 for admission to Fall 2017, January 1 for Spring 2018 and June 18 for Summer 2018 B term (probably May 3 for the full summer term and June 1 for the Summer A term).
3. Degree choice: After clicking “Start new application”, respond to the four key questions as follows:
   a. For which of the following are you applying? **Non-Degree Seeking**
   b. Intended Program of Study: **Education Non-Degree**
   c. Concentration: **Not Applicable – the selected program does not offer concentration options**
   d. Term: Select the term that you are interested in registering for as a non-degree seeking student.
4. Payment: Pay $40 online (debit card or credit card) and click SUBMIT.
5. Transcripts: Non-Degree students must submit a copy of their transcript from a regionally accredited university showing that a bachelor’s degree or higher has been awarded. This transcript may be unofficial, and can be uploaded within the application prior to submission. If you would like to submit an unofficial copy of your transcript after submission, please send it via email to gradschool@uab.edu. Your application cannot be processed until the Graduate School has received a copy of your transcript.
6. Fingerprints: Follow instructions on page 3, step 4. You must have background clearance to do field experiences.
7. Admissions: Once you have completed your application by paying the fee and submitting a copy of your unofficial transcript showing a bachelor’s degree or higher has been awarded from a regionally accredited university, the Graduate School will process your application within 1-3 business days. Once an admissions decision has been rendered, you will be notified via email and will need to log back into the application dashboard to view your decision. You will find crucial information within your decision letter, such as a link to complete the Acknowledgement of Non-Degree Policies form, how to create your BlazerID if you do not already have one, and information regarding required overrides that must be issued to non-degree seeking students.
8. No financial aid: During the terms in which you take courses as non-degree seeking, you are NOT eligible for student loans.
9. Change Non-Degree Seeking Credit to Degree-Seeking Credit: Submit this form after you earn degree-seeking status.

C. Non-paper run out of time, they will have responded
Admission as a Degree-Seeking Student

1. Go to your graduate application account (page 3, item 5) and create a degree seeking application. Information will be pre-populated if you have previously started or completed an application.

2. Select Master's degree. After that, select your program from among the following options, always with Alternative MA Program:
   - Arts Education-Alternative Master’s Program: Concentration: visual arts or music (then select choral or instrumental Certification grades P-12.)
   - English as a 2nd Language-Alternative Master’s Program: Concentration: ESL cert., ESL & French, ESL & Spanish (certification P-12)
   - High School Education-Alternative Master’s Program: (Although the UAB says High School Educ., certification is for grades 6-12.)
   - Concentration: English, math, biology, chemistry, physics, gen. science, history, gen. social science, French (P-12), Spanish (P-12), Russian (P-12)
   - Kinesiology-Alternative Master’s Program: Concentration: Physical Education (Certification, grades P-12.)
   - Special Education-Alternative Master’s Program: Concentration: Collaborative Teacher. Early Childhood Special Education (Cert. P-12)

Term: Spring 2018, Summer 2018, Fall 2018 (Options for TERM appear only after you have selected a concentration.)

Admission Exams: Select the exams that you have taken or plan to take (e.g., Praxis and Core Skills).

If you have already received your unofficial exam score reports, expedite your application by uploading a PDF.

Education Background: Select your colleges/universities by typing in the first few letters (e.g., Univ of Alabama at Birmingham). You can also search for your institution by typing the city where your university is located, rather than typing the name of the university. If you can’t find your college, type “Unknown School” and then type its entire name in the new space that appears.

Transcripts: Expedite your application by uploading a PDF of your unofficial transcripts from all colleges attended (except for UAB)

Personal Essay (statement of purpose, academic interests, career goals, relevant background experience): Upload essay as a PDF.

Resume/CV: Update your resume or Curriculum Vitae (CV) and upload it as a PDF.

References (waiving right): Include names and emails of three recommenders. UAB will automatically email them the reference forms as soon as you click “Save” in your application.

In-state Residency: If you believe you are a resident of Alabama, please respond “yes” to Do you claim to be a resident of Alabama? You will then provide information regarding your history as an Alabama resident, including birth state, high school graduation state, dates you have resided in Alabama, your address, and your reason for relocating to Alabama if applicable. If you are classified as a non-resident but believe you should receive resident status, you will be able to submit a residency reclassification form.

Disciplinary and Criminal History: Please respond to the disciplinary and criminal history questions located at the end of the application honestly, and provide explanations as needed.

Application Fee: $50 ($60 for int’l applicants). The fee must be paid online using a credit or debit card. If you experience issues with payment, please contact the Graduate School directly.

3. 100% Complete Please note that paying for your application is not the final step and will not submit your application. Once payment is submitted, you must go back to the application, sign electronically, and click final submit button before your application is transmitted to the Graduate School for processing. You will receive a confirmation email once you have fully submitted your application.

4. Be sure to submit your application by the deadline for your preferred term. (NOTE: Official test scores can arrive a few days later.)
   - November 15 (admission to spring) April 15 (admission to summer)
   - July 15 (admission to fall)

5. International Applicants: Pass the TOEFL, the IELTS, or the Level 5 classes at INTO UAB’s English Language Programs.
   - Meet requirements for international students: http://www.uab.edu/global/international-students-and-scholars

6. Interview: When called for an interview, applicants should come professionally dressed (such as when doing a job interview).

7. Application Status: Check your application account periodically and/or contact the Graduate School, 205-934-8227, gradschool@uab.edu.

8. Program Review: After ALL materials arrive at the Graduate School, the application is reviewed by the targeted program in the SOE.

9. Processing: After all materials have been received, the application is reviewed and processed. You will receive an email from the Graduate School with the subject line: “UAB Graduate School Admission Decision”. This email will prompt you to go to your application account and retrieve your letter:
   - Your student number (letter “B” followed by 8 digits) NOTE: You will need this number for identification purposes.
   - Your program (e.g., High school AMP, Elementary AMP) and, if applicable, your concentration (e.g., Math)
   - Your status as an Alabama resident (with in-state tuition) or as a non-resident (with out-of-state tuition)

10. BlazerID: Follow the instructions in your admission letter with respect to processing a BlazerID (or reactivating your inactive BlazerID).
   - Go to BlazerNet Central: www.uab.edu/blazerid and immediately process your BlazerID (or reactivate a former BlazerID).
   - Your BlazerID serves as your UAB email. Select 8 letters/digits that convey a professional image. (Alias emails are available.) You should check your UAB email regularly and must always use it in official communication with UAB.
   - If you have linked your new UAB email to your home email, check frequently to make sure this connection is working properly.

11. Faculty Advisor: After being admitted with as a degree-seeking student, you should contact your faculty advisor as listed on page 2.

12. HEALTH: All students (degree-seeking and non-degree seeking) must obtain medical clearance. After you are admitted, you will receive an email about obtaining medical clearance. It will have links to UAB’s Student Health and Wellness (SHW) website and to the Patient Portal: http://www.uab.edu/studenthealth/medical-clearance. Links to these SHW webpages are also available on your BlazerNET account. You must meet the medical clearance deadline. If not, you will be blocked from registering for class.

Which immunizations do you need? To find out, go to Medical Clearance and answer these questions:

- When did/will you matriculate (begin classes) at UAB?
- Are you a clinical or non-clinical student?
- Are all of your courses completely online?
- Are you a United States citizen?
- Summer term 2016 or later
- Non-clinical (no patient contact)
- Yes, all courses are completely online.
- Yes, I am a U.S. citizen.
- Prior to summer term 2016
- Clinical (patient contact)
- No, at least one class will be on campus.
- No, I am not a U.S. citizen.

Level 1 Immunization: Most AMP students are classified as Level 1 immunization: MMR (Measles, Mumps, Rubella), Tdap (Tetanus, Diphtheria, Acellular Pertussis), Varicella (Chickenpox/Shingles); and TB (Tuberculosis) screening. Immunizations and TB screening are available at SHW (1714 Ninth Avenue South) for a fee. Make an appointment by calling 205-934-3581 or by accessing the Patient Portal at http://www.uab.edu/studenthealth/services/immunizations-and-tb-tests. If you have questions, contact medclearance@uab.edu

Submitting health records (for students who start after Summer 2016). Click “Forms” on Patient Portal. Then click “Immunizations entry form” and “Add immunization record.” Upload scanned documents as JPEG, JPG, PNG, or GIF. Or, fax forms to 205-996-7468.
EDU 500, Course Schedules, Field Experiences, Diversity, and edTPA

1) EDU 500
EDU 500 *Education as a Profession* is the introductory AMP course. It is taken by all candidates in their first semester. EDU 500 includes creating a TaskStream assessment portfolio. Math and Science candidates must be in EDU 500’s STEM section.

2) Course Schedules
Schedules are posted in October (spring term) and March (summer and fall terms). Candidates must consult with faculty advisor before enrolling. Schedules are subject to change. If courses do not have minimum enrollment, they are canceled.

3) Field Experiences and Diversity
Candidates must complete at least 150-220 clock hours of field experiences in order to be eligible for their student teaching internship. These field experiences, which are similar to labs and rotations in other professions, are an integral part of many AMP courses. These field placements, which are arranged by the course instructor, provide candidates with experience working in diverse settings regarding grade levels, rural/suburban/urban, socio-economic status, English language learners, and special needs students. Detailed information is provided at [http://www.uab.edu/education/home/clinicalexperiences/field-experiences](http://www.uab.edu/education/home/clinicalexperiences/field-experiences).

4) edTPA (educator Teacher Performance Assessment)
The ALSDE now requires edTPA as a final assessment for issuing teacher certification. UAB has a dedicated team and curriculum in place to support all students through the edTPA process.

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**Overviews of AMP Teaching Fields in the Department of C&I**
- Elementary Education: pages 6-7
- Special Education: ECSE (p. 8) and CT (p. 9): pages 8-9
- Secondary Education & Single Subject K-12: pages 10-11

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**ELEMENTARY EDUCATION (K-6)**

Certification Checklist: 49-58 graduate semester credit hours

**Additional Admission Requirements: K-6 Policies Regarding Admission to the AMP**

*Writing Competency:* AMP candidates must demonstrate writing competence. This assessment will focus on the ability to utilize critical thinking skills and communicate through the written word. If an AMP applicant fails the writing sample, EDU 210 must be taken and a grade of “B” must be earned before unconditional admission is granted.

*Interview:* The AMP admission process requires an oral interview with a K-6 faculty member. Faculty use a semi-structured interview. Each faculty selects a set of structured pre-planned questions but also asks other questions that arise during the conversation. Candidates are evaluated on their use of language and standard grammar, professionalism in dress and manner, depth of thinking demonstrated in their responses, and ability to generate multiple possibilities for consideration. In this oral interview, faculty will attempt to determine the degree to which the candidate demonstrates the characteristics of personality, motivation, decision-making, and oral communication mentioned above. Professional dress is considered to be dress usually expected for a job interview in the business world. Punctuality is considered when faculty decide if the interview standard has been met.

**Frequently-Asked Questions**

*When are classes taught?*
- EEC 650 and EEC 505 are taught on-line. ECY 600, EDU 500, and EEC 515 are on weekends. EEC 600 and EEC 612 are at night. Pedagogy courses have multiple sections (EEC 502, EEC 505, EEC 506, EEC 512, EEC 513, EEC 514, EEC 540, EDR 540, EDR 543).

*Is it possible to work full time while completing the program?*
- The answer depends on your work schedule, your goals, and the specific courses involved. It is important to discuss your situation with your faculty adviser as early in your program as possible. Many courses require school-based experiences that must be completed during public school hours.

*Is it possible to work full time during my internship?*
- Because the internship is full time and during regular public school hours, many students quit their jobs or take a leave of absence in order to complete it. It is important to decide very early in your program whether you will be able to make such a commitment.

*How long will it take to complete the AMP in Elementary Education?*
- Unfortunately there is no one answer to this question. Much depends on how many classes you want to take each semester. A full time student typically completes the program in six semesters. Below is the full-time course map (Option #1) plus two part-time options (#2 and #3).
### ELEMENTARY EDUCATION (K-6) - continued

<table>
<thead>
<tr>
<th>Option #1: Full-time Student</th>
<th>Semester 2 – Fall, Spring or Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 – Fall, Spring or Summer</strong></td>
<td>EEC 650 Systemic Reflections about Teaching – 3 hours</td>
</tr>
<tr>
<td>EEC 300 Child Development and Family Relations- 3 hours</td>
<td>EEC 610 Curriculum Development – 3 hours</td>
</tr>
<tr>
<td>EDU 500 Education as a Profession – 1 hour</td>
<td>EYC 600 Special Education – 3 hours</td>
</tr>
<tr>
<td><strong>Semester 3: Pedagogy I Block – Fall or Spring</strong></td>
<td>EEC 600 Transition into Teaching – 3 hours</td>
</tr>
<tr>
<td>EEC 502 Primary Math – 3 hours</td>
<td><strong>Semester 4: Pedagogy II Block – Fall or Spring</strong></td>
</tr>
<tr>
<td>EEC 506 Language Arts – 3 hours</td>
<td>EEC 512 Math in ECE/ELE – 3 hours</td>
</tr>
<tr>
<td>EDR 540 Developmental Reading – 1-3 hours</td>
<td>EEC 513 Science in ECE/ELE – 3 hours</td>
</tr>
<tr>
<td>EEC 540 Workshop Education: Methods to support English learners</td>
<td>EEC 514 Social Studies in ECE/ELE – 3 hours</td>
</tr>
<tr>
<td>EEC 594 Field Work in Education – 1 hour</td>
<td>EDR 543 Developmental Reading – 3 hours</td>
</tr>
<tr>
<td><strong>Semester 6 – Fall or Spring</strong></td>
<td>EEC 594 Fieldwork in Education – 3 hours</td>
</tr>
<tr>
<td>EEC 505 Children’s Literature – 3 hours</td>
<td><strong>Semester 5 – Fall, Spring or Summer</strong></td>
</tr>
<tr>
<td>EEC 515 Learning Environments – 3 hours</td>
<td>EEC 690 Internship – 6 hours</td>
</tr>
<tr>
<td>EPR 510 Measurement and Evaluation – 3 hours</td>
<td><strong>Semester 7 – Fall, Spring or Summer</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option #2: Part-time Student</th>
<th>Semester 2 – Fall, Spring or Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 – Fall, Spring or Summer</strong></td>
<td>EEC 650 Systemic Reflections about Teaching – 3 hours</td>
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<td>EDU 500 Education as a Profession – 1 hour</td>
<td>EYC 600 Special Education – 3 hours</td>
</tr>
<tr>
<td><strong>Semester 3: Pedagogy I Block (1st half) – Fall or Spring</strong></td>
<td>EEC 600 Transition into Teaching – 3 hours</td>
</tr>
<tr>
<td>EDR 540 Developmental Reading – 1-3 hours</td>
<td><strong>Semester 4: Pedagogy I Block (2nd half) Fall or Spring</strong></td>
</tr>
<tr>
<td>EEC 506 Language Arts – 3 hours</td>
<td>EEC 502 Primary Math – 3 hours</td>
</tr>
<tr>
<td>EEC 594 Field Work in Education – 1 hour</td>
<td>EEC 540 Workshop Education: Supporting English learners</td>
</tr>
<tr>
<td><strong>Semester 5 – Fall, Spring or Summer</strong></td>
<td>EEC 594 Field Work in Education – 1 hour</td>
</tr>
<tr>
<td>EEC 505 Children’s Literature – 3 hours</td>
<td><strong>Semester 6: Pedagogy II Block – Fall or Spring</strong></td>
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<tr>
<td>EEC 515 Learning Environments – 3 hours</td>
<td>EEC 512 Math in ECE/ELE – 3 hours</td>
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<tr>
<td>EPR 510 Measurement and Evaluation – 3 hours</td>
<td>EEC 513 Science in ECE/ELE – 3 hours</td>
</tr>
<tr>
<td><strong>Semester 7 – Fall or Spring</strong></td>
<td>EEC 514 Social Studies in ECE/ELE – 3 hours</td>
</tr>
<tr>
<td>EEC 690 Internship – 6 hours</td>
<td>EDR 543 Developmental Reading – 3 hours</td>
</tr>
<tr>
<td><strong>Semester 8 – Fall or Spring</strong></td>
<td>EEC 594 Fieldwork in Education – 3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option #3: Part-time student</th>
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</tr>
</thead>
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<td><strong>Semester 1: Fall, Spring or Summer</strong></td>
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</table>
# SPECIAL EDUCATION

## Early Childhood Special Education (ECSE), birth–3rd grade

**Certification Checklist:** 37-41 Graduate Semester Credit Hours

### Sample Course Map in ECSE for Full Time AMP Students who start in the Fall

<table>
<thead>
<tr>
<th>Semester 1: Fall</th>
<th>Semester 2: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500 Education as a Profession (1 credit)</td>
<td>ECY 536 Early Intervention and Preschool Curriculum and Methods (3 credits)</td>
</tr>
<tr>
<td>ECY 600 Introduction to Exceptional Learners (3 credits)</td>
<td>ECT 555 Early Primary Curriculum and Methods (3 credits)</td>
</tr>
<tr>
<td>ECY 535 Foundations of ECSE (3 credits)</td>
<td>ECT 521 IEP Program and Lesson Planning (3 credits)</td>
</tr>
<tr>
<td>ECY 537 Assessment in ECSE (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EEC 200 Child Development (prerequisite, if needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3: Summer</th>
<th>Semester 4: Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 652 Pre and Early Reading Instruction (3 credits)</td>
<td>ECT 525 Positive Behavioral Supports (3 credits)</td>
</tr>
<tr>
<td>ECT 554 Communication and Technology Applications in ECSE (3 credits)</td>
<td>ECT 527 Collaborative Processes (3) or</td>
</tr>
<tr>
<td>ECY 538 Physical and Health Care Support in ECSE (3 credits)</td>
<td>ECY 539 Transdisciplinary Teaming Seminar I (2 credits) (if funded by Project TransTeam Grant)</td>
</tr>
<tr>
<td></td>
<td>ECY 572 Internship in ECSE (3 credits) (initial internship)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5: Spring</th>
<th>Semester 6: Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECY 539 Transdisciplinary Teaming Seminar II (2 credits) (if funded by Project TransTeam Grant)</td>
<td>ECT 554 Communication and Technology Applications in ECSE (3 credits)</td>
</tr>
<tr>
<td>ECY 572 Internship in ECSE (3 credits) (2nd internship/student teaching)</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Course Map in ECSE for Part Time AMP Students who start in the Fall

<table>
<thead>
<tr>
<th>Semester 1: Fall</th>
<th>Semester 2: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500 Education as a Profession (1 credit)</td>
<td>ECT 521 IEP Program and Lesson Planning (3 credits)</td>
</tr>
<tr>
<td>ECY 600 Introduction to Exceptional Learners (3 credits)</td>
<td>ECT 525 Positive Behavioral Supports (3 credits)</td>
</tr>
<tr>
<td>ECY 535 Foundations of Early Childhood Special Education (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EEC 200 Child Development (prerequisite, if needed)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 3: Summer</th>
<th>Semester 4: Fall</th>
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</thead>
<tbody>
<tr>
<td>EDR 652 Pre and Early Reading Instruction (3 credits)</td>
<td>ECT 537 Assessment in Early Childhood Special Education (3 credits)</td>
</tr>
<tr>
<td>ECT 554 Communication and Technology Applications in ECSE (3 credits)</td>
<td></td>
</tr>
<tr>
<td>ECY 538 Physical and Health Care Support in ECSE (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5: Spring</th>
<th>Semester 6: Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECY 536 Early Intervention and Preschool Curriculum and Methods (3 credits)</td>
<td>ECT 554 Communication and Technology Applications in ECSE (3 credits)</td>
</tr>
<tr>
<td>ECT 555 Early Primary Curriculum and Methods (3 credits)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7: Fall</th>
<th>Semester 8: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECT 527 Collaborative Processes (3) or</td>
<td>ECT 539 Transdisciplinary Teaming Seminar II (2 credits) (if funded by Project TransTeam Grant)</td>
</tr>
<tr>
<td>ECY 539 Transdisciplinary Teaming Seminar I (2 credits) (if funded by Project TransTeam Grant)</td>
<td>ECY 572 Internship in ECSE (2nd internship/student teaching)</td>
</tr>
<tr>
<td>ECY 572 Internship in ECSE (3 credits) (1st internship)</td>
<td></td>
</tr>
</tbody>
</table>
### Collaborative Teacher (CT), K-12: 43 graduate semester credit hours

#### Sample Course Map in CT for Full Time AMP Students who start in Fall

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1: Fall</strong></td>
<td>EDU 500 Education as a Profession, ECY 600 Introduction to Exceptional Learners, ECT 520 Formative and Summative Assessment, EDR 540 Developmental Reading I, EEC 300 Child Development (prerequisite, if needed)</td>
</tr>
<tr>
<td><strong>Semester 2: Spring</strong></td>
<td>ECT 523 Instructional Methods, ECT 525 Positive Behavioral Supports, ECT 524 Sensory, Health, and Physical Methods</td>
</tr>
<tr>
<td><strong>Semester 3: Summer</strong></td>
<td>ECT 521 IEP Program and Lesson Planning, ECT 526 Assistive and Instructional Technology</td>
</tr>
<tr>
<td><strong>Semester 4: Fall</strong></td>
<td>EDR 543 Developmental Reading II, ECT 522 Language &amp; Communication Facilitation, ECT 527 Collaborative Processes</td>
</tr>
<tr>
<td><strong>Semester 5: Spring</strong></td>
<td>ECT 528 Legal Issues and Trends, ECT 531 Internship Collaborative Teaching K-12</td>
</tr>
</tbody>
</table>

#### Sample Course Map in CT for Part Time AMP Students who start in Fall

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1: Fall</strong></td>
<td>EDU 500 Education as a Profession, ECY 600 Introduction to Exceptional Learners, ECT 520 Formative and Summative Assessment, EEC 300 Child Development (prerequisite, if needed)</td>
</tr>
<tr>
<td><strong>Semester 2: Spring</strong></td>
<td>ECT 523 Instructional Methods, ECT 525 Positive Behavioral Supports</td>
</tr>
<tr>
<td><strong>Semester 3: Summer</strong></td>
<td>ECT 521 IEP Program and Lesson Planning</td>
</tr>
<tr>
<td><strong>Semester 4: Fall</strong></td>
<td>EDR 540 Developmental Reading I, ECT 522 Language and Communication Facilitation</td>
</tr>
<tr>
<td><strong>Semester 5: Spring</strong></td>
<td>ECT 524 Sensory, Health, and Physical Methods, ECT 528 Legal Issues and Trends</td>
</tr>
<tr>
<td><strong>Semester 6: Summer</strong></td>
<td>ECT 526 Assistive and Instructional Technology</td>
</tr>
<tr>
<td><strong>Semester 7: Fall</strong></td>
<td>EDR 543 Developmental Reading II, ECT 527 Collaborative Processes</td>
</tr>
<tr>
<td><strong>Semester 8: Spring</strong></td>
<td>ECT 531 Internship Collaborative Teaching K-12</td>
</tr>
</tbody>
</table>
### SECONDARY EDUCATION (6-12) and most single subjects (P-12): ESL, French, Spanish, Art, Music

#### Field Experiences:
Candidates hired as full time teachers will do their field experiences as follows:

Two prep periods per month observing master teachers in their own school. These observations must be arranged with the support of the candidate’s principal or AP (8 hours per semester) and documented as such.

One full day (8 hours) each semester in a school that is different from where the candidate works, i.e., location (urban, rural, suburban), grade level (middle vs. high), ELLs, and SES. This placement must be arranged by the course instructor. It can take place on the candidate’s personal day or during fall or spring break.

#### Core Courses:
Offered each semester (fall, spring, summer). An asterisk (*) indicates field experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500 Education as a Profession (1 hour)</td>
<td>All candidates must take EDU 500 in their first term.</td>
</tr>
<tr>
<td>EHS 556 Classroom Management (3 hours)</td>
<td>Music candidates take MU 521 instead of EHS 556.</td>
</tr>
<tr>
<td>*EDR 551 Reading in Content Areas (3 hrs)</td>
<td>Music candidates take EDR 521; ESL, French &amp; Spanish take EESL 540.</td>
</tr>
<tr>
<td>*EHS 597 Current Issues: Diversity (3 hrs)</td>
<td>ESL, French and Spanish candidates take EESL 513.</td>
</tr>
</tbody>
</table>

**NOTE:** Math/Science candidates must use special CRNs to register for discipline-specific sections of EDU 500 and EHS 597.

#### Blocks:
Several courses must be taken concurrently in the blocks indicated below.

- **Methods I Block (spring semester only) – requires 50+ hours of a combined field experience placement**
  - *Methods I (3 hours) EESL 530, MU 532/533, EDA 534, EHS 535, EHS 536, EHS 537, EHS 538, EHS 539
  - *ECY 600 (3 hours) Intro to Exceptional Learners
  - *EHS 530 (1 hour) Practicum except for music, ESL, French and Spanish

- **Methods II Block (fall semester only) – requires 50+ hours of a combined field experience placement**
  - *Methods II 3 hours EESL 560, MU 562/563, EDA 564, EHS 565, EHS 566, EHS 567, EHS 568, EHS 569
  - *EPR 511 (3 hours) Measurement & Assessment
  - *EHS 570 (1 hour) Practicum II except for music, ESL, French and Spanish

**Internship (usually in spring) – requires 15-week student teaching placement (approximately 7:15 am – 4:00 pm)**

- *Internship (6 hours) EHS 691, EFL 691, EDA 690, EMU 690, EESL 590
- edTPA Seminar (1 hr) EHS 690, EESL 589

**NOTE:** To be eligible to start their internship, candidates must have completed ALL of their education courses. During the internship semester, candidates CANNOT take any other courses. Candidates are allowed to take one or two content courses (e.g., math) after completing their internship.

#### Course Plan/Timeline:
Candidates must consult with their faculty advisors as soon as they have been admitted. Candidates should also seek advising each semester. When meeting with their advisors, candidates should ask for a course plan. Below is an example.

<table>
<thead>
<tr>
<th>Sample Timelines</th>
<th>Possible plan for Social Science candidates who start Spring 2018</th>
<th>Possible plan for Social Science candidates who start Summer 2018</th>
<th>Possible plan for Social Science candidates who start Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2018</strong></td>
<td>EDU 500 Education/Profession (1 hr)</td>
<td>EDU 500 Education/Profession (1 hr)</td>
<td>EDU 500 Education/Profession (1 hr)</td>
</tr>
<tr>
<td></td>
<td>Methods I* EHS 530* Practicum (1 hr) EECY 600* Special Education</td>
<td>Methods I* EHS 530* Practicum (1 hr) EECY 600* Special Education</td>
<td>Methods I* EHS 530* Practicum (1 hr) EECY 600* Special Education</td>
</tr>
<tr>
<td></td>
<td>Content course (EC 540)</td>
<td>Content course (EC 540)</td>
<td>Content course (EC 540)</td>
</tr>
<tr>
<td><strong>Summer 2018</strong></td>
<td>EHS 556 Classroom Management EHS 597* Diversity EDR 551* Reading</td>
<td>EHS 556* Classroom Management Content course (GEO 590)</td>
<td>EHS 556 Classroom Management Content course (GEO 590)</td>
</tr>
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<td></td>
<td></td>
<td>EDU 500 Education/Profession (1 hr)</td>
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<tr>
<td></td>
<td></td>
<td>Content course (e.g., HY)</td>
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<tr>
<td></td>
<td></td>
<td>Content course (e.g., MPA)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2018</strong></td>
<td>Methods II* EHS 570* Practicum (1 hr) EPR 511* Measurement</td>
<td>Methods II* EHS 570* Practicum (1 hr) EPR 511* Measurement</td>
<td>Methods II* EHS 570* Practicum (1 hr) EPR 511* Measurement</td>
</tr>
<tr>
<td></td>
<td>Content course (GEO 590)</td>
<td>Content course (GEO 590)</td>
<td>Content course (GEO 590)</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>EHS 690 Seminar (3 credit hours) EHS 691 Internship (3 credit hours)</td>
<td>Methods I* EHS 530* Practicum (1 hr) EECY 600* Special Education</td>
<td>Methods I* EHS 530* Practicum (1 hr) EECY 600* Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content course (EC 540)</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2019</strong></td>
<td>Content course (e.g., HY)</td>
<td>EDR 551* Reading EHS 597* Diversity</td>
<td>EDR 551* Reading EHS 597* Diversity</td>
</tr>
<tr>
<td></td>
<td>Content course (e.g., MPA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2019</strong></td>
<td>Methods II* EHS 570* Practicum (1 hr) EPR 511* Measurement</td>
<td>Methods II* EHS 570* Practicum (1 hr) EPR 511* Measurement</td>
<td></td>
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</tr>
<tr>
<td><strong>Spring 2020</strong></td>
<td>EHS 690 Seminar (3 credit hours) EHS 691 Internship (3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sum. ’20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECONDARY and K-12 Single-Subject - continued

<table>
<thead>
<tr>
<th>Content Courses for the Teaching Fields (TF)</th>
<th>ALSDE-approved content courses at the 500-600 level in each of the Teaching Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECONDARY (6-12)</strong></td>
<td>You should consult with your advisor before selecting content courses in your teaching field (TF). You must adhere to stipulations listed below in order to meet requirements on your checklist.</td>
</tr>
</tbody>
</table>

#### English Language Arts
- **Credit Hours**: 12+ graduate credit hours with 9+ hours from English and also 3 hours from another discipline.
- **Theater**: THR 520 or THR 562 (offered during alternating summers)
- **English**: From 3 to 5 English courses which must include Shakespeare (EH 576), grammar (EH 552) and young adult literature (EDR 541) plus writing and multicultural literature courses approved in advance by Dr. Perry.
- **NOTE**: Candidates are encouraged to have taken speech and/or journalism during their undergraduate studies.

#### Mathematics
- 12 credit hours in math: Courses with an MA prefix selected in conjunction with SOE faculty advisor

#### Science
- **Biology**: 12 credit hours in biology: Courses with a BY prefix selected in conjunction with SOE faculty advisor
- **Chemistry**: 12 credit hours in chemistry: Courses with a CH prefix selected in conjunction with SOE faculty advisor
- **Physics**: 12 credit hours in physics Courses with a PH prefix selected in conjunction with SOE faculty advisor
- **General**
  - **12 graduate credit hours** with courses from at least 2 areas, selected in conjunction with SOE faculty advisor:
    - **Biology**: Courses with a BY prefix
    - **Chemistry**: Courses with a CH prefix
    - **Geology/Earth Science**: ES 609
    - **It is recommended that candidates have taken at least one course in each of the following areas at either the undergraduate or graduate level: biology, chemistry, physics, and earth/space.**

#### Social Science
- **History**: 12 credit hours in history: Courses with an HY prefix selected in conjunction with SOE faculty advisor

#### Visual Arts
- **Candidates MUST meet with art advisor before selecting courses.**
- **9 credit hours of advisor-approved courses in major fields of art (painting, sculpture, printmaking, drawing, photography, ceramic sculptor, time-based media, graphic design, art history); and also 3 hours in studio art (for art history majors) or in art history (for majors other than art history). ARH courses must be from this list and with the approved title: ARH 507, 521, 522, 523, 524, 531, 533, 540, 541, 560, 564, 565, 568, 570, 573, 574, 575, 576, 578, 580, 582, 585, 590, 620, 630, 640, 660, 670, 680.**

#### Music: choral & instrumental
- **Candidates MUST meet with music advisor before selecting courses.**
- **MU 615, MU 521, MU 629, competencies in 4 or 5 fields by taking UG courses, conducting competences (MU 329, 429), & 3 hours in music theory from among the following: MU 545, MU 548, MU 555, MU 558**
- **3 hours in music history from among the following: MU 561, MU 564, MU 566**
- **2 hours in applied music - MUP (student’s chosen field: either voice or a specific instrument)**
- **2 hours in music ensemble from among the following: MUP 520, MUP 535, MUP 536**

#### French
- **EESL 510** (first term—fall or spring) and 12 credit hours in French (FR). One graduate French course is offered each term (fall & spring). Since these courses might conflict with other courses, candidates may consider studying abroad for a summer. **NOTE**: Candidates cannot receive credit towards certification for a 500-level course with the same title as a 400-level course or that meets concurrently with a corresponding 400-level course that they used for their undergraduate degree.

#### Spanish
- **EESL 510** (first term—fall or spring) and 12 credit hours in Spanish (SPA)
- **Usually 2 graduate Spanish courses are offered in fall and spring, and one course in the summer. Students cannot receive credit towards teacher certification for a 500-level Spanish course that has the same title as a 400-level course or that meets concurrently with a 400-level course that they used or their undergraduate degree.**

#### English as a Second Language
- **EESL 510** (first term—fall or spring, EESL 512, EESL 513 (if summer is the first term), EESL 515, EESL 525, EESL 560, EEC 674, EEC 674
- **Same comment as above for French.**

#### Dual Certification
- **ESL/French**: EESL 510 (first term—fall or spring, EESL 512, EESL 513 (if summer is the first term), EESL 515, EESL 525, EESL 560, and 12 credit hours in French (FR). Same comment as above for French.**
- **ESL/Spanish**: Same ESL courses as above and 12 credit hours in Spanish (SPA). Same comment as above for Spanish.

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1. Some courses may have UG prerequisites. If candidates have not yet had the prerequisite UG courses, they must first take those prerequisites.
2. Before taking a graduate content course at another institution, candidates must first receive SOE approval.
3. Usually in Fall
4. Usually in Spring
5. Usually in Summer (scheduling is subject to change)

**EARLIER GRADUATE COURSES TAKEN BY AMP CANDIDATES**

If you have already completed graduate courses in your Teaching Field (TF) and/or earned a graduate degree, you might be able to use some of these TF courses (e.g., biology) towards alternative Class A teacher certification issued by the ALSDE. This does not apply to courses taken in a completed graduate degree used to meet ALSDE’s GPA requirement. This also does not apply to education courses taken at another institution. Since each applicant’s situation is different, individual approval must be sought. After submitting your admission application to UAB, you must send corresponding transcripts and course syllabi electronically to Dr. Spezzini and the faculty advisor for your TF (p. 2). The advisor selects potential TF courses and sends selected courses to Ms. Tashara Walker (tawalker@uab.edu), Director of the SOE Office of Student Services. If a course prefix differs from the TF prefix (i.e., a science course has a PT prefix) and the course has not been approved previously by ALSDE, Ms. Walker submits a request to the ALSDE for approval/denial. **NOTE**: After completing an MA and 18 graduate hours in a single teaching field (not a comprehensive field such as English Language Arts), you will be eligible to teach that subject in a community college.
Student Teaching Internship

1. In January prior to the academic year in which candidates anticipate doing student teaching, they must:
   a. **meet** with their faculty advisor to ensure having taken all required courses before the internship semester;
   b. **submit Student Teaching Application**. Applications are due by January 31st, one term prior to fall internship and one full year prior to spring internship. When completing this application, candidates should follow instructions at: https://www.uab.edu/education/studentteaching/home/student-teaching-application; and
   c. **update** their application immediately if the targeted semester or projected employment has changed.

2. Prior to starting their internship and repeatedly throughout their internship semester, candidates should read the Student Teaching website and handbook posted at http://www.uab.edu/education/studentteaching/

3. Candidates must meet ALSDE regulations in effect at time of student teaching and/or employment as a hired intern.

4. **In order to be eligible for this student teaching internship,** candidates must have . . .
   a. been **unconditionally admitted** to the AMP upon admission to UAB’s Graduate School,
   b. **completed all courses** in the AMP (with the possible exception of one or two secondary content courses), and
   c. **met all requirements** stipulated by OSS (EB 232) and the Office of Clinical Experiences (EB 232).

5. About four months before the start of the candidate’s targeted internship semester, the Office of Student Services (OSS) conducts a student teaching eligibility check and then notifies the candidate of any missing items. As their internship approaches, candidates receive specific details of student teaching obligations, such as mandatory attendance of all student teachers at orientation sessions for their respective internship term (either fall or spring).

6. Candidates must enroll in the internship course and also the corresponding internship seminar. They should select the number of credit hours listed on their certification checklist. The seminar guides interns with the edTPA process.

   **Internship course:** EHS 691, EFL 691, EESL 690, EDA 690, or EMU 690
   **Internship seminar:** EHS 690 or EESL 689

7. Candidates must do their student teaching internship full-time for **15 weeks**, which is almost the entire length of a school semester. They will be placed with cooperating teachers who are full-time teachers exclusively in the targeted teaching field, have taught within the targeted teaching field full-time for at least 3 years, and preferably hold Class A certification in this teaching field. Candidates will be formally observed about 3 or 4 times by a UAB supervisor. For K-12 subjects, one placement will be for 7½ weeks in an elementary school and another for 7½ weeks in a secondary school. Candidates in K-12 teaching fields will be observed at least twice in each of these two settings.

8. Another option for meeting this Student Teaching requirement is to be hired full time in a SACS-accredited school. If hired as a teacher, your employment should be **less than 50 miles** from UAB in order for the School of Education to provide on-site supervision of your student teaching internship. If your employment site is further than 50 miles away, you must consult as soon as possible with the Student Teacher Director, Ms. Vanessa Vega.

9. Employment as a full-time teacher during the internship semester must be for teaching the entire day in the teaching field of the targeted certification area. For candidates in K-12 teaching fields, this can be done as follows:
   a. Candidates in K-12 teaching fields need to be teaching approximately half the time in one or more elementary grades (K-6) and teaching the other half of the time in one or more secondary grades (6-12), or vice versa. This can be done while employed at a middle school for teaching in at least one elementary grade level (e.g., 5th or 6th grade) and in at least one secondary grade level (e.g., 7th grade or higher) or as an itinerant teacher at two or more schools (e.g., an elementary school and a high school). These hired interns will enroll in their internship course during either the Fall semester or the Spring semester of their employment year.
   b. Interns can be employed as a full time teacher during the school year at either the elementary or secondary level and then placed as a student teacher at the other level for at least half a day for a full semester (such as in art or music) or during a summer program in a public school that is at least 6 weeks long (or the equivalent) and where there are at least 15 students per class. Such placements must be approved several months in advance by the advisor, the program director, and the student teacher director. NOTE: The summer option is usually only for ESL interns who teach during a lengthy English learner summer program.

**NOTE:** Interns must be employed with the IEC and cannot teach any subject outside of their certification area.

10. All student teacher candidates (including those in hired positions) should regularly visit the following websites throughout their internship semester and keep themselves informed about any updates:

    Field Experiences and Student teaching internship
Applications and Deadlines

1) Application for Admission
Graduate School (LHL G03) www.uab.edu/graduate click on APPLY NOW

<table>
<thead>
<tr>
<th>Projected Term for Admission</th>
<th>Degree-Seeking Admission* (pages 3 and 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018 (starts January 8th)</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td>Summer 2018 (starts 5/7, 6/4 &amp; 6/25)</td>
<td>April 15, 2018</td>
</tr>
<tr>
<td>Fall 2018 (starts August 27th)</td>
<td>July 15, 2018</td>
</tr>
</tbody>
</table>

*Subject to change: Updates will be posted at Graduate School Deadlines

2) Application for Student Teaching Internship
Suite 232 http://www.uab.edu/education/studentteaching/

<table>
<thead>
<tr>
<th>Anticipated Student Teaching</th>
<th>Deadline for submitting student teacher application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 or Spring 2019</td>
<td>January 31, 2018</td>
</tr>
<tr>
<td>Fall 2019 or Spring 2020</td>
<td>January 31, 2019</td>
</tr>
</tbody>
</table>

Eligibility to be approved to student teach:
Eligibility for student teaching is posted at http://www.uab.edu/education/studentteaching/ . As candidates are nearing completion of their coursework, they should check this website for any updates in the eligibility requirements.

3) Application for Degree
Graduate School’s http://www.uab.edu/graduate/online-forms
Click on “Forms Used to Complete Graduate Study.” Then scroll and click “Application for Degree – Master’s and EdS”. SOE graduate students must submit their Application for Degree to the SOE Office of Student Services (Suite 232) about six months before they intend to graduate. Failure to do so will delay their graduation by at least one semester.

<table>
<thead>
<tr>
<th>Anticipated Graduation</th>
<th>SOE Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>April 1, 2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>July 1, 2018</td>
</tr>
</tbody>
</table>

Information and instructions are provided at this website:
http://www.uab.edu/education/studentservices/home/application-for-degree
SOE students must meet SOE deadlines and not the Graduate School’s.

The School of Education (SOE) recommends students to UAB’s Graduate School for graduating with a master’s degree. After approving the recommendation, the Graduate School awards the master’s degree.

Requirements:
Completion of degree program (based on the corresponding certification checklist) with GPA of at least 3.25
- Electronic assessment portfolio (TaskStream) – to be explained and started in the EDU 500 course
- Satisfactory completion of key assessments - to be explained and started in EDU 500
- Satisfactory professional dispositions throughout program - to be explained and started in EDU 500

4) Application for Certification
Office of Student Services (OSS): EB 232 (Tel 205-934-7530)

Students receive detailed information regarding certification application processing during the student teaching seminars.

<table>
<thead>
<tr>
<th>Anticipated Graduation</th>
<th>Due date for submitting to OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>April 1, 2018</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>August 1, 2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>November 1, 2018</td>
</tr>
</tbody>
</table>

If students have specific questions regarding certification, they should contact Ms. Ekandrea Tarver edtarver@uab.edu

The SOE recommends candidates to the ALSDE for alternative Class A Teacher Certification in the targeted teaching field. After approving the recommendation, the ALSDE issues the certification. This process may take several months. Eligibility for certification expires if candidates do not submit application within 60 months of graduation.

Requirements
Completion of the certification checklist without substitutions: www.uab.edu/education/checklists
- Field experiences (as determined by the program) prior to the student teaching internship
- Student teaching internship: 15 weeks fulltime in the teaching field of targeted certification area
- Fulfillment of all criteria stipulated by the ALSDE in its teacher certification codes and regulations.
Employment as a Teacher

A. Seeking employment


3. Suggestion: If you have already been admitted to the AMP, write “Eligible for Interim Employment Certificate in Teaching Field (IEC)” on your application, resume, and/or cover letter.

B. Being hired as a teacher while still in the AMP: Interim Employment Certificate in a Teaching Field (IEC):

1. Go to ALSDE’s IEC website http://www.alsde.edu/sec/ec/Pages/interimemploymentcert-all.aspx?navtext and learn about being eligible for a first IEC during the 2017-18 school year. Previously, the IEC was called the Special Alternative Certificate (SAC).

2. After being unconditionally admitted to UAB’s AMP, you are eligible to be hired with an Interim Employment Certificate (IEC).

   If you are in the AMP and are hired for a teaching position in your area of certification, you should NOT be hired with any other type of certification. The IEC will be requested by your school and, if approved, issued by the ALSDE. NOTE: Some school districts do not consider AMP students for teaching positions even though they are eligible for an IEC.

3. When a principal offers you a teaching position, you should follow these steps:

   a. If you wish to be eligible for an IEC, be sure that you will be assigned to teach in your certification field for most of the day.

   b. Request an official copy of your UAB transcript (in progress and with current courses) from UAB’s transcript ordering website: http://www.uab.edu/students/one-stop/grades/academic-transcripts. Indicate for your UAB transcript to be sent electronically to Office of Student Services at SOEtranscripts@uab.edu. If prompted (even if requesting electronically-submitted transcript), provide address: SOE Teacher Certification, 1720 2nd Ave South-EB 232, Birmingham AL 35294-1250; Tel 205-934-7530.

   c. Ask your school’s HR representative to send an email to Ms. Ekandrea Tarver (etarver@uab.edu), who is UAB’s certification specialist in the SOE’s Office of Student Services. In this email, your school’s HR representative should include the following information: your full name, the last 4 digits of your SSN, and the teaching field and grade span that you will be teaching at this school. In this email, your school’s HR person should ask Ms. Tarver to complete a Supplement SA1 form and also provide the address of your school’s HR office (or other office) for receiving the SA1 paperwork from UAB. NOTE: After UAB sends the SAI paperwork to your school, your school’s HR office will send the IEC application to the ALSDE.

   d. You may complete up to three years of employment while holding a valid IEC. All three IECs must be within four consecutive school years. After finishing your first year of teaching with an IEC, you must visit your school’s HR office and submit an application to the ALSDE for your second IEC. After finishing your second year of teaching with an IEC, you must again visit your school’s HR office and submit an application to the ALSDE for your third IEC. By the end of your third year of teaching (or before), you must complete the AMP and graduate with a master’s. An individual who has not completed all requirements for Class A certification by the expiration of the third IEC is not eligible for certification through the IEC approach.

C. Other ALSDE approaches that lead to initial teacher certification (These approaches are NOT available through UAB.)

These certification approaches are initiated by the hiring school. The school’s HR office sends the application to the ALSDE. Applicants should contact the ALSDE (not a university or school of education) about these certification approaches.

http://www.alsde.edu/sec/ec/pages/home.aspx horizontal gold stripe: “Provisional Certificates” & “Other Approaches”

1) Provisional Certification in a Teaching Field (PCTF): http://www.alsde.edu/sec/ec/Pages/pctf-all.aspx?navtext

If hired with PCTF, you can take required PCTF courses at UAB: ECY 300/600 exceptional learners, EPR 411/511 assessment; EHS 456/556 classroom management, and methods (MU 532 choral music, MU 533 instrumental music, EDA 534 visual arts, EHS 535 mathematics, EHS 536 English language arts, EHS 537 science, EHS 538 social science, EHS 539 world languages). NOTE: This PCTF approach allows schools to hire uncertified candidates who have passed two exams (Core Academic Skills and a Praxis Subject), obtained background clearance, and met all ALSDE regulations. By the end of their first year of teaching, PCTF teachers must have taken two of four required courses and also submitted an application for a 2nd PCTF through the school’s HR office. By the end of their second year of teaching, PCTF teachers must have taken the final two courses and submitted an application for a 3rd PCTF through their school’s HR office. Upon completing their third year of teaching, PCTF teachers are eligible for a Class B teaching certificate and must submit this application through their school’s HR office. They must inform themselves of all PCTF requirements for each of these 3 years. [This was formerly called ABC.]


If you have been admitted to the AMP and are hired to teach in a full-time position, make sure that your school (i.e., employer) is seeking an IEC on your behalf and NOT emergency certification. Many people refer to the IEC as emergency certification, but it is not. If you have not yet been admitted to the AMP or if you are hired to teach outside of your certification area, you will be hired with an emergency certificate. You can have emergency certification for only one year and just once in your lifetime. NOTE: Emergency certification allows schools to hire uncertified teachers who are not eligible for IEC or PCTF.

3) Adjunct Instructor Permit. http://www.alsde.edu/sec/ec/Pages/adjinstruct-all.aspx?navtext

NOTE: This permit is for employment as a teacher half-time or less. Adjunct instructors are not eligible for benefits.
QuickLinks: Go to www.uab.edu/education and look in the top right corner, under SEARCH.

Education QuickLinks
Class Schedule
Financial Aid
Graduate School (admission applications & more)
Office of Clinical Experiences (internship & more)
Office of Student Services (certification & more)
Scholarship Opportunities
Sterne Library (adjacent to Education Building)
Student Teaching (internship)
Task Stream (course assessment portfolio)
Tuition and Fees

UAB QuickLinks
Academic Calendar
Ask IT (help with technology)
BlazerExpress (bus system)
BlazerNET (registering, paying, etc.)
Campus Map
Canvas (online course management)
Departments (Academic: Curriculum &...)
Directory (names and contact info)
Email (accessing your email account)
Emergency/B-Alert (bad weather)

EXAMPLES: Registering & Paying (UAB QuickLinks: Academic Calendar & BlazerNet); Tuition & Fees (Education QuickLinks: Tuition & Fees)

<table>
<thead>
<tr>
<th>2017-18 Graduate</th>
<th>Each semester hour of coursework</th>
<th>Each 3-hour course</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state residents</td>
<td>$437</td>
<td>$1,311</td>
</tr>
<tr>
<td>Out-of-state residents</td>
<td>$995</td>
<td>$2,985</td>
</tr>
</tbody>
</table>

Fees: online $130, field supervision $100, internship $75, laboratory $50; late payment $50, payment plan $25, reinstatement $50 - $150

Useful Acronyms
- AECAP: Alabama Educators Certification Assessment Program
- ALSDE: Alabama State Department of Education
- AMP: Alternative Master’s Program
- BEC: Business & Engineering Complex (possible testing site)
- C&I: Department of Curriculum & Instruction
- CT: Collaborative Teacher (Special Education)
- EB: Education Building, 901 13th Street South, Birmingham
- ECE: Early Childhood Education
- ECSE: Early Childhood Special Education
- edTPA: Teacher Performance Assessment (during internship)
- ESL: English as a Second Language (also EL, ELL or ESOL)
- AECA: Alabama Educators Certification Assessment Program
- UG: Undergraduate
- TF: Teaching Field
- GPA: Grade Point Average
- HHB: Heritage Hall Bldg (possible testing site)
- IEC: Interim Educator Certificate in TF (ex-SAC)
- K-12: From Kindergarten to Grade 12
- MAT: Miller Analogies Test (just for ESL)
- OSS: Office of Student Services, Suite EB 232
- P-12: From Pre-school to Grade 12
- PLT: Principles of Learning & Teaching (Praxis)
- QL: Designation at UAB for online courses
- SOE: School of Education

“To-Do” List
This is a summary of page 3. For detailed information, be sure to reread page 3.

1. Participate in an AMP information session: Mondays, 5:00-6:30 pm, in EB 100.
   a) Receive this information packet (After the session, read entire packet & keep it handy for future reference.).
   b) To review info session, read the “I am aware of” statements (p. 16), complete this page, sign it, and give it to facilitator.

2. Look at your transcript from a regionally accredited college and make sure you have a 2.75 cumulative GPA unrounded for your UG degree, or 3.0 for a graduate degree. Your GPA cannot be raised by taking courses AFTER graduating.

3. If your targeted program has UG course prerequisites, make plans to take these courses.

4. Meet all admission requirements:
   a) Have your fingerprints taken www.cogentid.com/AL (After a few days, you can find your background clearance at ALSDE’s teacher certification site: https://cert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx)
   b) Order official transcripts from all colleges attended (even if just one course) and have them sent to the SOE’s Office of Student Services at SOEtranscripts@uab.edu

5. Take the required admission tests so that the score reports are received at UAB, preferably before the application deadline.
   Access the updated information: http://www.ets.org/praxis/al/al_teacher_ed/ (scroll to “tests required for specific areas”).
   a) Core Academic Skills (passing scores in reading, math, and writing) and Praxis subject test in a teaching field:
      Register at http://www.ets.org/praxis/register (except ESL) and access your scores online
   b) ESL applicants only: MAT (388+) or GRE (290+) [NOTE: Praxis #5362 is required for student teaching]

6. If your teaching field is science or mathematics, contact CORD about the Noyce scholarship provided by CESAME (Collaboration for Excellence in Science And Math Education): CESAME (205) 934-5171 ccord@uab.edu

Applying for Admission
This is a summary of page 5. For detailed information, be sure to reread page 5.

7. Submit degree-seeking application at www.uab.edu/graduate by clicking the hand/finger APPLY NOW at the far left by the deadline (Nov. 1st for spring, April 1st for summer, July 1st for fall): list 3 people as references and pay fee online.

8. Periodically check status of application and accompanying materials at Application webpage.
   If needed, follow up with your references.

9. After receiving your admission email from the Graduate School, do the following:
   a) Process a BlazerID at www.uab.edu/blazerid. If returning to UAB, you must reactivate your BlazerID.
   b) Follow all other instructions in the admission letter
   c) Obtain medical clearance: Medical Clearance

10. Applicants who are non-native speakers of English (regardless of citizenship): Take TOEFL exam.

AMP Info Session Attendee

Names: First & Middle ___________________________ (preferred__________) Last ___________________________ (former_______)

What is your targeted teaching field(s)? PLEASE CIRCLE

English Language Arts - Mathematics – Science - Social Science - ESL - French - Spanish - Music (choral/instr.) - Visual Arts
Elementary Education – Early Childhood Special Education - Collaborative Teacher (Special Education) - Physical Education

Date of Birth_________________________ Home email_________________________ Work email_________________________

Home Phone_________________________ Cell_________________________ Work Phone_________________________

Home Address ___________________________ City_________________________ State_________________________ zip_________________________

Undergraduate degree: major_______ minor________ college/univ._________________________ year graduated_________________________

Graduate: degree_______ major________ minor________ college/univ_________________________ year graduated_________________________

Former graduate courses, if any:_________________________________________________________

Current employment:_________________________________________________________

Experiences teaching or tutoring, if any: ________________________________________________

I am aware of the following:

1) Applicants should read and follow the stipulations in this AMP information packet and keep themselves informed regarding any changes.

2) All schedules, procedures, regulations, and test scores described in this AMP packet are valid only until the date on this packet.

3) For information about other approaches (e.g., PCTF, emergency, CBT, adjunct), candidates must contact the ALSDE and not a university.

4) Before registering for an exam, applicants should check the ALSDE website for current exam codes and scores: http://www.ets.org/praxis/al.

5) Policies are established by the ALSDE, these policies are subject to change, and all candidates must abide by all such changes.

6) Admission MUST be submitted to UAB by the deadline: it is usually OK for exam scores to arrive a few days after the deadline.

7) If applicants need to take some required UGT content courses before seeking admission to their targeted program, they can do so at UAB as non-degree graduate students or at a community college. In some programs, candidates can take these courses after admission to the AMP.

8) When communicating with UAB staff by email, candidates should use professional email etiquette, identify themselves, and provide some background. After obtaining a UAB email www.uab.edu/blazerID, they must check it frequently and always use it in official communication.

9) Candidates should not take more than 5 AMP courses before being unconditionally admitted to the AMP.

10) AMP candidates must take all education courses on their certification checklist at UAB (no substitutions) and follow all procedures in effect during their program or in order to be awarded a master’s degree from UAB and alternative Class A teacher certification from the ALSDE.

11) If recommended by a course instructor or the program director, candidates must take an academic writing course: e.g., GRD 726 and/or 727.

12) Candidates must always demonstrate a high level of professional dispositions worthy of the teaching profession as described in the Model Code of Ethics for Educators, which will soon be posted on the SOE website. Failure to do so will result in being exited from the SOE.

13) Candidates must maintain a 3.25 GPA. The Graduate School exits candidates after the second semester of academic probation (below 3.0).

14) Before the internship, candidates must successfully complete all field experiences (150-220 hours) in placements arranged by instructors.

15) Candidates must confer with their SOE faculty advisor or program director whenever they have questions concerning their program.

16) Advisors and program directors give advice but they are not responsible for a candidate’s program or progress towards degree.

17) When doing their student teaching internship, candidates must adhere to the ALSDE policies and regulations in effect at that time (and not those in effect on the date of this information packet): http://www.uab.edu/education/studentteaching/

18) If AMP candidates are hired with the Interim Educator Certificate (IEC), they must teach almost the entire day in their teaching field for meeting requirements of the IEC. During their internship, they must be hired with an IEC and teach 100% of the day in their teaching field.

19) If candidates are in a K-12 field and hired with an IEC, their teaching position must include both elementary and secondary with at least half a day at each level. If not, they must student teach half a day for a semester or during an approved full summer program.

20) Elementary Education candidates must maintain a 3.0 GPA in Pedagogy I (EEC 502, EEC 506, EEC 540, EEC 594; EDR 540) to progress to Pedagogy II, and a 3.0 GPA in Pedagogy II (EEC 512, EEC 513, EEC 514, EEC 594; EDR 543) to progress to internship.

21) To be eligible for starting their student teaching internship, candidates must meet all requirements on their respective checklist: www.uab.edu/education/checklists and also on the student teaching website: http://www.uab.edu/education/studentteaching/

22) To be eligible for certification upon graduating, candidates must have at least a 3.25 GPA on their degree-issuing transcript.

23) Candidates must submit their Application for Degree to the Office of Student Services (OSS) 6 months before they plan to graduate. Failure to do so will delay their graduation by at least one semester.

24) Candidates must submit an Application for Certification to the OSS in their final semester. Certification eligibility expires in 60 months.

25) Applicants who complete their certification program in Fall 2018 and thereafter will need to pass all components on a nationally-scored multi-faceted assessment called eTPA which will take place during their internship semester.

26) Policies are establishing studies for more than a year, even with leave of absence, candidates must follow the program in effect upon re-entry.

27) To be eligible for seeking admission to the AMP, candidates must meet the following prerequisites. NOTE: Other criteria must also be met.

28) Cumulative unrounded 2.75 GPA on degree-issuing undergraduate transcript from regionally-accredited college (or 3.0 for MA degree).

29) Required content courses in the targeted teaching field or, depending on the program, a plan for completing these courses.

30) Fingerprints taken at one of the ALSDE’s designated places and background clearance posted on the ALSDE certification portal.

31) Passing score on all 3 subtests (reading, math, and writing) in the Core Academic Skills for Educators.

32) Passing score on Praxis subject test for the targeted teaching field required by the ALSDE on the date of the exam (except for applicants to the AMP in ESL who, to be admitted, must pass either the ESL Praxis or the MAT or the GRE).

33) International students & non-native English speakers must pass TOEFL, IELTS, or Level 5 at INTO-UAB’s Academic English Program.

PLEASE SIGN: ___________________________ Date: ________________

Location for using GPS: 900 14th Street South, Birmingham, AL • Education Building (EB) Room 100