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Special Education and Multiple Abilities

The Department of Special Education and Multiple Abilities (SPEMA) prepares students to serve as reflective decision makers in instructional settings for exceptional learners. The SPEMA faculty believe that a teacher preparation program should emphasize roles and responsibilities that integrate the strengths of learners, parents, general education teachers, special education teachers, related service professionals, and the community. A combination of learning opportunities that are designed to facilitate the development of logical, critical, and reflective thinking skills. These skills will enable students to synthesize information and conceptualize knowledge that prepare them as future educators to effectively plan, develop, problem solve, and implement programs for diverse learners.

Based on the fundamental belief that success is a function of the interaction between the individual and the environment, the over-arching goal of teacher education programs offered by the Program in Special Education and Multiple Abilities at The University of Alabama is the development, validation, and use of techniques for maximizing students’ (with and without exceptionalities) attainment of their full potential.

Department Head: Dr. Nicole Swoszowski

https://education.ua.edu/departments/spema/
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 with in 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 in situations 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 transformative change in our diverse local and global communities.

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

**CONTACTS**

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Deason Director  
Office: 304B Graves  
jburnham@ua.edu

C. Michelle  
Program Specialist  
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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**

**Special Education Masters of Art**

**STUDENT ADVISEMENT**

See Site Coordinator at your school for course information.

Contact OIP at [cdeason@ua.edu](mailto:cdeason@ua.edu) for assistance.
The University of Alabama  
College of Education  
Master of Arts in Special Education:  
Overseas Degree Program  
30 semester credit hours plus comprehensive examination  
(without Alabama State Department of Education certification)  
https://education.ua.edu/outreach/centers/oip/

**Group I: Special Education Courses**

**Area 1. Requirement - One 3-semester-hour course from the following:**

- SPE 500 – Introduction to Exceptional Children/Youth  
- SPE 571 – Education of Young Children w/Disabilities

**Area 2. Requirement – Program specific; the five following 3-semester hour courses (totaling 15 credit hours):**

- SPE 501 – Diagnosis and Assessment of Exceptional Children and Youth  
- SPE 502 – Advanced Behavior Management for Special Educators  
- SPE 503 – Masters Seminar in Special Education  
- SPE 506 – Working w/Families  
- SPE 514 – Teacher Consultant Models in Special Education

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

- BER 500 – Introduction to Educational Research

**Group II: Electives - Three 3-semester-hour courses from the following:** This may include courses taken from Group I listed above or courses approved by the Office of International Programs:

- BCE 514 – Counseling Skills  
- BCE 542 – Medical and Psychosocial Aspects of Disabilities  
- BEF 534 – Multicultural Education  
- BER 550 – Evaluation of Classroom Learning  
- CAT 531 – Technology in Education  
- CIE 577 – Second Language Acquisition  
- CIE 579 – Teaching English as a Second Language – Programs and Procedures  
- CRD 510 – Improvement of Reading in Early Childhood, Elementary, and Middle School  
- CRD 511 – Problems in Teaching Reading in Early Childhood, Elementary, and Middle School  
- CRD 512 – Improvement of Reading in Secondary Schools

10/15/2020
SPEMA COURSE DESCRIPTIONS
FOR OIP PLAN OF STUDY

**BCE 514 Counseling Skills** Three hours.

An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

**BCE 542 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITIES** Three hours.

An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

**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.

**BER 500 Intro to Education Research.** Three hours.

An overview of research methodology, primarily for master's students. Offered fall, spring, and summer semesters

**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 textbook assessments to be aligned with national and state achievement standards. Attention is given to interpreting standardized norm and criterion-referenced tests.

**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.

**CIE 577 Second Language Acquisitions** 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.

**CIE 579 – TEACHING ENGLISH FOR LANGUAGE PROGRAMS AND PROCEDURES**
Three hours.

Theories of language learning, acquiring a second language, and current linguistic
theories; emphasis is on programs, procedures, and instructional methods of ESL
education.

**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 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.

**CRD 512 Improvement of Reading in Secondary Schools.** Three hours.

A comprehensive study of the major components involved in literacy instruction at the
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 501 Diagnosis and Assessment of Exceptional Children and Youth

Three hours.

Comprehensive study of diagnosis and assessment, emphasizing concepts of tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention.

SPE 502 Advanced Behavior Management for Special Educators Three hours.

Concepts and principles of behavior change and management; practical experience in developing plans to prevent and remedy behavior problems. Research project required.

SPE 503 Master’s Seminar in Special Education Three hours.

Critique of research and research problems in current special education issues.

SPE 506 – Working with Families Three hours

Examination of the effects of an exceptional child on the family, and the various approaches to intervention with the family.

SPE 514 Teacher Consultant Models in Special Education Three hours

Introduction to various direct and indirect service delivery models for students with mild disabilities; consultant techniques demonstrated.

SPE 571 Education Young Children with Disabilities Three hours.

An introductory course to the field of early childhood special education, including rationale, legal issues, and characteristics of children from birth through kindergarten.
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 Turn-it-in.com for the purpose of detecting textual similarities. Turn-it-in.com will be used as a source document to help students avoid plagiarism in written documents.
Receiving and Submitting the Master’s Degree Comprehensive Examination Application

The Office of International Programs (OIP) will e-mail the examination registration packet to your crimson email the semester prior to your exam. You will need to complete the application and return to cdeason@ua.edu by the deadline set in the email.

The SPE Comprehensive Exam(s) will be the SPE 503 course. This will be given the semester on or about your 8th course(s) participation. It is mandatory to pass this course in order to graduate.

Graduation Collaborative Teacher Program (CTP) Comprehensive Exam Procedures

This course will be given in Blackboard like the other SPE courses.

- **SPE 503 Master’s Seminar in Special Education**

  Critique of research and research problems in current special education issues.

Procedures for failure to pass Special Education MA Comprehensive exam(s)

1. Special Education MA candidates (students) are allowed 2 attempts to pass the comprehensive exam course SPE 503, as stated in the University of Alabama Graduate Catalog.
a. **A grade of no less than a "C" is allowed.** If a student fails the first attempt at the comprehensive exam SPE 503 course, the MA candidate must wait until the following semester to register for this course again. This will then have to be taken as an individual through UA on-line registration outside of the cohort or the student will have to wait until the next cohort comes around to the SPE 503 course. The student will have to pay UA tuition rates if choosing to take the on-line option.

b. Students are not allowed to attempt the comprehensive exams twice within the same semester.

2. A student who fails the second attempt on the comprehensive exam, SPE 503 course, will be dismissed from the degree program and from the Graduate School (See The University of Alabama Graduate Catalog).
# Comp Question #_____

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate discussion of empirically supported, evidence-based practices</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Knowledge demonstrated as to the question(s)</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Citation of appropriate literature</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Cohesive and logical structure of response</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>3 points</td>
<td>2 points</td>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Pass is at least 21 out of 40 points.

Check One:  
- Pass ____
- Fail ____

**Additional Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Reader

Revised 2019
**PERSONAL INFORMATION**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE OF APPLICATION</th>
<th>CWID #</th>
<th>SITE LOCATION (School)</th>
<th>CRIMSON EMAIL</th>
</tr>
</thead>
</table>

**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>
</tr>
</thead>
</table>

**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>
</tr>
</thead>
</table>

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>
<thead>
<tr>
<th>SIGNATURE</th>
<th>PRINT NAME</th>
<th>Date</th>
</tr>
</thead>
</table>
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. 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.
Background
Candidates in an advanced certification MA program will participate in an advanced clinical experience in a course designated by their program that will allow them to demonstrate, analyze, and assess how they make an impact on P-12 student learning. In this experience, candidates will apply coursework in the classroom/school settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. This experience takes place in all certification/educator preparation programs. Specifically, candidates should:

- Research, design, and implement an assessment of the P-12 students’ knowledge and capabilities based on appropriate research-based practices in the certification/disciplinary area (Application of data literacy CAEP Standard A.1.1);

- Research, implement, and determine appropriate research-based disciplinary and technology practices to advance P-12 student learning that addresses the differing background knowledge and learning needs of all students Supporting appropriate applications of technology for their field of specialization) (CAEP Standard A.1.1);

- Conduct an assessment and that measures student success Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies specialization (CAEP Standard A.1.1);

- Reflect on instructional changes appropriate to the certification/disciplinary area that should be implemented in the future based on the assessment results Employment of data analysis and evidence to develop supportive school environment; specialization (CAEP Standard A.1.1);

Determine the effectiveness - The candidate employs researched-based measures to assess the success of their practices in achieving desired outcomes.

Definitions
Critical Reflection – The process of thinking deeply about how and why individual thinking and why individual thinking achieved certain ends or failed to achieve other and acquiring a renewed understanding of individual or group goals, beliefs, and practices that will affect future action (Roberts & Pruitt, 2009; Shulman, 2004)

Cultural Assets – This concept refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, art, and so on, that a teacher can draw upon to support learning” (Elementary Education edTPA Assessment Handbook, 2017, p. 69).

Candidates and instructors should consider the Advanced Clinical Course rubric and course assignment through the lens of their program area/professional role (e.g., classroom teacher, school counselor, school administrator). When using the four-level rubric (Advanced, Target, Developing, and Unacceptable) instructors and candidates should recognize that the rubric is designed to indicate mastery for each cell in the progression of the Developing, Target, and Advanced levels. A candidate who achieves an Advanced assessment has also mastered the Target and Developing levels. In addition, when using the rubric, the definitions below should be utilized.
Diversity – Includes “1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background” (InTASC Model Core Teaching Standards, 2011, p. 21).

Evaluates the effectiveness - The candidate employs research-based measure to reflect on the degree to which their practices help achieve desired outcomes.

Informed Practices - The experiences that will allow students to adapt their professional decisions and actions by consulting and citing the scholarly knowledge in the field.

Professional Practices - The practices expected of a teacher. Professional should (1) act on the most current knowledge that define their; (2) be student centered and adapt to meet the needs of individual students; (3) be results oriented; and (4) uphold the standards of the professional in their own practice and through peer review (Wiggins & McTighe, 2006).

Redesigns - The candidate adapts their practices to promote desired outcomes.

Researches - The candidate explores scholarly works in search of practices that promote desired outcomes.
<table>
<thead>
<tr>
<th><strong>Advanced Programs (MA)</strong></th>
<th><strong>Advanced Clinical Course Assessment Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced</strong> (Meets components of Target and Developing, plus Advanced)</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>Determines the effectiveness of environments that were created through the use of informed practices to support individual and collaborative learning through motivation and engagement</td>
</tr>
<tr>
<td><strong>Learning Environments</strong></td>
<td></td>
</tr>
<tr>
<td>(COE Capstone Principles)</td>
<td>Employment of data analysis and evidence to develop supportive school environments (CAEP A.1.1)</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Researches, redesigns and implements informed learning experiences that recognize human diversity and address the needs, strengths, and cultural assets of all learners</td>
</tr>
<tr>
<td><strong>The Learner and Learning</strong></td>
<td><strong>(COE Capstone Principles)</strong></td>
</tr>
<tr>
<td>(CAEP A.1.1)</td>
<td>Application of Data Literacy</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Determines the effectiveness of learning experiences created to make the content meaningful to learners by integrating technology and critical perspectives using informed disciplinary practices</td>
</tr>
<tr>
<td><strong>Does the candidate draw upon a thorough understanding of learning and development to positively impact learning and achievement for all students in all school environments?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Employment of data analysis and evidence to develop supportive school environments (CAEP A.1.1)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Does the candidate demonstrate culturally responsive practices that impact student learning by recognizing and addressing the needs of all learners?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recognize human diversity and address the needs, strengths, and cultural assets of all learners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Does the candidate demonstrate mastery of the discipline related to their professional fields through the use of informed practices and technology to impact student learning?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Create learning experiences that make the content meaningful to learners by integrating technology and critical perspectives using informed disciplinary practices</strong></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge (COE Capstone Principles)</td>
<td>Instructional Practices</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Supporting appropriate applications of technology for field of specialization (CAEP A.1.1)</td>
<td>Does the candidate plan, implement, scaffold, and/or assess the teaching-learning cycle and informed disciplinary strategies that impact student learning?</td>
</tr>
<tr>
<td>Instructional Practice (COE Capstone Principles)</td>
<td>Researches, redesigns and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals</td>
</tr>
<tr>
<td>Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies. (CAEP A.1.1)</td>
<td>Plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals</td>
</tr>
<tr>
<td>Instructional Practice (COE Capstone Principles)</td>
<td>Does not demonstrate the ability to plan and implement informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals</td>
</tr>
<tr>
<td></td>
<td>Plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals</td>
</tr>
</tbody>
</table>
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 member 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 Procedures can be found at https://catalog.ua.edu/graduate/about/generalinformation/grievance-procedure-faculty-handbook/

2. The Provost’s website also addressed complaints at https://provost.ua.edu/internal-complaintprocess.html
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 "YOURCITYONLY" use the CRN# associated with your site and go to **ADD / DROP CLASSES** to register.
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**.

The below are samples of registration statuses. Contact the Office of International Programs@ cdeason@ua.edu to help resolve.
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 Withdrawal from the semester go to Initiate Withdrawal. Follow steps until you get a confirmation.
**BLACKBOARD**

*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*. 
Click on the following images:

1. The first image shows a screenshot of the myBama - Home page.
2. The second image also shows a screenshot of the myBama - Home page.

Both images highlight specific areas where you should click.
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/

The University of Alabama Graduate School

Apply NOW

Thank you for your interest in The University of Alabama Graduate School. To submit an application please follow the steps below. Additional information is available by following the links to the right. Application status can be checked here.

1. Complete the application form
2. Pay the application fee (if applicable)

Within 48 hours of completing steps 1 and 2 you will receive an email with your Campus Wide Identification (CWD) number. It is IMPORTANT that you keep this number somewhere safe. Once you have received this email please submit supporting documents by clicking on “Manage Supporting Documents” below.

Manage Supporting Documents

Degree seeking students

Supporting documents include the following (note that programs may require that additional documents be submitted through this portal):

- Statement of Purpose
- Résumé

Prospective Students
Application Fee
Statement of Purpose
Letters of Recommendation
Admission Test Scores
Transcripts
International Documents
Non-Degree Applications
Deadlines
Admissions Policies
Submit Supporting Documents
Health Center Forms
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), 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 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 coursework 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>
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<tr>
<th>INSTITUTION NAME</th>
<th>COURSE NUMBER</th>
<th>DATE EARNED</th>
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<th>UA EQUIVALENCE</th>
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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 student’s 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 home page, 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/ 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 Special 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 at https://education.ua.edu/outreach/centers/oip/
  - Time limitations for degree - https://graduate.ua.edu/
  - Plan of Study (Special Education) -
  - Absentee Procedures
  - Portfolio Information
  - Applying for graduation
  - Filing a complaint or grievance
  - Graduate School link and information 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 Special 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 Webinar for Special Education
OIP Student Orientation and VIA 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. (ONE WAS SENT IN NEW STUDENT ORIENTATION EMAIL)
Each of you will need to verify your attendance with the attached form. (ONE WAS SENT IN NEW STUDENT ORIENTATION EMAIL)

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

Contact Information
• jburnham@ua.edu
• cdeason@ua.edu
Welcome to UA

- OIP Orientation for New Students
- Led by:
  - Dr. Ashley Cawley
  - ahcawley@ua.edu
- Program Coordinator in Special Education for OIP
OIP Orientation - Graduate School Link

Graduate School link and information

https://graduate.ua.edu/

Apply Now  Request Info  Make A Gift

Prospective Students  New & Current Students  International Students
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/
“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/
OIP Orientation - Plan of Study

M.A. in Special Education

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. See the Academic Calendar for deadlines. The application is available only through [www.mybama.ua.edu](http://www.mybama.ua.edu).

Instructions for completing your degree application can be found at [https://registrar.ua.edu/graduation](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 PROCEDURES can be found at https://catalog.ua.edu/graduate/about/generalinformation/

The Provost’s website also addressed complaints at https://provost.ua.edu/resources/
The semester prior to completing twenty-four credit hours (8 classes) in your degree program, you will need to register to participate in the COMPREHENSIVE EXAM. This is offered once during each cohort. The SPE 503 course will be used as your COMP exam. You must be enrolled in this class to participate. A passing grade of no less than a “C” is required. The COMP EXAM (SPE 503) is mandatory to graduate.
Introduction of VIA

- An introduction of VIA (An online portfolio and assessment tool).

- See VIA steps in the attached file. [https://www.vialivetext.com/](https://www.vialivetext.com/)

- Led by:
  - Dr. James Hardin [jhardin@ua.edu](mailto:jhardin@ua.edu)
  - Dr. Lisa Matherson [lhmatherson@ua.edu](mailto:lhmatherson@ua.edu)
V I A

- All new graduate students in the College of Education must purchase VIA.
- VIA is a data management system that students are required to participate so SPE / OIP is able to track student learning outcome through professional portfolios.
- VIA will serve as the digital platform in which you will showcase your portfolio’s to exhibit learning progression at three checkpoints:

Program Entrance (Checkpoint 1), Program Progression (Checkpoint 2), and Program Completion (Checkpoint 3).
# 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**
Q&A

We will reserve time at the end of the webinar to answer questions.

Drs. Cawley and Burnham
THANK YOU
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)
  • Several Software Programs are FREE FOR UAStudents:
    • 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 VideoConferencing
  • 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/](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:
     - Library Resources
     - Career Center Services
     - Writing Assistance
     - Library Contact and Services
     - IT Contact and Services
     - 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, MAT, 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).

**Department Chair / Program Coordinators** – UA has Department Chair / Program Coordinator(s). They share curricular responsibility and are involved in the oversight of the curriculum development and they monitor the quality and integrity of the Special Education degree program.

They:

- Oversee and monitor admissions.
- Oversee and monitor comprehensive examinations / portfolios.
- 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, all Program Coordinators, Department Heads, 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 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).

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

Click Showcase and scroll down to choose Portfolio Guidelines

Will open new webpage – see below
Link to Portfolio Guidelines

https://www.vialivetext.com/showcases?title=Q09FJTlwR3VpZGVsaW5lcw==#/show/5d55589bd3bf5f07e77d03d75

College of Education
Portfolio 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-L evels-"pdf"

Portfolio Rubric - Masters

Portfolio Rubric MA Certification (4-3-19)-"pdf"
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)
- Sport Management (MA)
- Special Education (MA, EdS)
- School Counseling (MA)
- School Counseling (EdS)
- SPE - Gifted and Talented (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
College of Education
Candidate Checklist for Educator Preparation Programs

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 policies, 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.
College of Education
Faculty Checklist for Educator Preparation Programs

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 policies, 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