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MISSION

To provide quality teacher education programs at the graduate level for individuals in overseas educational institutions.

VISION

To be the leading institution providing international programs.

STRATEGIC PLAN

Objective 1: To promote international education as a core value of the College of Education

1. Reinforce and expand synergistic relationship among the Office of International Programs, the Consortium for Oversea Student Teaching, Capstone International and all departments within the COE:
   a. Work with department heads and school directors to determine what synergistic relationships exist and ways in which they can be reinforced, developed and re-conceptualized if needed;
   b. Work with the Office of International Programs advisory committee members with the aim of engaging stakeholders in a process to define specific areas of opportunity.

2. Expand interest, opportunities and awareness of the OIP in the COE with the aim of expanding partner institutions:
   a. Work with stakeholders and explore their international contacts;
   b. Encourage international research and its dissemination to possible host institutions.

3. Enhance international student presence on the UA campus:
   a. Identify potential doctoral students within host institutions;
   b. Provide recruiting materials to counselors of host institutions.

Objective 2: Continue growth/expansion

1. Consolidate present sites:
   a. Ensure that sites are receiving quality instruction as evidenced by student opinions of instructions and communications with OIP;
   b. Involve host institutions in curricular and staffing decisions.

2. Recruit new host institutions:
   a. Have an OIP presence at international teacher conferences;
   b. Have an OIP presence at international school leadership conferences;
   c. Find opportunities to lend UA COE expertise to host institutions and potential host institutions;
   d. Capitalize on the extensive network of UA OIP graduates.
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

- **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- **ACT** to develop the full potential of all learners to be excellent professionals in their field; and
- **LEAD** through continuous research-based critical inquiry procedures and reflective practice to enable transformation and change in our diverse local and global communities.

- **DIVERSITY**
- **FAIRNESS / EQUITY**
- **COLLABORATION**
- **PROFESSIONAL PRACTICES**

**CONTACTS**

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Director
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jburnham@ua.edu

C. Michelle Deason
Program Specialist
Office: 304A Graves
cdeason@ua.edu
Office Phone: 205-348-7877
Admission to graduate programs is competitive. Meeting minimum requirements will not guarantee admission. Applications are reviewed by departmental screening committees with consideration given to such factors as academic and professional backgrounds, test scores, personal traits, professional goals and aspirations, and other factors that pertain to the ability to complete the program successfully and continue a productive career. The Graduate School makes final admissions decisions based on departmental recommendations and the Graduate School's review of applications. The Graduate School will notify you in writing of admission approval or denial.

**Admission Requirements**

Go to [http://graduate.ua.edu](http://graduate.ua.edu) for details about current admission requirements. OIP follows Graduate School Procedures related to admission. Please go to this link for specific details: [https://graduate.ua.edu/prospective-students/apply-now/](https://graduate.ua.edu/prospective-students/apply-now/)

Students applying to the Office of International Programs (OIP) through The University of Alabama are not required to take the GRE or MAT at this time. These are waived until further notice.

Students who teach at our OIP off-campus sites do not have to take the TOEFL for admission.

**Additional Materials for International Students**

See this link: [https://graduate.ua.edu/prospective-students/international-admissions/](https://graduate.ua.edu/prospective-students/international-admissions/)

**DEGREES**

Program Plan of Study- Master of Arts in Elementary Education

Program Plan of Study- Master of Arts in Secondary Education

**STUDENT ADVISEMENT**

See the Site Coordinator at your school for course information or Contact OIP at [oip@ua.edu](mailto:oip@ua.edu) for information.
GROUP I: ELEMENTARY EDUCATION COURSES

Area 1

Requirement – Select one 3-semester hour course:

CEE 530 Modern Elementary School Programs
CEE 532 The Early Childhood Elementary School Programs

Area 2

Program Specifics – Select five 3-semester hour courses from the following or select three or four courses from below and 6 or 3 hours of graduate credit courses* in the student’s subject field (total hours in Program Specifics must equal 15):

CEE 515 Science in Early Childhood and Elementary School
CEE 516 Social Sciences in Early Childhood and Elementary School
CEE 517 Language Arts in the Elementary School
CEE 580 Concepts of Early Childhood and Elementary School Mathematics
CRD 510 Improvement of Reading in Early Child, Elem, & Middle School
CIE 577 Second Language Acquisition

Area 3

Requirement – This course is required for all programs.

BER 500 Research Methods in Education

GROUP II: ELECTIVES

Select three 3-semester hour courses from the list below. This may include courses not taken from the GROUP I listing above or courses specifically approved by the Office of International Programs:

BER 550 Evaluation of Classroom Learning
BEF 503 History of American Education
SPE 500 Introduction to Exceptional Children
SPE 591 Academic Methods: Elementary
CEE 565 Classics and Modern Literature for Children
CEE 594 Problems in Elementary Education
CRD 511 Beginning Reading in Pre-K and Primary Grades
CIE 562 Teaching English as a Second Language: Basic Methods
CIE 576 Linguistics for Classroom Teachers
CAT 531 Technology in Education

*Courses must have a University of Alabama graduate level equivalent, be part of the curriculum in a graduate degree program, and be from a regionally accredited institution. Students must secure permission to enroll in transfer courses prior to enrolling in those courses.

**This program is 30 semester credit hours plus comprehensive examination. This program does not lead to Alabama State Department of Education Certification.
GROUP I: SECONDARY EDUCATION COURSES

Area 1  Requirement – Select one 3-semester hour course:

- CSE 530 The Modern Secondary School Program
- CSE 532 The Secondary School Curriculum

Area 2  Program Specifics – Select five 3-semester hour courses from the following or select three or four courses from below and 6 or 3 hours of graduate credit courses* in the student’s subject field (total hours in Program Specifics must equal 15):

- CSE 563 Improving Language Arts Instruction
- CSE 564 Improving Social Science Instruction
- CSE 565 Improving Science Instruction
- CSE 566 Improving Mathematics Instruction
- CRD 512 Improvement of Reading in Secondary Schools
- CIE 577 Second Language Acquisition

Area 3  Requirement – This course is required for all programs.

- BER 500 Research Methods in Education

GROUP II: ELECTIVES

Select three 3-semester hour courses from the list below. This may include courses not taken from the GROUP I listing above or courses specifically approved by the Office of International Programs:

- BER 550 Evaluation of Classroom Learning
- BEF 503 History of American Education
- SPE 500 Introduction to Exceptional Children
- SPE 592 Academic Methods: Secondary
- CSE 555 Adolescent Literature
- CSE 594 Problems in Secondary Education
- CRD 511 Beginning Reading in Pre-K and Primary Grades
- CIE 562 Teaching English as a Second Language: Basic Methods
- CIE 576 Linguistics for Classroom Teachers
- CAT 531 Technology in Education

*Courses must have a University of Alabama graduate level equivalent, be part of the curriculum in a graduate degree program, and be from a regionally accredited institution. Students must secure permission to enroll in transfer courses prior to enrolling in those courses.

**This program is 30 semester credit hours plus comprehensive examination. This program does not lead to Alabama State Department of Education Certification.
COURSE DESCRIPTIONS

All Course #’s Titles & Description for Elementary & Secondary Education Master’s Degree

BER 500 Introduction to Educational Research Three hours
An overview of research methodology, primarily for master's students. Offered fall, spring, and summer semesters.

CEE 515 Science in Early Childhood and Elementary School Three hours
Designed to expand knowledge and competencies of early childhood and elementary teachers of science with specific focus on current standards, research, and inquiry models of instruction.

CSE 565 Improving Science Instruction Three hours
Principles of learning applied to concepts, skills, attitudes, and problem solving in science; diagnosis, enrichment, remedial teaching, and classroom evaluation, and application and evaluation of technologies.

CEE 516 Social Sciences in Early Childhood and Elementary School Three hours
The focus is on current trends in early childhood and elementary social studies with particular attention to innovative instructional modes and relating learning to the learner's social environment.

CSE 564 Improving Social Science Instruction Three hours
Exploration and examination of methods and materials for improving social studies instruction. Focuses on teaching for diverse learners, constructivist methods, critical thinking, interdisciplinary teaching, and various technologies as they apply to secondary social studies classrooms.

CEE 517 The Language Arts Program in Elementary Schools Three hours
Designed to extend and strengthen the knowledge and competencies of experienced teachers of communication arts and skills in the elementary school.

CSE 563 Improving English Instruction Three hours.
Principles of learning applied to concepts, skills, attitudes, and problem solving in English and speech; diagnosis, enrichment, remedial teaching, and evaluation.
CEE 530 Modern Elementary School Programs Three hours
The evolving elementary school and its program, with emphasis on analysis of current
trends that directly affect modern school practices in a societal context.

CSE 530 The Modern Secondary School Program Three hours
The evolving secondary school and its program, with emphasis on analysis of current
trends that directly affect modern school practices in a societal context.

CEE 532 The Early Childhood and Elementary School Curriculum
Three hours
The purpose of this course is to focus on historical, current trends, and
projective perspectives that influence the evolving early childhood and
elementary school curriculum framework.

CSE 532 The Secondary School Curriculum
Three hours
The evolving secondary school curriculum, from historical, current trends, and projective
perspectives

CEE 580 Concepts of Early Childhood and Elementary School Mathematics
Three hours
Focuses on the current research in P-6 mathematics education concerning how children
learn mathematics.

CSE 566 Improving Mathematics Instruction Three hours
Principles of learning applied to concepts, skills, attitudes, and problem solving; proper
use and evaluation of teaching aids; construction and utilization of teaching instruments;
and examination and exploration of alternative assessment strategies and technologies
for use in secondary mathematics classrooms

CRD 510 Expanding Reading in the Elementary Grades Three hours
A comprehensive study of the major factors involved in teaching reading at the
intermediate grade levels. Techniques for teaching word recognition and
comprehension skills are studied extensively.

CRD 512 Improvement of Reading in Secondary Schools Three hours
A comprehensive study of the major components involved in literacy instruction at the
secondary level.
CIE 577  Second Language Acquisition  Three hours
This master's course is designed to help teachers further their understanding of theories, issues and instructional implications of second language acquisition. Current research, focused on methods of second/foreign languages teaching and cognitive and non-cognitive aspects of language learning, provides a foundation for critical analysis of current teaching practices in schools, and provides the necessary background for all assignments for this course. This course asks teachers to critically evaluate their second language pedagogy.

BER 550 Evaluation of Classroom Learning  Three hours
A comprehensive contemporary approach to the development, application, and interpretation of teacher-made classroom assessments; use of text book assessments to be aligned with national and state achievement standards. Attention is given to interpreting standardized norm and criterion referenced tests.

BEF 503 History of American Education  Three hours
An interpretive history of the educational and social movements and conflicts leading to understanding contemporary issues of educational aims, curriculum, teaching methodology, administrative procedures, and the professionalization of teaching.

SPE 500 Introduction to Exceptional Children and Youth  Three hours
Introduction to programs and problems of children and youth who deviate from the norm in physical, mental, emotional, and social characteristics.

SPE 590 Introduction to Mild Disabilities  Three hours
An intensive study of the background and current perspective on mild disabilities. Emphasis on developing professional knowledge base.

SPE 591 Academic Methods: Elementary  Three hours
Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the elementary school level.
SPE 592 Academic Methods: Secondary Three hours
Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the secondary level.

CSE 555 Adolescent Literature Three hours
An introduction to literature appropriate for the adolescent reader; reading patterns and major concerns of adolescents.

CEE 565 Classics and Modern Literature for Early Childhood and Elementary Education Three hours
Designed to extend and strengthen the knowledge and competencies of experienced teachers in the following areas: major developments in literature for children, genres of children's literature, and effective methods of helping early childhood and elementary children enjoy and use literature.

CEE 594 Problems in Elementary Education One to six hours
Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CSE 594 Problems in Secondary Education One to six hours
Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CRD 511 Beginning Reading in Pre-K and Primary Grades Three hours
Attends to the theory and practice of beginning reading; key areas of study include diagnostic and evaluative procedures and the organization and implementation of appropriate instruction for P-6. A field component is required.

CIE 562 TESL: Basic Methods Three hours
Theories, methods, and strategies for English as a second language that focus on communicative competence and cross-cultural understanding.
**CIE 576  Linguistics for Classroom Teachers** Three hours
This master's course is designed to help teachers further their understanding of theories, issues and instructional implications of linguistics. Current research, focused on the general areas of linguistics studies, provides a foundation for critical analysis of second language teaching in schools, and provides the necessary background for all assignments for this course. This course asks teachers to critically reflect on how English and discourses function in the second language classroom.

**CAT 531 Technology for Educators** Three hours
This master's course is designed to help teachers further their understanding of the current trends and educational approaches to the use of traditional and emerging computer technologies in the elementary and secondary classroom. An integrative approach to the analysis of how technology can enhance teaching and learning provides the necessary background for all the discussions and assignments for this course. This course asks teachers to critically evaluate the possibilities of the use technology in their classrooms.

**BEF 534 Multicultural Education** Three hours
Selected aspects of the anthropological and sociological foundations of education, with a critical evaluation of their relevance for increasing and/or enhancing multicultural understanding.
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

**Student Accommodations**
It is the procedure of the College of Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services, 205-348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

**Academic Misconduct/Ethical Violations**
All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Procedures noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any act so façade misconduct. These will serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.

**Plagiarism**
Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see [http://facultysenate.ua.edu/handbook/append-c.html](http://facultysenate.ua.edu/handbook/append-c.html).

**Computer Literacy**
Each student is expected to develop Computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly by the program.

**Other Procedures and Expectations**
All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic procedures and expectations. Students seeking degrees review the Student Handbook as well as related procedures contained in the program website. All students should consult the Graduate Catalog under which they were admitted for additional procedures and expectations for graduate study.

**The Code of Academic Conduct**
All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any
knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Procedures will be followed in the event of academic misconduct.

The Code of Student Conduct
The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages.

Use of Plagiarism Detection Software
The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.
**Electronic Portfolio Assignment CheckPoint 3 Mandatory for Graduation**

**Note:** Students must be enrolled in at least 1 course during the semester that they are participating in CheckPoint 3. Satisfactorily passing CheckPoint 3 is REQUIRED for Graduation. (There can be no 1’s assessed)

In lieu of the comprehensive exam, all ALTMA, MA, and EdS students will submit a TEP Portfolio for faculty assessment (see guidelines below for TEP Portfolios; these guidelines are subject to change in the future). The TEP Portfolio was already a requirement for graduation. CheckPoint 3 must be completed prior to graduation, the deadline for TEP portfolio submissions will be communicated at the beginning of each semester. It is imperative that you meet the deadline so that the Graduate School can clear you for graduation. You cannot graduate without satisfactorily passing your Final TEP portfolio (CheckPoint 3).

**VIA PORTFOLIO’S: (Required Data Management System)**

VIA is a data management system that students are required to participate in order for OIP to track student learning outcome. The link to the site is [http://www.vialivetext.com](http://www.vialivetext.com). Use of VIA requires a one-time purchase of a software license.

All new graduate students in the College of Education must purchase VIA for use during their program of study to create continued professional portfolios. Your professional portfolio serves as documentation of your progress through the completion of the program at the University of Alabama.

VIA will serve as the digital platform in which you will showcase your learning through portfolio’s progression at three checkpoints: Program Entrance (checkpoint 1), Program Progression (checkpoint 2), and Program Completion (checkpoint 3). Satisfactory progressing through all 3 checkpoints is required for graduation.
Theme 1: Creating Engaging Learning Environments for Diverse Learners

**Standard 1:** Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2:** Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3:** Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

The reflection piece and the curation of artifacts will be assessed based upon these rubric items. You must earn a 2 (Developing) or higher on each item to meet the standards.

<table>
<thead>
<tr>
<th>InTASC</th>
<th>Advanced</th>
<th>Target</th>
<th>Developing</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>The Learner and Learning</td>
<td><strong>Researches, designs and implements</strong> informed learning experiences that recognize human diversity and address the needs and strengths of all learners</td>
<td><strong>Designs and implements</strong> informed learning experiences that recognize human diversity and address the needs and strengths of all learners</td>
<td><strong>Demonstrates</strong> knowledge of learning experiences that recognize human diversity and address the needs and strengths of all learners</td>
<td><strong>Does not demonstrate</strong> knowledge of learning experiences that recognize human diversity and address the needs and strengths of all learners</td>
</tr>
<tr>
<td>(1 &amp; 2)</td>
<td></td>
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</tr>
<tr>
<td>Learning Environments</td>
<td><strong>Researches and creates</strong> environments that support individual and collaborative learning through motivation and engagement using informed practices</td>
<td><strong>Creates</strong> environments that support individual and collaborative learning through motivation and engagement using informed practices</td>
<td><strong>Recognizes</strong> environments that support individual and collaborative learning through motivation and engagement</td>
<td><strong>Does not recognize</strong> environments that support individual and collaborative learning through motivation and engagement</td>
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<td>(3)</td>
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Continuing to Grow

Reflection Prompt: Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your knowledge and capacity to create engaging learning environments for diverse learners? How will you continue to learn in these areas as you begin your next steps as a professional teacher? Compose a succinct reflection (less than 500 words) and curate artefactual evidence from your coursework to support your claims. Cite pages numbers to direct the assessor to specific areas of your artifact to support your ideas in relation to the above standards. For example, "My ability to meet the needs of diverse learners is addressed in my … artifact (p. 6 and p. 12-13) where I communicate how I... In recognizing specific learners' strengths, I also designed… (p. 19).

Theme 2: Teaching and Learning

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The reflection piece and the curation of artifacts will be assessed based upon these rubric items. You must earn a 2 (Developing) or higher on each item to meet the standards.

<table>
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<tbody>
<tr>
<td>Content Knowledge (4 &amp; 5)</td>
<td>Researches and creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices</td>
<td>Creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices</td>
<td>Recognizes learning experiences that make the content meaningful to learners</td>
<td>Does not recognize learning experiences that make the content meaningful to learners</td>
</tr>
</tbody>
</table>
Continuing to Grow

Reflection Prompt: Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your knowledge and capacity to plan and deliver engaging lessons in your discipline and then assess what students learned? How will you continue to learn in these areas as you begin your next steps as a professional teacher? Compose a succinct reflection (less than 500 words) and curate artefactual evidence from your coursework that supports your claims. Cite pages numbers to direct the assessor to specific areas of your artifacts to support your ideas in relation to the standards. For example, "In planning for instruction, I am implementing new research-supported practices of … learned In the course … and have begun to instruct with this teaching approach in working with … (p. 23, p. 42, and p. 47).

Theme 3: Becoming a Professional Teacher

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The reflection piece and the curation of artifacts will be assessed based upon these rubric items. You must earn a 2 (Developing) or higher on each item to meet the standards.
Practice
(9)
one’s own professional/ethical practices identified through critical reflection

Leadership and Collaboration (10)
Researches and creates goals and plans in collaboration with learners, families, colleagues, other school professionals, and community members to improve student learning
Engages collaboratively with learners, families, colleagues, other school professionals, and community members to take responsibility for student learning
Identifies the need to collaborate with learners, families, colleagues, other school professionals, and community members to improve student learning
Does not identify the need to collaborate with learners, families, colleagues, other school professionals, and community members to improve student learning

Continuing to Grow
Reflection Prompt: Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your ability to evaluate your own teaching practices and what they mean for the communities you are part of and serve? How will you continue to learn in these areas as you begin your next steps as a professional teacher? Compose a succinct reflection (less than 500 words) and curate artefactual evidence from your coursework that supports your claims. For example, “The attached project from the course … showcases my growing understanding of the application of ethics in the classroom. In demonstrating my ethical practice I engaged with… (p.49). In collaboration with others, my artifact notes that I… (p. 12).
Theme 1: Creating Engaging Learning Environments for Diverse Learners

**Standard 1:** Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2:** Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3:** Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

We will assess this reflection and curation of artifacts based upon these rubric items. You must earn a 2 or better on each item to meet the standards.

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</tr>
<tr>
<td>Learning Environments (3)</td>
<td>Researches and creates environments that support individual and collaborative learning through motivation and engagement using informed practices</td>
<td>Creates environments that support individual and collaborative learning through motivation and engagement using informed practices</td>
<td>Recognizes environments that support individual and collaborative learning through motivation and engagement</td>
<td>Does not recognize environments that support individual and collaborative learning through motivation and engagement</td>
</tr>
</tbody>
</table>
Continuing to Grow

Reflection Prompt: Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your knowledge and capacity to create engaging learning environments for diverse learners? How will you continue to learn in these areas as you begin the next steps in becoming a professional teacher? Compose a succinct reflection (less than 500 words) and curate artifactual evidence from your coursework and clinical experiences that support your claims.

Theme 2: Teaching and Learning in ELA (insert your appropriate discipline)

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

We will assess this reflection and curation of artifacts based upon these rubric items. You must earn a 2 or better on each item to meet the standards.

<table>
<thead>
<tr>
<th>InTASC #</th>
<th>Advanced</th>
<th>Target</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge (4 &amp; 5)</td>
<td>Researches and creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices</td>
<td>Creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices</td>
<td>Recognizes learning experiences that make the content meaningful to learners</td>
<td>Does not recognize learning experiences that make the content meaningful to learners</td>
</tr>
</tbody>
</table>
### Instructional Practice (6,7 & 8)

| Researches, plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | Plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | Demonstrates knowledge of disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | Does not demonstrate knowledge of disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals |

### Continuing to Grow

**Reflection Prompt:** Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your knowledge and capacity to plan and deliver engaging lessons in your discipline and then assess what students learned? How will you continue to learn in these areas as you begin the next steps in becoming a professional teacher? Compose a succinct reflection (less than 500 words) and curate artifactual evidence from your coursework and clinical experiences that support your claims.

### Theme 3: Becoming a Professional English Teacher (insert your discipline)

**Standard 9:** Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10:** Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

We will assess this reflection and curation of artifacts based upon these rubric items. You must earn a 2 or better on each item to meet the standards.

<table>
<thead>
<tr>
<th>InTASC #</th>
<th>Advanced</th>
<th>Target</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning and Ethical Practice (9)</td>
<td>Researches, designs and implements changes in one’s own professional/ethical practices identified through critical reflection</td>
<td>Employs critical reflection to evaluate one’s own professional/ethical practices</td>
<td>Analyzes one’s own professional/ethical practices through reflection</td>
<td>Does not analyze one’s own professional/ethical practices</td>
</tr>
<tr>
<td>Leadership and Collaboration (10)</td>
<td>Researches and creates goals and plans in collaboration with learners, families, colleagues, other school professionals, and community members to improve student learning</td>
<td>Engages collaboratively with learners, families, colleagues, other school professionals, and community members to take responsibility for student learning</td>
<td>Identifies the need to collaborate with learners, families, colleagues, other school professionals, and community members to improve student learning</td>
<td>Does not identify the need to collaborate with learners, families, colleagues, other school professionals, and community members to improve student learning</td>
</tr>
</tbody>
</table>

**Continuing to Grow**

**Reflection Prompt:** Looking back over your classes and coursework from previous semesters and this semester, how have you changed in relation to your ability to evaluate your own teaching practices and what they mean for the communities you are part of and serve? How will you continue to learn in these areas as you begin the next steps in becoming a professional teacher? Compose a succinct reflection (less than 500 words) and curate artifactual evidence from your coursework and clinical experiences that support your claims.
## MA Comprehensive Exam Rubric for Outcome Assessment

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Research and Application (35%)</strong></td>
<td>Critically and carefully applies research to issues, trends, decisions, and/or problems in curriculum and instruction; references landmark and recent relevant research; may creatively include research from other disciplines that adds depth to topic. 3.5</td>
<td>Shows clear competence applying research to school wide or classroom practices or procedures; references landmark and important literature. 2.8</td>
<td>Shows developing, but basic competence in the application of research to school wide or classroom practices or procedures. 2.4</td>
<td>Demonstrates a disconnection between research and practice; logic is fatally flawed or just plain wrong. 2.1</td>
</tr>
<tr>
<td><strong>Content Knowledge (35%)</strong></td>
<td>Astutely analyzes and synthesizes the pedagogical content knowledge (PCK) literature within the relevant discipline; shows well-developed and versatile knowledge and skill in content/disciplinary ways of thinking, inquiring, and solving problems. 3.5</td>
<td>Burgeoning analysis and synthesis of PCK within the relevant literature; may fall back into mere summary at times, but in no way remains there; shows well-developed knowledge and skill in content/disciplinary ways of thinking, inquiring, and solving problems. 2.8</td>
<td>Provides adequate summary of the PCK literature; demonstrates that the student has read and understood the literature; lacks some refined critical analysis and synthesis; shows adequate knowledge and skill in content/disciplinary ways of thinking. 2.4</td>
<td>Has not read enough, misinterprets or doesn’t understand the literature; misses, omits, or ignores important studies; has not developed sufficient content/disciplinary knowledge. 2.1</td>
</tr>
<tr>
<td><strong>Writing/Thinking (19%)</strong></td>
<td>Formulates ideas: clearly and precisely; with insight and creativity; in a comprehensive fashion; well-focused and well-organized; writing flows and student provides transitions, summaries, and other cohesive ties that make reading pleasurable and easy; all parts of the question are answered. 2.0</td>
<td>Formulates ideas clearly with a burgeoning sense of precision in language choices; is comprehensive, well organized, and provides appropriate cohesive ties so that the reader doesn’t have to work too hard; all parts of the question are answered. 1.6</td>
<td>Most ideas are formulated clearly; may lack some nuances of scholarly writing and thinking, but is clearly coherent overall; the reader may have to supply some missing information or may have to make inferences; all parts of the question are answered. 1.5</td>
<td>The writing/thinking may be unclear or disorganized, may move in tangents or lack any specific trajectory whatsoever; difficult to follow; makes the reader work way too hard to understand what is going on; some part of the question may not be answered. 1.2</td>
</tr>
<tr>
<td><strong>Technical Criteria (11%)</strong></td>
<td>Perfection in technical areas of: grammar, punctuation, spelling, APA format (citations, headings, subheadings, tables, figures, etc.), and scholarly tone. 1.0</td>
<td>Minor mistakes in a single area: grammar, punctuation, spelling, APA format (citations, headings, subheadings, tables, figures, etc.), and scholarly tone. 1.6</td>
<td>Few mistakes in one or more technical areas. 1.5</td>
<td>Some work is needed in one or two technical areas. 1.2</td>
</tr>
</tbody>
</table>

Add up each box and put the total here: ____________/10. A Score of 7/10 is passing. Check appropriate box: Pass, Fail.

**PERSONAL INFORMATION**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
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<tr>
<td>DATE OF APPLICATION</td>
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<tr>
<td>CWID #</td>
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<tr>
<td>SITE LOCATION (School)</td>
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<td>CRIMSON EMAIL</td>
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<td>ELED or SEED</td>
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**TO DATE, I HAVE COMPLETED THE COURSES LISTED BELOW**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>YEAR</th>
<th>SEMESTER</th>
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**LIST COURSES ENROLLED IN SEMESTER OF COMP EXAM (OCT, MARCH, JUNE)**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>YEAR</th>
<th>SEMESTER (FALL, SPRING, SUMMER)</th>
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**BY SIGNING, I AGREE:** I have completed EIGHT of the required courses on my approved Program of Study. I understand that I MUST be enrolled in at least ONE COURSE during the semester in which I take the comprehensive exam. My application must be submitted FOUR weeks prior to the exam semester.

<table>
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<th>SIGNATURE</th>
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<td>PRINT NAME</td>
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<td>Date</td>
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STUDENT COMPLAINTS PROCEDURE
(from the College of Education Faculty Handbook)

Step 1a. Student raises the issue with the faculty member involved.

Step 1b. Faculty member and student try to resolve the issue based on facts.

Step 1c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.

Step 1d. If there is no resolution, student and faculty members sign a brief memo indicating points of continuing disagreement.

Step 2a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.

Step 2b. Program coordinator and student try to resolve the issue based on facts.

Step 2c. After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.

Step 2d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

Step 3a-d. Process is repeated between student and Department Head, with all written material shared from steps 1a-d and 2a-d. Under normal conditions, problems will be resolved at this level or below.

Step 4. If the problem is unresolved, faculty or student may bring it to the Associate Dean to come under University grievance procedures.

Step 5. The Associate Dean investigates the grievance and provides a summary and recommendation to the Dean.

Step 6. The Dean renders a final decision. The student may appeal the Dean’s decision to the Office of Academic Affairs.

(Note: The following document describes the procedures in effect at the time this Guide was published. Copies of any subsequent revision will be available in departmental and divisional offices in the Office for Academic Affairs.)

OTHER RESOURCES:

1. The UA Academic Grievance Procedure can be found at https://catalog.ua.edu/graduate/about/general-information/grievance-procedure-faculty-handbook/

2. The Provost’s website also addressed complaints at https://provost.ua.edu/internal-complaint-process.html
STUDENT INFORMATION ON MYBAMA

Log into myBama. Click STUDENT.

Click STUDENT SERVICES and then click LOOK UP CLASSES.
SELECT TERM and then click SUBMIT.

Click ADVANCED SEARCH. Choose SUBJECT (CEE or CSE) and then select OVERSEAS for campus.
Scroll down to bottom of page and click SEARCH.

Here is an example of results. OIP courses will say in “YOUR CITY ONLY” use the CRN# associated with your site and go to ADD / DROP CLASSES to register.
ONLINE COURSE REGISTRATION INSTRUCTIONS

Contact your site coordinator for registration information and classes in your area.

Registration is easy. Just follow the steps below:

- Go to the mybama.ua.edu site.
- Log into the site using your MYBAMA username and password. The BAMA user name is part of your email address. For example, in Smith001@crimson.ua.edu “Smith001” is your MYBAMA username; crimson.ua.edu is the address.

Register for classes

You will be registering before each semester begins for all courses you plan to take that semester. If your site is offering three courses a semester, then you should be registering for three courses.

On the left hand side of screen you will click STUDENT. See a section in the center of the screen labeled STUDENT SERVICES. Click the ADD / DROP CLASSES.
SELECT the term you want to register for (Fall - Spring - Summer 20xx) and press the SUBMIT.

Now you will ADD your courses. At the bottom of the screen you will enter the CRN# (5-digit number) for your course. You may add them one at a time or all of them at once. Press the “submit changes” button. If you do not know your course CRN number, contact your site coordinator.
If you see the below screen after choosing the semester, click **REGISTRATION STATUS**.

![Schedule Builder Registration Cart](image)

Your Schedule Builder Registration Cart is empty.

**RELEASE: 8.0.1.2R6A**

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The below are samples of registration statuses. Contact the Office of International Programs@ cdeason@ua.edu to help resolve.

![Registration Status](image)
DROP OR WITHDRAWAL FROM CLASSES

Log into myBama. Click Student.

If you are only dropping 1 class go to Add or Drop Classes.

If you are Withdrawing from the semester go to Initiate Withdrawal. Follow steps until you get a confirmation.
Blackboard is a learning management system that provides course delivery and management for institutions; a community and portal system for communication; a content management system for centralized control over course content; and a system to record and analyze student assessment results.

Log into myBama.
This is what Blackboard looks like when logged into your account.


Click Information for CCS Online Students.
TRANSCRIPT UPLOAD

http://graduate.ua.edu/prospects/application/
TRANSFER OF CREDIT INFORMATION

From the graduate school website [http://services.graduate.ua.edu/catalog/14800.html](http://services.graduate.ua.edu/catalog/14800.html)

**Transfer of Credit**

Courses of full graduate-level credit earned in a **regionally accredited** institution where a student was enrolled in the graduate school may be submitted for review for inclusion in a master's degree program. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

Acceptance of credit requires the approval of the student’s advisory committee and the dean of the Graduate School. Credit will not be accepted for transfer from any institution at which the student failed to achieve a "B" average on all graduate work attempted. Only courses in which a student earned a "B" grade or better may be transferred.

In some cases, foreign educational credentials may not meet the Graduate School’s criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from [World Education Services Inc. (WES)](http://www.wes.org), an external foreign credential evaluation service. Additional information on their services can be found at their website.

A student initiates at the Graduate School’s website a [Request for Transfer of Graduate Credit](http://services.graduate.ua.edu/catalog/14800.html) earned at another institution. It is also the student’s responsibility to assure that the Graduate School receives an official transcript of the credit requested for transfer, well in advance of the final semester.

With the approval of the student’s department and the dean of the Graduate School, the **greater of 12 hours or 25 percent** of the required course work for a master’s degree may be transferred from another institution. All credit toward the master’s degree, including transfer credit, must have been earned during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the master’s degree is to be awarded. Revalidation (recertification) of graduate credits that will be more than 18 semesters old at the time of UA master’s program completion is **not** an option.

Please note that some departments allow fewer than 12 hours of graduate transfer credit. Be sure to check with your department’s graduate coordinator regarding your department’s transfer procedures.
**THE UNIVERSITY OF ALABAMA GRADUATE SCHOOL**

**TRANSFER CREDIT EVALUATION FORM**

**STUDENT NAME:** __________________________________________ **CWID:** ________________

**MAJOR:** ___________________________ **DEGREE:** __________________________

<table>
<thead>
<tr>
<th>INSTITUTION NAME</th>
<th>COURSE NUMBER</th>
<th>DATE EARNED</th>
<th>HOURS</th>
<th>UA EQUIVALENCE</th>
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</table>

**Recommended for approval:** ___________________________ __________________________

Committee chair

**Approved by:** ___________________________ __________________________

Department chair/graduate director

**Initiated by:** ___________________________

**Received by GS:** ___________________________
HOW TO VIEW STUDENT ACCOUNT & PAY BILL ONLINE

Log into myBama. Click Student.
Under Self Service Banner, click Student Services, then Student Account Services
Click Access Your Student Financial Account.

This screen will appear. Accept terms.
Click View Account Activity.

Under View transactions by term, click the drop down arrow and there is a choice for ALL. You can make a payment here if needed.
Applying to Graduate
Instructions for Applying to Graduate

All students are required to submit a degree application in order to graduate. The degree application should be filed for the term in which the student expects to complete all degree requirements. For students pursuing multiple degrees, a degree application is required for each individual degree.

File an Application for Degree Online
Check the Office of the University Registrar Academic Calendar for the due date for filing a degree application. The degree application is found online and is accessible through your myBama account. Once in myBama, click on the Student tab from the left side menu. Click on the Apply to Graduate icon in the center of the page.

Full Legal Name
Your name appears on your diploma as it appears in the student information system. Normally, educational records are maintained under a student’s full legal name. This is First Name, Middle Initial/Middle Name, Last Name, and Suffix. For international students, the name will be the same as the one that appears on their passport and U.S. immigration documentation, including the Form I-20 certificate of eligibility for non-immigrant. When completing the online degree application, you will have the ability to edit your middle name and/or suffix as you see fit. Any editing done during the application will only affect the name printed on your diploma. It will not affect your official name in the student information system. You may contact the Office of the University Registrar if you have additional questions.
**Current Diploma Address**
When you completed the online degree application, you indicated the address to which you wanted your diploma mailed. To check/change the diploma address that was submitted on your application, log into myBama and go to the student tab. Click on the Student Services folder, then Student Records, and finally the View Graduation Applications link. After you select your application, you will be able to view your application and make any necessary changes to your diploma address.

**Transfer Credit**
All official transcripts from other institutions need to be sent to The Office of The University Registrar. If transfer work is not received in a timely manner, graduation for the term could be affected.

**All Fees Paid**
All past due financial obligations must be cleared prior to receiving your diploma. Diplomas and transcripts are held for those accounts not cleared prior to graduation.

**Attend a Financial Aid or Loan Receivable Exit Interview**
If you borrowed from the Stafford/Direct loan program, complete a Financial Aid Exit Interview. You can find the link for exit counseling on the Student Account Services (link: https://studentaccounts.ua.edu/) homepage. If not completed, transcripts and diplomas will be held until process cleared.
Sign onto your myBama account. Click **Student** – **Student Services** – **Academic Transcript**.

Click **Submit**.
REQUEST TRANSCRIPT

Order Online (https://registrar.ua.edu/student-services/transcripts/)

To request a transcript anytime, current students and former students may order transcripts online 24/7 using the Transcripts Plus System (Credentials, Inc.). Payment must be made by credit card. To use the system, follow the links below. Credentials, Inc. is a vendor that provides this service through an agreement with The University of Alabama. The service is secure and encrypted.

ENROLLMENT VERIFICATION

REGISTRAR.UA.EDU

Scroll down to VERIFICATIONS.
Follow directions for **ENROLLMENT VERIFICATIONS**.
Enrollment Verification

Enrollment verification provides proof of enrollment for a student's financial lender, insurance company or sponsor. Enrollment verification may be obtained in one of the following ways:

- **Current Students**
  - Sign into myBama
  - Click on "Student" in the left menu
  - In the Student Services box, click on the "Enrollment Verification" icon

- **Former Students/Employers/3rd Parties**
  - The University of Alabama has contracted with The National Student Clearinghouse to provide enrollment verification. The University of Alabama will not directly provide enrollment verification for current or former students. Certification of enrollment for a student can be requested from the National Student Clearinghouse.
  - At the National Student Clearinghouse homepage, select the "Colleges & Universities" option from the menu. Then select the "Enrollment Verify" link from the drop-down menu.
  - You will be prompted to select the credit card link to proceed.
Sample of Students Services Available

The Bama by Distance website: https://bamabydistance.ua.edu/current-students/academic-support/index.php offers four student support services as available to distance students (undergraduate and graduate). The four listed on the website are:

- “Center for Academic Success” - See https://cas.ua.edu/
- “Library Resources” - See http://guides.lib.ua.edu/distance_learning

Library Resources promote specific accessibility to the distance learner. For example, the Library Resources link offers help with research, writing, and library searches.

Dr. Benita Strnad is our Curriculum Materials Librarian, at the McLure Library. She can be reached at bstrnad@ua.edu for assistance.

- “Writing Center” http://writingcenter.ua.edu/distance-learners/

The Writing Center offers specific accessibility to the distance learner. For example, they offer “E-tutoring service” to assist distance students with writing assignments and projects.

- “Career Center” https://career.sa.ua.edu/

- Instructional Technology Services:

If you have an issue with your MyBama or Crimson email account, call the OIT Helpdesk at 205-348-5555, or email itsd@ua.edu. In the College of Education email: tsellers@ua.edu

SOFTWARE: (http://oit.ua.edu/software)
- Several Software Programs are FREE FOR UA Students (this may change without notice):
  - Microsoft Office 365
  - McAfee Virus Protection
  - Adobe Creative Cloud (Students may purchase for a lower price from Adobe).
  - SPSS (Small fee for students)
  - Refworks
  - Zoom Video Conferencing
Orientation and Training for Off-Campus Sites

There are two orientations that are facilitated by the Program Coordinators and the OIP office. (1) The OIP Student Orientation is held each Spring and Fall semester; and (2) The Site Coordinator Orientation is offered each January.

These two orientations are digitally recorded and made available to students and Site Coordinators for reference on the OIP website (in a password protected format).

1. OIP Student Orientation

Early during the Spring and Fall semesters, OIP students are invited via email to the OIP Student Orientation and VIA (formerly LiveText) Webinar. The time and date are and the link to the Zoom meeting are provided by email. Site Supervisors are also encouraged to attend this meeting. Students are reminded to go to the OIP website before the meeting to read: The OIP Student Orientation Guide, OIP Handbook, and to print a copy of the Attendance Check for OIP Orientation, also found on the website.

The PowerPoint for Student Orientation from recent webinar is also included in the next section of this handbook.

The OIP Student Orientation and VIA (formerly LiveText) Webinar covers:

- Attendance is mandatory. You will need to verify your attendance with the attached form. Go to [https://education.ua.edu/outreach/centers/oip/](https://education.ua.edu/outreach/centers/oip/) and print a copy of the attendance form.
- Welcome by OIP Office
- Welcome to UA – OIP Orientation for New Students (and Returning Students) – Led by Program Coordinators in Elementary and Secondary Education
- An introduction of VIA (formerly LiveText) (our data management platform used to assess Student Learning Outcomes). See VIA (formerly LiveText) steps in the attached file. Dr. James Hardin and Dr. Lisa Matherson will lead this part of the webinar
- Review the OIP Student Orientation Guide and the OIP Handbook. You can find these on our website [https://education.ua.edu/outreach/centers/oip/](https://education.ua.edu/outreach/centers/oip/)
  - Time limitations for degree - https://graduate.ua.edu/
  - Plan of Study (Elementary Education/ Secondary Education -
  - Absentee Procedures
  - Portfolio Information
  - Applying for graduation
  - Filing a complaint or grievance
  - Graduate School link and information [https://graduate.ua.edu/](https://graduate.ua.edu/)
- Other Resources Offered to Distance Student are also emphasized in this webinar.

- Two additional guests also speak about the library resources and IT assistance.
  - Library Resources –Ms. Benita Strnad, our Curriculum Materials Librarian, McLure Library. She can be emailed at bstrnad@ua.edu
  - IT Assistance - Ms. Tracy Sellers, IT Specialist IV/Technology Manager, College of Education. She can be emailed at tsellers@ua.edu
  - The Writing Center
  - Career Center
2. Orientation for Site Coordinators - Site Coordinators are trained by the Program Coordinators, the OIP Director, and OIP Specialists.

Site Supervisors also are asked to attend a Site Supervisor Orientation each January. If a new Site Supervisor is hired – a meeting with the Program Coordinators, OIP Director, and OIP Specialist is facilitated promptly to train them and to answer questions.

Site Coordinators were reminded of the information on the website that pertains to students (The OIP Student Orientation Guide, OIP Handbook, and Attendance Check for OIP Orientation for students). They were also asked to become familiar the OIP Site Coordinator Guide.

The PowerPoint used for this Site Supervisor Webinar covers:

- Welcome by OIP Office
- Welcome to UA – Site Supervisor Orientation– Led by Program Coordinators
- Focus of OIP and website link
- Job Description as a Site Supervisor
- Plan of Study for Elementary and Secondary Education
- Degree Seeking applications for students
- Use of VIA (formerly LiveText) for student assessment
- Course information
- Comprehensive Exams
- Planning for faculty traveling to your site
- Time limitations for students
- Absentee procedures
- Applying for graduation
- Other resources for students
  - Library Resources –Ms. Benita Strnad, our Curriculum Materials Librarian, McLure Library
  - IT Assistance - Ms. Tracy Sellers, IT Specialist IV/Technology Manager,
  - The Writing Center
  - Career Center
OIP Student Orientation and VIA (formerly LiveText) Webinar
This session will be recorded for future use. Students who are not able to attend today will be required to verify their make-up session.

Go to https://education.ua.edu/outreach/centers/oip/ and print a copy of the attendance form.
As a student in the OIP program, your attendance at this webinar is mandatory.

You will need to verify your attendance with the attached form.

Go to https://education.ua.edu/outreach/centers/oip/ and print a copy of the attendance form.
Welcome:
• Dr. Joy Burnham
• Ms. Michelle Deason

Contact Information
• jburnham@ua.edu
• cdeason@ua.edu
OIP Orientation

Welcome to UA

- OIP Orientation for New Students
- Led by:
  - Dr. Holly Swain
  - hswain@ua.edu
  - Dr. Karen Spector
  - kspector@ua.edu
- The Program Coordinators in Elementary Education and Secondary Education.

Dr. Holly Swain
Elementary Ed.

Dr. Karen Spector
Secondary Ed.
OIP Orientation- Graduate School Link

Graduate School link and information

https://graduate.ua.edu/
Review the *OIP Student Orientation Guide* and the *OIP Handbook.*

You can find these on our website at [https://education.ua.edu/outreach/centers/oip/](https://education.ua.edu/outreach/centers/oip/)

The College of Education has provided educational opportunities to American-sponsored overseas schools through the Office of International Programs since 1966. Since its beginning, the International Programs at the College of Education has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for becoming successful educators. Programs have included on-site courses for professional development and graduate credit, graduate degree programs, fieldwork, technical services, and consultation.

Thousands of teachers and administrators have earned graduate degrees through the Office of International Programs. Benefits of enrollment include career advancement, professional growth, higher salaries, meeting SACS-COC requirements for accreditation, expansion of networking, and great opportunities to grow professionally.

- OIP Handbook
- COE Handbook
- Student Orientation Guide
- Attendance Check for OIP Orientation
“All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision for an extension of the time limit beyond six years for master's students”

https://catalog.ua.edu/graduate/about/academic-policies/degree-requirements/
OIP Orientation- Absentee Procedures

Absentee Procedures

No more than two (2) excused absences are allowed during time the instructor is on site for each course. A written excuse is required for all absences.
When you are ready to graduate, you must submit the Application for Degree form at the beginning of the semester in which you plan to graduate. The application is available only through www.mybama.ua.edu.

Instructions for completing your degree application can be found at https://registrar.ua.edu/graduation.

If you should have any questions, please do not hesitate to contact the Office of International Programs either by phone (205-348-7877) or email at cdeason@ua.edu
OIP Orientation - Filing a Complaint or Grievance

The UA Academic Grievance Procedure can be found at https://catalog.ua.edu/graduate/about/generalinformation/

The Provost’s website also addressed complaints at https://provost.ua.edu/resources/
Introduction of VIA (formerly LiveText)

• An introduction of VIA (formerly LiveText) (An online portfolio and assessment tool).

• See VIA (formerly LiveText) steps in the attached file.

https://www.vialivetext.com/

• Led by:
  - Dr. James Hardin
    jhardin@ua.edu
  - Dr. Lisa Matherson
    lhmatherson@ua.edu
OIP Orientation- Other Resources

Library
Ms. Benita Strnad
McLure Library
bstrnad@ua.edu

IT Assistance
Ms. Tracie Sellers
IT Specialist IV/Technology Manager
tsellers@ua.edu

Academic Services available to distance learners

The Writing Center
Career Center
Technology Support Services (TSS)
205-348-2445
108 GRAVES HALL
Technical Support Services:

• Graves Hall, Room 108, 348-2445
  • TSS Staff:
    • Tracie Sellers, IT Specialist IV, Technology Manager
      • tsellers@ua.edu
    • Nina Barnes, TSS Office
    • Spencer King, IT Technician III
Technical Support FAQ’s:

- If you have an issue with your MyBama or Crimson email account, call the OIT Helpdesk at 205-348-5555, or email itsd@ua.edu. The OIT Helpdesk is located in 125 Gordon Palmer Hall. They also offer technical maintenance and services for free.

- Login to EDUROAM using your MyBama account information to access Campus Wifi. EDUROAM is also available at other Universities in the US, and International. Do not login to UA-Guest.

- DUO Two-factor Authentication is used as an extra layer of security to your MyBama Account.

- Free, unlimited Cloud access using UA Box. Located on the Tech Tab in MyBama.

- Blackboard Learn is used to communicate with Instructors, find course information, assignments, test grades, etc.
Technical Support FAQ’s:

• SOFTWARE: ([http://oit.ua.edu/software](http://oit.ua.edu/software))
  • Several Software Programs are FREE FOR UA Students:
    • Microsoft Office 365
    • McAfee Virus Protection
    • Adobe Creative Cloud (Free version is limited to Graduate Student Assistants. Students may purchase for a lower price from Adobe).
    • SPSS (Small fee for students)
    • Refworks
    • Zoom Video Conferencing
    • Many other programs are listed on the website above. The programs available for students will be indicated to the right of the Program name. Some programs are only available to faculty and staff. Those listed here are some of the most requested.

• HARDWARE:
  • Laptops, iPads, etc.-the University Supply Store has a Tide Tech Store that carries Apple and Dell devices. There are also Apple Certified Technicians available that can work on the Apple devices, instead of using Geek Squad, or sending back to Apple for support. There may be a fee if the device is no longer under warranty.
Quick Links:

OIP Website: https://education.ua.edu/outreach/centers/oip/

1. Mandatory OIP Student Orientation:
   - Get a copy of the OIP Student Orientation Guide on the OIP website.
   - Get a copy of the OIP Handbook on the OIP website.
   - Review PowerPoint from the OIP Student Orientation (see last section of OIP Student Orientation Guide).
   - You must verify your attendance at the OIP Student Orientation.
   - Attendance form is found on the OIP website.

2. Academic Concerns, Grade Concerns, and Grievances:
   - See UA procedures in the OIP Handbook for details and links.
   - See PowerPoint from the OIP Student Orientation for details and links (see last section of OIP Student Orientation Guide).

3. Resources and Services:
   - See OIP Handbook and OIP Student Orientation Guide and PowerPoint from the OIP Student Orientation.
   - Details were offered about:
     o Library Resources
     o Career Center Services
     o Writing Assistance
     o Library Contact and Services
     o IT Contact and Services
     o VIA (formerly LiveText) purchase and Contact Information

4. Chain of Command for Information and Assistance: The following serves as a guideline. The examples are not exhaustive.

Site Coordinator – The Site Coordinator is an appointed liaison/ambassador who serves in an administrative role (at the designated off-campus sites). Site Coordinators communicate often with the OIP office. They are a conduit for communication between the off-campus site and OIP. Site Coordinators are not students in the OIP program.

Students may work with the Site Coordinator on:
   - Course enrollment, suggestions of courses to be delivered, dates for courses, and class rosters.
   - Assistance for potential students about steps from application to admission.
   - Assistance with general on-site questions
   - Assistance with application process, graduation application and process, comprehensive examination steps, steps to take for complaints,
   - General concerns to be reported to the OIP office.
   - Coordination-related questions
*For personal or specific student concerns, consult with the OIP Director and refer to the OIP Handbook for details.

*If you are uncertain of whom to ask, please contact Dr. Joy Burnham, the OIP Director. She can direct you to the right person or resource (jburnham@ua.edu).

**Program Coordinators** – UA has an Elementary Education Program Coordinator and a Secondary Education Program Coordinator. The two Program Coordinators share curricular responsibility for their respective programs. The Elementary and Secondary Program Coordinators are involved in the oversight of the curriculum development and they monitor the quality and integrity of the Elementary Education and Secondary Education degree programs.

They:
- Oversee and monitor admissions.
- Oversee and monitor comprehensive examinations.
- Conduct peer reviews of instructors.
- Facilitate assessment outcomes and program evaluation.
- Review of program requirements.
- Conduct advisement.
- Conduct orientation for new students.
- Recommend faculty for teaching.

**OIP Specialist** - works closely with Site Coordinators at the off-campus sites, the Elementary and Secondary Program Coordinators, and UA Faculty traveling to the off-campus sites to teach each semester.

Students should work with the Site Coordinator on the following:
- Graduate school admissions, course registration, student files, graduation list, and database management of student information.
- Academic calendar
- Deadlines
- Course registration
- Contact person for general questions.
- Transcripts, adding and dropping courses, transfer of courses
- Blackboard concerns
- General information about courses to be offered
- Degree-seeking applications
- Registration for comprehensive exams
- Paying invoices
- Orientation and training dates and deadlines
- VIA (formerly LiveText) concerns (technical questions go to jhardin@ua.edu)

**OIP Director** - has oversight of the Office of International Programs (OIP) and the delivery of the degree programs to the off-campus sites. As the OIP Director, she collaborates with the Curriculum and Instruction Department Chair and Program Coordinators.
Welcome to the College of Education. The materials you will find within this showcase will help you in the preparation and completion of your program. These materials will be discussed with you during the orientation session.

Code of Ethics click here
Scroll down to get to the Codes of Ethics

Alabama Code of Ethics
The Alabama Code of Ethics documents below must be read and upon completion the Alabama Code of Ethics Agreement must be attached to your portfolio (showcase).

[Images of PDF files]

UA Code of Conduct
The UA code of conduct can be found at the following web site: [http://faculty.handbook.ua.edu/azcodes.c.html](http://faculty.handbook.ua.edu/azcodes.c.html)

Click Showcase and scroll down to choose Portfolio Guidelines

[Arrow pointing to Portfolio Guidelines]

Will open new webpage – see below
College of Education Guidelines for Educator Preparation Programs

College of Education Background:

Our mission at the College of Education (COE) is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

The vision of the College of Education at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of

Rubrics

You will be assessed using the rubrics to the right.

Dispositions-Rubric for AGCO-Advanced Certification Levels

Portfolio Rubric - Masters

Portfolio Rubric MA Certification (4-5-19)
Program Templates

You will access the template based on your program from the provided link. As you construct your portfolio please reference your program requirements in regards to reflections and required artifacts.

- Elementary Education (MA)
- Elementary Education (EdS)
- Reading Specialist
- Secondary Education (MA)
- Secondary Education (EdS)

- SECU/SEFS (including MAFS, MA & EdS)
- Special Education (MA)
- SPE - Gifted and Talented (MA)

- School Counseling (MA)
- School Counseling (EdS)
- Sport Management (MA)
- Educational Leadership (MA)
- School Psychology (EdS)

Click on MORE arrow

Welcome to the College of Education. The materials you will find within this showcase will help you in the preparation and completion of your program. These materials will be discussed with you during the orientation session.
Link to a presentation video – some tasks to not pertain to OIP.

https://www.vialivetext.com/showcases#/show/5d52daddc7f5e11c98d1f6c8
The College of Education has designed this checklist to help guide you as you are developing and submitting your portfolio. The items listed below are key pieces of information that you should have completed or included in your portfolio to ensure you are meeting the expectations of the College and your program.

**Prior to developing my portfolio, I have:**

- Reviewed the College of Education’s Portfolio Guidelines for Educator Preparation Programs
- Reviewed the College of Education Portfolio Rubric for my certification level
- Reviewed the portfolio guidelines and instructions provided to me by my program
While developing my portfolio, I demonstrated that I have:

- Implemented informed learning experiences that recognize human diversity
- Researched and addressed the needs and strengths of all learners
- Created environments that support individual and collaborative learning
- Used informed practices to motivate and engage learners
• Created learning experiences that make content meaningful to learners

• Integrated critical perspectives through informed disciplinary practices

• Implemented informed disciplinary strategies to support learner progress

• Addressed any comments or feedback given to me throughout the process or at prior checkpoints

• Employed and determined changes to my own professional/ethical practices through critical reflection

• Engaged and demonstrated collaboration and leadership to improve student learning

• Documented my progress and self-reflection as teacher

• Considered and addressed my growth and/or needs for additional growth at each checkpoint
• Assessed my teaching strengths and areas of improvement

• Selected evidence/artifacts of what I have learned throughout my program of study to the current time

• Selected evidence/artifacts that demonstrate my development as an educator in my chosen field

• Addressed any comments or feedback given to me throughout the process or at prior checkpoints

• Applied data literacy

• Employed data analysis and evidence to develop supportive learning environments

• Supported appropriate applications of technology for my field of specialization

• Used research and my understanding of qualitative, quantitative and/or mixed methods research methodologies

• Applied professional dispositions, laws and procedures, codes of ethics and professional standards appropriate to my field of specialization

• Lead and/or participated in collaborative activities with others

  **Prior to submitting my portfolio, I have:**

• Attached the correct artifact(s) for each standard in the portfolio
• Thoroughly demonstrated how I meet all 6 portfolio elements/ INTASC standards

• Thoroughly demonstrated how I meet all 6 standards and the CAEP Standards for Advanced Programs**

• Ensured the contents and artifacts in my portfolio are organized

• Ensured every piece of evidence in my portfolio is accompanied by some sort of context an explanation.

• Documented my growth from checkpoint to checkpoint

Attach your portfolio in two ways; first, attach your portfolio using the "Select Portfolio" button below. Next, in your portfolio's settings, mark it as "Public" and then paste the URL in the box below.
The College of Education has designed this checklist to help guide you as a faculty member in assessing student portfolios with the Portfolio Rubric. The items listed below are key pieces of information that you should have completed or included in your assessment to ensure that you are meeting the expectations of the College and your program.

**Prior to assessing a student’s portfolio, I have:**

- Reviewed the College of Education’s Portfolio Guidelines for Educator Preparation Programs
- Reviewed the College of Education Portfolio Rubric for the appropriate certification level(s)
- Reviewed the portfolio guidelines and instructions provided to students in my program
- Reviewed the CAEP Standards for Advanced Programs
- Ensured the student has submitted for the appropriate checkpoint and/or in the appropriate location within the portfolio
- Ensures the student has attached the correct artifact(s) for the appropriate checkpoint
- Reviewed student’s past reviews and progress
While assessing each student portfolio, I have ensured that:

• I am assessing the correct checkpoint

• the student has clearly addressed each of the 6 standards

• the student has clearly addressed each of the 6 standards and the CAEP Standards for Advanced Programs

• the student is addressing their strengths and areas for improvement
• the student is self-reflecting

• the student is explaining their growth from checkpoint to checkpoint and throughout the program

• each artifact and piece of evidence is accompanied with the appropriate context and explanation

• the student is following the College and program specific procedures, guidelines, and instructions

• the student’s prior reviews and progress are being considered

Prior to submitting my assessment for a student’s portfolio, I have:

• Provided comments and feedback on each of the 6 standards within the Portfolio Rubric in VIA and on the CAEP Standards for Advanced Programs in the Additional Feedback section in VIA

• Provided overall comments and feedback pertaining to student’s progress and their portfolio

• Provided feedback on student’s strengths and areas of improvement

• Ensured that any rating of unacceptable (rating of 1) on any element of the Portfolio Rubric is noted in the feedback to the student and followed by the remediation process