



School of Education and Human Sciences

Credentialed Course Instructor (CCI) Handbook

[Revised: 11.22.2024]

Welcome

Thank you for agreeing to serve as a credentialed course instructor (CCI)—also known as adjunct—for the School of Education and Human Sciences (SEHS). We appreciate your expertise and commitment to providing quality instruction for our students. Your faculty colleagues are always available for consultation should you desire it. We have developed this handbook to help further guide you during your employment as a CCI. Please see the table below for name and contact information for the Program Director/Coordinator (also referred to as “Program Leader” for brevity) you are teaching for. You may also contact the appropriate personnel within the Department in which you are teaching.

Key Personnel in the School of Education & Human Sciences
All offices are in the Education & Engineering Complex (EEC)

Program Leaders

DEPARTMENT OF CURRICULUM & INSTRUCTION		
PROGRAM	NAME	CONTACT INFORMATION
Social Science/Geography	Dr Jeremiah Clabough	jclabou2@uab.edu
School Psychology/School Psychometry	Dr Stephanie Corcoran	corcoran@uab.edu
Instructional Design & Development (Beg. Fall 2025: Learning Design & Learning Sciences)	Dr Jonan Donaldson	jonandonaldson@uab.edu
EDU (Courses & Minor)	Dr James Ernest	jernest@uab.edu
Secondary Education/UABTeach/Arts Education (beg. Spring 2025)	Dr Paulette Evans	pgevans@uab.edu
Early Childhood Education/Elementary Education	Dr Kelly Hill	kltb@uab.edu
Early Childhood Special Education	Dr Jennifer Kilgo	jkilgo@uab.edu
Undergraduate STEM/UABTeach	Dr Tim McKenzie	tmckenzie@uab.edu
English Language Arts/Diverse Populations (Pedagogical Studies)	Dr Teaira McMurtry	mcmurtry@uab.edu
Music Education	Dr Cara Morantz (Department of Music)	morantz@uab.edu
Reading	Dr Allison Newton	newtona@uab.edu
ESL	Dr Josie Prado	jprado@uab.edu
Special Education Collaborative Teaching	Dr Mary Rose Sallesse	msallesse@uab.edu
DEPARTMENT OF HUMAN STUDIES		
CHHS	Dr Larrell Wilkinson	larrellw@uab.edu
CHHS PhD Program	Dr Retta Evans	rrevans@uab.edu
Counseling	Dr Dayna Watson	watsondm@uab.edu
Educational Foundations	Dr Tondra Loder-Jackson	tloder@uab.edu
Educational Leadership	Dr Amy Dagley	dagley@uab.edu
ESDP PhD Program	Dr Andrew McKnight	anmcknig@uab.edu
HEA	Dr Mary Ann Bodine Al-Sharif	drbas@uab.edu
EPR	Dr Jenna LaChenaye	lmach@uab.edu
Kinesiology/Exercise Science	Dr Gordon Fisher	grdnfs@uab.edu
Kinesiology/Physical Education	Dr Sandra Sims	sksims@uab.edu

Department Personnel

Curriculum & Instruction: EEC 203, open Monday–Friday, 8 AM – 5 PM

Name	Contact Information	Functions They Can Assist With
LaShundra Wormley	301 A 205-934-9463 lwormley@uab.edu	Employment, payroll, contracts
Nancy Timpa	203 A 205-975-5860 ntimpa@uab.edu	Curriculum support (e.g., textbook ordering, Canvas access), scheduling, building/key access, syllabi collection, general questions
Dr. Kathy Clark, Department Chair	203 B 205-996-8786 kclark5@uab.edu	For student issues, work first with the Program Leader, and if the issue is not resolved, contact Department Chair

Human Studies: EEC 301, open Monday–Friday, 8 AM – 5 PM

Name	Contact Information	Functions They Can Assist With
LaShundra Wormley	301 A 205-934-9463 lwormley@uab.edu	Employment, payroll, contracts
Kathy Lowe Tubbs	309 E 205-934-3380 klowe@uab.edu	Curriculum support (e.g., textbook ordering, Canvas access), scheduling, building/key access, collection of syllabi, general questions
Dr. Retta Evans, Department Chair	301 C 205-996-2701 rrevans@uab.edu	For student issues, work first with the Program Leader, and if the issue is not resolved, contact Department Chair

Instructional Support

Textbooks Contact your Program Leader to obtain further information about the textbook requirements. Departmental staff can assist with ordering of textbooks (textbooks must be returned to the Program Leader at the end term).

Canvas All courses have a shell in Canvas and the University expects that each Canvas course is ready and launched for the first day of class. All CCI's should work with the Program Leader for access to the Canvas shell. Faculty (including CCIs) are expected to respect intellectual property rights and not use content without appropriate permissions or in violation of copyright laws. (For additional guidelines, please see the Policy on The Use of Online Course Content Developed by Other Faculty, in the SEHS Policy Library.)

If you have a technical problem or need a Canvas shell copied from one semester to another, email Dr. Laura Forbes (ltalbott@uab.edu), SEHS Canvas Coordinator. Dr Forbes can assist you in setting up your Canvas course shell and aligning course shells to meet minimum requirements of the SEHS and University. For example, instructors must utilize Canvas gradebook and incorporate a [dynamic syllabus](#) within Canvas.

Course Syllabus Typically, you will be sent a sample syllabus for the course you are teaching that includes all the standards/outcomes information already completed. The syllabus must be formatted according to the current template, which is updated each semester. It is imperative that your syllabus includes the latest policy statements from the University. Any changes you would like to make to the syllabus must first be approved by the appropriate Program Leader and should meet established standards for the course. **Key assessments for a course cannot be modified or changed.** The syllabus must be given to the students on the first day of class according to the University's academic calendar for the term.

Per your contract, please provide the appropriate staff member in your department with a copy of your course syllabi by the end of the first week of class.

The current [approved course syllabus template](#) can be found on the UAB Office of Learning Technologies website. We recommend that you confirm the current template with your Program Leader before finalizing your syllabus. You are required to submit your final course syllabus to the appropriate departmental personnel by the end of the first week of the semester.

- For courses residing in the Department of Human Studies, send syllabus to Kathy Lowe Tubbs (klowe@uab.edu) and cc: Department Chair, Dr Retta Evans (rrevans@uab.edu).

- For courses residing in the Department of Curriculum & Instruction, send syllabus to Nancy Timpa (ntimpa@uab.edu) and cc: Department Chair, Dr Kathy Clark (kclark5@uab.edu).

Course Rosters Course rosters are available through BlazerNET. Once you log into BlazerNET using your user ID and password, select the word “Faculty” from the top row if your landing page defaults to student view. Below your profile information and hyperlinks, you will see the Current Term. Listed under Current Term, you will see your courses. To the right of the Enrollment column, select the page/paper icon, and your roster will appear.

CHHS 736-7M
Health Education Seminar III

M / 17:00 - 19:30
EEC 305 Face-to-face

5/5



Student Attendance The departments in the School of Education and Human Sciences do not have a uniform policy on students’ class attendance or tardiness to class. This is left to the instructor’s discretion; however, some programs in our department have a program-wide policy. Departmental faculty are uniform in their expectation that attendance is required and that instructors take attendance at each class session. Your course syllabus must contain a statement related to your attendance and tardiness expectations and the consequences for failing to comply with your expectations. Please be diligent in consistently implementing the policy throughout the semester. During the semester, students may encounter unexpected crises or extenuating circumstances. In such instances, we recommend that you tactfully request documentation from the student. The University regards excused absences as related to jury or military duty, participation in University-sponsored activities, and other extenuating circumstances. (In the case of University-sponsored activities, students should fill out a “Sponsored Activity and Class Conflicts Accommodations Form” online.) Please note that if you assign a grade of “F” for the course, the University’s grading system will ask you for a record of the student’s attendance. Note: Federal guidelines related to Financial Aid require instructors to keep track of student attendance. Please take attendance at each class session.

Class Cancellations It is the School of Education and Human Sciences’ expectation that you will meet your class(es) according to the appropriate format each week of the semester as noted on the University Academic calendar and your course section code. Should the rare need arise for you to cancel a class when it would normally meet, please notify students through email about the cancellation. Please also inform the appropriate Program Leader, and Department Chair, about the cancellation.

University-wide weather-related class cancellations are sent through the UAB Emergency Notification System (B-ALERT) and WBHM (90.3FM). Faculty, adjuncts, staff, and students can register their cellphone numbers on BlazerNET. Log into BlazerNET using your ID and strong password. Click on the Faculty tab at the top of the page. Click on “B-ALERT” in the column on the right-hand side of the page.

Students Who Need to Drop/Add Your Class Specific dates are given on the UAB Academic Calendar that will inform students when they can drop/add a class. Typically, the deadline for drop/add is one week after the first day of classes. For these and other important dates, see the [academic calendar](#).

Grading Your syllabus should clearly indicate the criteria for assigning the course grade. This should include a list of all tasks, assignments, quizzes and other assessments, and other factors that are used in calculating the grade; when the above are due or scheduled; and the point value or weight assigned to each. If you assign term papers, projects, or presentations, we recommend that you develop specific grading rubrics and share them with the students. Any and all opportunities for bonus points throughout the semester must be on the syllabus

and available for all students to take advantage in a way that is fair and equitable to each student. Bonus points cannot be offered on a pop-up basis throughout the semester or offered such that not all students have the same opportunity to take advantage of the offer. Please grade assignments and exams soon after they are completed and promptly inform students of their grades. Assignments should be graded and posted within one week of submission, to the extent possible. Grades must be posted in Canvas so all students have equal access to their progress at all times.

Final Exams You are not required to give a final exam; however, University policy dictates that classes meet during the scheduled exam period. If no exam is given, the exam period may be used as a regular class session and can involve course wrap-up activities, student presentations, providing an opportunity for students to fill out course evaluations, and other activities as appropriate for the content and format of the course. Some programs schedule guest speakers or training sessions during the week of final exams. Make sure to communicate with your Program Leader about any modifications to the final exam week schedule.

Posting Grades All final grades must be posted online via BlazerNET. Once you are in BlazerNET, go down and find the Current Term. Listed under Current Term, you will see your courses. To the right of the Enrollment column, select the A+ icon, and your class list will appear; enter a grade for each student here. If a student earns an “F”, include the last day the student attended and the rationale for the grade. Hit submit.

CHHS 736-7M
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5/5



Please check the University’s academic calendar for the deadline for posting grades. It is critical that you meet this deadline.

Assigning an Incomplete (“I”) If assigning an Incomplete, please be sure that the student has a way to get the incomplete work to you by the end of the subsequent semester and that you will have an opportunity to change the Incomplete to a letter grade. Incompletes that are not changed by the end of the subsequent academic term automatically change to a grade of “F.” Please notify your Program Leader and the Department Chair if you assign a grade of Incomplete. Please see the UAB Catalog for information on the [assignment of grades, grading policies](#), etc. Note: If you are teaching a graduate course, please note that a grade of “D” cannot be assigned. Acceptable final letter grades are A, B, C, and F.

Changing a Grade If you submit a final grade for a course and need to make an adjustment to it, you should log on to BlazerNET. From the faculty profile page select “Grade Changes” in the green menu bar at the top of the screen. Select the term. Select the course. Complete the New Grade and the Reason Code. Click submit.

Other Curriculum/Program/Credit Related Questions If students ask questions about the curriculum, program requirements, or credit policies (i.e., dual enrollment procedures), direct them to contact the Program Leader.

Additional University, School, and Department Information

Parking A permit is required to park in all designated employee parking areas operated by the University. Please see the [UAB Parking and Transportation website](#) for more information about parking on campus. Parking is not provided for CCIs, faculty, or staff by the SEHS. Parking is available on the street around the EEC building in metered parking. Please note that the University will ticket you for parking in a lot without a proper permit.

Contact UAB Transportation Services at 205-934-3513 for more information on permit fees and availability of parking in assigned lots.

UAB Police and Safety The UAB Blazer Express Safety Escort provides late-night, on-demand van service for UAB students and employees 9:00 PM–5:30 AM every day. Call 205-934-8772 to request a ride on campus. Should you need the UAB Police for any other non-emergency while on campus, call 205-924-4434.

Important Policies and Resources

Non-Discrimination and Harassment Prevention UAB is committed to equal opportunity in education and employment and the maintenance and promotion of nondiscrimination and prevention of discriminatory harassment in all aspects of education, recruitment, and employment of individuals throughout the University. Discrimination on the basis of sex is also prohibited, including sexual harassment and discrimination on the basis of pregnancy or related conditions. Employees are encouraged to review UAB's [Equal Opportunity and Discriminatory Harassment Policy](#) and visit the [UAB Title IX Webpage](#).

Family Educational Rights and Privacy Act (FERPA) [FERPA](#) stands for the Family Educational Rights and Privacy Act of 1974. It is a federal law governing the privacy and handling of educational records and giving specific rights to students. In order for you to uphold your obligations to adhere to FERPA, please be sure you are well aware of the information on this website:

Grade Appeals A student may submit a grade appeal through BlazerNET. The appeal will be submitted to the instructor's BlazerNET to affirm or deny. Should the instructor deny the appeal, the student will have the option of presenting the appeal to the Department Chair and ultimately the dean or dean's designee. A grade appeal may be submitted up to two terms after the grade is awarded. Appeals can only be based on 1) grading that is contradictory to the course syllabus, 2) grading that does not align with assignment guidelines and/or scoring rubrics, or 3) grading that is in error. A student may not file a grade appeal because of dissatisfaction with an awarded grade, and submitting a grade appeal does not guarantee that the grade will be changed.

Email Communication Students are required to maintain a UAB email address for official communication. UAB employees, including adjuncts, are required to communicate with students via the students' and the employee's UAB email account.

University Student Handbooks Please be familiar with and follow the appropriate handbooks for the level of course you are teaching. [UAB undergraduate student handbook](#), [UAB graduate student catalog](#)

Course Evaluations UAB uses IDEA for course evaluations and the process is handled centrally by the University. All courses should be evaluated using the method communicated to you via your UAB email roughly six weeks prior to the end of the term. You will receive the results of the evaluation after final grades have been posted. In addition to the IDEA evaluation process, you may solicit other forms of feedback (e.g., written responses to prompts) from the students. Please note that the IDEA evaluation system requires a minimum of five (5) responses to generate an evaluation report. There are several practices in which you can engage to help increase student participation in this process. See **Appendix A** for more information on ways to increase participation in the IDEA course evaluation process. Please note that Program Leaders will also evaluate your performance as an instructor 1–2 times per academic year.

Student Dispositions/Misconduct Policy Student dispositions are an important part of overall professionalism. The expected attitudes and behaviors along with the process for reporting dispositional issues will be shared with you by your Program Leader or program coordinator. If you have any concerns at any point about a student's dispositions, please contact the Program Leader and Department Chair.

For information on student dispositions for courses residing in the **Department of Curriculum and Instruction**, please refer to **Appendix B**.

For information on student dispositions/key assessments for courses residing in the **Department of Human Studies**, please refer to **Appendix C**. Please be sure you are familiar with all [conduct policies for the SEHS](#).

Disability Support Services (DSS) You may have a student with a disability who has registered with DSS for accommodations. If they have registered with DSS to receive approved accommodations in your course, you should receive an accommodation notice via email from DSS regarding the accommodations. The accommodations should be discussed with the student and implemented (implementation of accommodations is legally required) during the entire semester. If a student requests accommodations but is not registered with DSS, you should encourage the student to contact DSS. DSS can be reached at 205-934-4205 and dss@uab.edu. If you have questions or concerns about any of the approved accommodations, please contact DSS. Consult with DSS if there are any accommodations that seem unreasonable before denying the accommodation.

Please read the [DSS handbook](#) for further information.

Faculty Rights & Responsibilities Towards Supporting Students with Disabilities

Reporting Accidents or Incidents All accidents or incidents that occur during class must be reported to the University by filling out an [incident report form](#).

Also contact the appropriate Program Leader and Department Chair via phone/text/email if an accident or incident occurs. **If the accident/incident is an emergency**, call 911 first and then immediately contact your Program Leader and Department Chair.

When You Have Concerns About a Student One of the goals for Student Advocacy, Rights and Conduct, and the Division of Student Affairs, is to provide outreach and support for faculty and staff about the ways to recognize, interact with, and help distressed and disruptive students in our community. Please visit the [Student Assistance & Support website](#) anytime you have a concern about a student.

Additionally, the [Faculty and Staff Red Folder](#) and updated [Faculty/Staff "911" Guide](#) were created in an effort to consolidate emergency/support information for use when working with distressed students. The purpose of the Red Folder is to help instructors recognize some of the signs of students in distress, be supportive of their needs and facilitate referrals to the appropriate resources on campus. When a student in distress has been identified, the Quick Referral Guide provides a simplified overview of the UAB student support offices. The Red Folder gives detailed support information and indicates whether an issue is beyond a faculty or staff member's ability to provide support. When in doubt, make the call. Please report the following types of incidents:

- Potential [Title IX violations](#) (this includes any reports of conduct in violation of the Title IX policy, including discrimination on the basis of sex, sexual harassment, and discrimination on the basis of pregnancy or related conditions)
- Distressing student behavior that would not constitute an emergency
- Medical concerns (e.g., eating disorders or substance use/abuse)
- [Disruptive student behavior or student conduct concerns](#)
- Bias-related incidents
- [Academic Integrity Code violations](#)
- Other concerning student behavior that you would like to report

Please reach out to your Program Leader for assistance in navigating the use of these reporting tools.

- [Student in Distress Referral Form](#)
- [Students in Crisis Information](#)
- [Student Conduct Code Violation Referral Form](#)
- [Academic Integrity Code Violation](#)

Appendices

Appendix A

Response Rate Strategies for IDEA Course Evaluations

Here are a few strategies to solicit feedback and boost response rates.

- **Send personal reminders to students about the evaluation period.**
- **Offer incentives to encourage course evaluation participation.¹**
 - Put course evaluations into the syllabus as an assignment
 - Give students early access to final exam/grades once evaluation is completed
 - Free give-aways (e.g., “swag”)
- **Give examples of how previous student feedback has been used to make improvements on the current course.**
- **Allow in-class time for students to complete their course evaluations.** Provide at least 15 minutes for students to complete the survey on their laptop or phone.

Feedback Matters – Let your students know why!

As an instructor, you play a critical role in encouraging students to complete course evaluations. Research shows that response rates are higher when you communicate the importance of feedback to students. To help you engage students in the evaluation process, consider these as you discuss evaluations with your students:

- **Feedback gives students a voice.** Students often think their feedback does not matter. Let them know that completing course evaluations is a way to make their voices heard and that instructors value their input. Participation in the feedback process empowers them to make a difference in courses for future students.
- **Feedback can help improve courses.** Inform students that you take feedback seriously and use it to improve courses and instruction. You can share an example of how feedback prompted you to change part of a course and how students benefited. Knowing that instructors will implement feedback can contribute to a higher response rate.
- **Feedback is anonymous.** Students are concerned about the privacy of their feedback. Assure them that their anonymity is protected through a third party that oversees the evaluation content.
- **All feedback helps.** Some students might opt out of evaluations because they have nothing negative to say about a course. Encourage students to provide input on the positive as well as the challenging aspects of a course. If instructors do a great job, let them know.
- **Specific feedback is best.** Providing specific feedback can help an instructor focus on areas that might need adjustment. For example, ‘I would prefer an equal balance of lectures and class discussion’ is more helpful than ‘I didn’t like how the instructor used class time.’
- **Respectful feedback goes a long way.** When submitting free-response comments, students should focus on course content and teaching effectiveness and remember to be courteous. Respectful comments are taken seriously and can create positive change.

¹ Since IDEA course evaluations are anonymous, there are ways that students can communicate that they have participated to course instructors (e.g., providing a screenshot of the exit screen when the evaluation is completed).

Appendix B

Department of Curriculum and Instruction

Assessment of Unsatisfactory Dispositions

Students are expected to behave in an ethical and professional manner. An Assessment of Unsatisfactory Professional Dispositions form describes procedures for addressing concerns with student conduct (for students in initial teacher certification programs). If you believe that completion of a dispositional assessment form for a student is warranted, please consult with your faculty mentor or Program Leader/Coordinator. (Sample form follows.)

Assessment of Professional Dispositions (APD) for Educator Preparation Programs

PROFESSIONAL STANDARDS OF PRACTICE	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0	Comments
1. Ethics, standards, and university/P-12 school policies Adheres to ethics, standards, and university and P-12 school policies	Cannot rate	Candidate promotes ethical and policy guidelines and consistently maintains professional conduct.	Candidate adheres to all ethical and policy guidelines and seeks to maintain professional conduct.	Candidate acknowledges ethical and policy guidelines but requires ongoing support and reminders to align with ethical expectations.	Candidate violates ethical standards and/or policies, demonstrating a lack of understanding or disregard for professional conduct. Requires immediate intervention and corrective measures.	
2. Growth in professionalism Seeks accepts, and applies constructive feedback	Cannot rate	Candidate seeks feedback and makes substantial growth from applying feedback to classroom practices.	Candidate seeks, accepts and applies feedback to make substantial growth in classroom practices.	Candidate accepts feedback readily but requires ongoing support and reminders to consistently align with expectations.	Candidate does not accept constructive feedback.	
3. Professionalism in communication Addresses issues by communicating with the appropriate faculty/mentor with appropriate detail (Ex. Explains rationale for missing class but does not overshare.)	Cannot rate	Candidate addresses challenges and prompts others to do the same. Beyond a solely personal focus, candidate may also advocate for issues related to the profession.	Candidate seeks solutions to problems or challenges, without prompting, at appropriate times and with necessary personal information.	Candidate seeks solutions to problems or challenges, with prompting, at appropriate times and with appropriate levels of personal information.	Candidate often complains when encountering problems or challenges and rarely offers solutions. Candidate may address concerns at inappropriate times or does not address issues that should be discussed and may overshare unnecessary personal information.	
COLLABORATION	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0	Comments
4. Engagement Demonstrates interest in learning by actively participating in all contexts (classroom, field experience, etc.)	Cannot rate	Candidate serves as a leader and model during discussion, activities, and field experiences. Examples may include inviting others to contribute to the conversation, using electronic devices as directed, and submitting assignments early.	Candidate contributes to classroom discussions, activities, and field experiences. Examples may include contributing ideas in whole group and small group settings, using electronic devices as directed, and meeting all assignment deadlines.	Candidate engages in all class and field experiences. Examples may include only using electronic devices as directed, meeting all assignment deadlines, and appearing attentive in class and field sessions.	Candidate does not take initiative in discussions, classroom activities, and field experiences, and may intentionally distract self or others. Examples may include using electronic devices during class, not turning in assignments, and not communicating about absences.	

PROFESSIONAL LEARNING	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0	Comments
5. Self-reflection Considers potential personal biases and strives to understand the backgrounds of their students	Cannot rate	Candidate meets level 3 and advocates for equity and inclusivity in educational contexts.	Candidate reflects upon individual experiences and potential biases through actions, words, and/or written assignments, and seeks to deepen their understanding of cultural, ethnic, gender, and learning differences to work with underrepresented or disadvantaged populations.	Candidate reflects on their own individual experiences and potential biases through actions, words, and/or written assignments, and might demonstrate some understanding of cultural, ethnic, gender, or learning differences.	Candidate rarely reflects on their own individual experiences and potential biases through actions, words, and/or written assignments in the learning context where they find themselves.	
6. Positive learning environment Focuses on learner strengths and develops positive relationships in the classroom (peer-to-peer as well as teacher-to-student)	Cannot rate	Candidate meets level 3 and demonstrates empathy and understanding to foster positive relationships built on the valuable background and experiences individuals possess.	Candidate communicates in language focused on learner strengths and expresses a belief that all children can learn. Candidate fosters positive peer-to-peer as well as teacher-to-learner relationships.	Candidate communicates in language focused on learner strengths. Candidate fosters positive teacher-to-learner relationships.	Candidate may focus on learner weaknesses rather than strengths.	
7. Accountability for student learning Assumes accountability for student outcomes by responsive planning for specific learners	Cannot rate	Candidate meets level 3 and challenges learners to extend learning through exploration and relevant connections.	Candidate takes responsibility for the learning of all students and lesson plans include specific, differentiated accommodations.	Candidate takes responsibility for student learning outcomes and lesson plans include generic accommodations rather than student-specific variations.	Candidate does not take responsibility for student learning outcomes and provides generic lessons without attention to the learners' needs and preferences.	

Process for Documenting an Unsatisfactory Professional Disposition

If an issue with professional dispositions occurs for any education candidate, responsibility lies with the faculty member and Program Leader to resolve the issue. Issues can be reviewed with Department Chairs as needed. Should a candidate receive more than one *Assessment of Unsatisfactory Professional Dispositions*, the Department Chair must be alerted, and if three unsatisfactory dispositions are issued, the student may be removed from the program, pending a review committee's decision. Unsatisfactory disposition forms are discussed during regular program meetings, TEP admission reviews, and internship eligibility reviews.

Issues during field experience or internship resulting in an *Assessment of Unsatisfactory Professional Dispositions* should be administered by the faculty, supervisor, and/or Program Leader in consultation with the Director of the Office of Clinical Experiences. Field and internship concerns may result in convening the Clinical Practice Review Committee. See the *Clinical Practice Handbook* for additional information regarding the Clinical Practice Review Committee.

What happens when an unsatisfactory professional disposition is documented?

- The faculty member submits the completed unsatisfactory disposition form along with any supporting documentation to the Program Leader of the candidate's program.
- The Program Leader and faculty member submitting the form host a conference with the candidate to review and remediate the concern. If the issue is related to field experience or internship, the Director of the Office of Clinical Experiences is included in the conference. At least two faculty members should participate in the conference. If the Program Leader is also the faculty member submitting the form, another faculty member (e.g., member of the Assessment Committee, the Program Leader from a different certification area, etc.) should participate in the conference.
- During the conference, the faculty should develop a remediation plan, including dates for check-ins and completion of expectations. All participants should sign the conference form. If necessary, a follow up meeting date is determined to check on progress and/or completion of remediation steps.
- In cases where the candidate is being recommended for immediate removal from a program, course, or field/internship placement, the Program Leader immediately informs the Department Chair.
- Following the conference, the Program Leader submits a copy of the unsatisfactory professional disposition form, the conference form, and the remediation plan to the Director of Assessment Management and Analysis and the Department Chair.

What happens when a second unsatisfactory disposition form is completed?

- All procedures for the first *Assessment of Unsatisfactory Dispositions* apply when a second form is completed.
- Additionally, the Program Leader should explain that should a third incident occur, the candidate may be removed from the program in which they are enrolled.

What happens when three unsatisfactory disposition forms are completed?

- The Program Leader convenes a review committee composed of appropriate faculty and staff, within 10 business days of receipt of an unsatisfactory disposition form and documentation. Faculty or other parties as well as the candidate provide documentation regarding the assessment of unsatisfactory dispositions and prior issues and agreement(s). The review committee examines the materials and determines the appropriate course of action. A third unsatisfactory disposition generally warrants removal from the educator preparation program; however, the decision is at the discretion of the review committee, especially if the unsatisfactory disposition in this instance differs from previous issues.
- In addition to discussing the professional disposition concern, the faculty should provide the candidate with support regarding a change of major, if necessary. Faculty may also refer the student to the Office of Student Services for support with advising.
- Following the review committee meeting, the Program Leader submits a copy of the unsatisfactory professional disposition form, the conference form, and any other documentation to Director of Assessment Management and Analysis and the Department Chair.

How can a decision be appealed?

- The candidate may appeal a decision made by the review committee by following the Student Grievance Policy outlined in the *School of Education and Human Sciences Student Handbook*.

Where is the Assessment of Unsatisfactory Dispositions stored?

- All unsatisfactory disposition forms will be filed in the appropriate Department Chair's office, and in the SEHS's data management system. Appropriate School of Education and Human Sciences leadership will maintain a tracking system to ensure that all *Assessment of Unsatisfactory Disposition* reports are documented and reviewed for continuous improvement and to ensure that all UAB education candidates receive support and remediation for success and to represent UAB well in both UAB and local school classrooms.

Who has access to review the unsatisfactory disposition form?

- All unsatisfactory disposition forms are reviewed with the candidate during applicable conferences to ensure that the candidate is being informed and assisted in a purposeful manner.
- The SEHS data manager grants permission for individual review of the *Assessment of Unprofessional Dispositions* by appropriate faculty and staff with a legitimate need to know (e.g., Program Leaders receive documents during the interview for admission to the Teacher Education Program process.)

For Instructors Who Teach in Teacher Preparation Courses: edTPA

The purpose of the Educative Teacher Performance Assessment (edTPA), a national, portfolio-style assessment, is to measure novice teachers' readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

The Alabama Educator Certification Assessment Program (AECAP), of which edTPA is a part, is a precondition of professional educator certification. A passing score on the edTPA portfolio is required for the UAB School of Education to recommend a candidate for certification.

Teacher candidates participate in an edTPA Seminar course during their internship. The course is designed to support candidates as they plan, instruct, and assess their learners while completing their portfolios for submission to Pearson Education.

In your role as an adjunct faculty member, it is important to assist in the preparation for this assessment through suggested strategies:

- Provide opportunities for candidates to create lessons using the clinical practice formal lesson plan template. For edTPA, interns must explain the connection between lessons and how the lessons build on each other. These lessons are referred to as a learning segment.
- Allow candidates to analyze student work and develop a plan to reengage learners.
- Model developmentally appropriate feedback for candidates in your course. Candidates must know what appropriate, meaningful feedback is. For edTPA, they will be required to provide detailed feedback to their students including what students did well and how they need to improve and explain how students will use the feedback in the future.
- Model differentiation and encourage teacher candidates to vary their strategies to support all learners in a classroom. For edTPA, interns must identify a student with a specific learning need and address how they will adjust lessons and assessments for them.
- edTPA has specific academic language for each content area. For example, classroom discussion and writing are referred to as discourse, and graphic organizers, charts, and graphs are called syntax. There is an edTPA Academic Language handout available to you as well as other helpful resources. Please email the Director of edTPA and Partnership and Completer Outreach, Dr. Allison Newton (newtona@uab.edu) for more information.

Key Assessments/Student Learning and Licensure

The faculty in both Curriculum and Instruction and Human Studies have identified key assessments in designated courses that document a student's progress in achieving proficient levels related to the UAB outcomes; not all courses have key assessments. Key assessments are submitted by the student to Canvas for grading. The faculty grades the assignment in Canvas and scores the key assessment separately in Student Learning and Licensure. The selected key assessments cannot be changed or altered due to their use as documentation for the Alabama State Department of Education (ALSDE) and other accreditation bodies assessment of student proficiency related to UAB outcomes. If your course includes key assessments, your Program Leader will guide you to report scores. Should you need additional support, contact Dr Damien Larkin, Director of Assessment Management and Analysis (dlarkin@uab.edu). Please note that the key assessment data is crucial to the School of Education and Human Sciences assessment system and to our quality assurance.

Recent P–12 Professional Experiences Requirement

The ALSDE now requires that all faculty, including adjunct faculty, must complete a recent experience requirement if they have not taught in a classroom within the last five years. This experience must be done each semester and reported to the Assistant Dean for Accreditation and Assessment, Dr. Lesley Sheek (lsheek@uab.edu), via the linked Qualtrics survey. Please submit a response to the survey each semester you teach a methods course. **Note:** This applies only if you are teaching a required methods course on a state department checklist for a teacher education program. Please ask your Program Leader to determine if you are required to complete recency.



Recent P–12 Experiences Guidelines

All faculty, full time and adjunct, who are teaching methods courses must fulfill the recent P-12 classroom expectations of the Alabama Administrative Code (2021, 290-3-3-.01(43)). The Code explains, “faculty who teach professional education courses or supervise interns and who have not been employed in a P-12 setting within the most recent five-year period spend sufficient time in P-12 schools to maintain current knowledge of what is experienced by currently employed P-12 educators.”

The objective of these guidelines is to ensure that faculty members who have not been employed in a P-12 setting within the most recent five years meet the expectations of the Alabama State Department of Education’s requirements for educator preparation.

Guideline for Faculty Members Who Have Not Been Employed in P–12 Settings Within the Most-Recent Five-Year Period Implementation:

1. Applicable Courses

The guidelines apply to faculty who teach the following SEHS courses on the Alabama State Board of Education-approved program checklist: professional studies, internship, and pedagogy-related teaching field courses.

2. Sufficient Time and Suggested Experiences

UAB defines sufficient time as a minimum of four hours per semester. See below for a list of suggested P–12 experiences.

3. Preparation for Recent P–12 Experiences

a. Background Clearance

Faculty members completing recent classroom experiences for UAB must have a cleared background through the ALSDE, which can be publicly searched using the [TCERT Portal](#). Faculty teaching the identified courses requiring recency experiences may request reimbursement from the School of Education and Human Sciences for the cost of fingerprinting through the ALSDE’s provider. [Find information to register for fingerprinting within the link.](#)

b. Settings for Recent Experiences

The SEHS maintains a memorandum of agreement with partner districts throughout the state and region. Faculty may make their own arrangements for P–12 experiences. If a faculty member needs support in securing a placement in a P–12 school, the Director of the Office of Clinical Experiences can provide guidance.

4. Documentation of Experiences

At the end of each fall and spring semester, faculty members must document their P–12 experiences through a [Qualtrics survey](#). These experiences should include the duration, the activities undertaken, and the insights gained.

5. Compliance

The Qualtrics survey report will be part of the full-time faculty member's annual review. For adjuncts, the Qualtrics survey report will be included in their employment file and considered when renewing the contract. Non-compliance with the guidelines may result in corrective actions, including but not limited to, reassignment of duties and non-renewal of contract.

Suggested P–12 Classroom Experiences

- Participate in P–12 state initiative training (ex. dyslexia training, AMSTI, ARI, ALEX workshop, etc.)
- Conduct activities or lessons for P–12 students in school/University-based or community settings (ex. Vocabby's World, McWane Center, etc.)
- Participate in peer coaching with a P–12 educator
- Participate in professional development with P–12 educators (ex. book study)
- Lead a professional development session for P–12 educators
- Conduct action research or school-based research project that involved teaching P–12 students
- Teach, co-teach, or guest teach in a P–12 classroom
- Teach methods course that include model lessons and/or demonstrationS at P–12 or community-based sites
- Shadow a P–12 educator
- Participate in a walk-through (ex. Literacy Spotlight School Showcase)
- Observe and debrief with initial certification teacher candidate
- Observe and provide feedback and support to recent completer

Appendix C

Department of Human Studies

Assessment of Unsatisfactory Dispositions

See **Appendix B** for students in initial teacher certification programs.

Key Assessments/Student Learning and Licensure

The faculty in both Curriculum and Instruction and Human Studies have identified key assessments in designated courses that document a student's progress in achieving proficient levels related to the UAB outcomes; not all courses have key assessments. Key assessments are submitted by the student to Canvas for grading. The faculty grades the assignment in Canvas and score the key assessment separately in Student Learning and Licensure. The selected key assessment cannot be changed or altered due to their use as documentation for the ALSDE and other accreditation bodies assessment of student proficiency related to UAB outcomes. If your course includes key assessments, your Program Leader will guide you to report scores. Should you need additional support, contact Dr Damien Larkin, Director of Assessment Management and Analysis (dlarkin@uab.edu). Please note that the key assessment data is crucial to the School of Education and Human Sciences assessment system and to our quality assurance.

Recent P–12 Professional Experiences Requirement

See **Appendix B**.

Reminder to Instructors of Physical Activity Courses

Please be mindful of the following contractual requirements.

Anyone teaching a physical activity class (elective or required) or an upper-level class that includes any physical activity, must provide proof of current First Aid and CPR certification to the appropriate Program Leader and cc: the Department Chair before the beginning of the semester, with indication that the certifications will be valid throughout the semester (or plans to renew the certification during the semester if it expires during the semester).

The following italicized sentences must be on your syllabus:

While every precaution will be taken to protect the student, sometimes accidents occur despite the best precautions. Students are advised to have personal insurance to cover their treatment in the event of personal injury during all activity classes.

When you distribute the syllabus on the first day of class, spend a few minutes discussing the nature of the class and the physical activities students will/may participate in because of being in the class. You should emphasize that students are responsible for their personal health and safety and note the location of the AEDs in your teaching facility.

Your use of the [PAR-Q](#) is voluntary. If you chose to use it, you should use the version. You and the student should maintain copies of the form the student completes and signs. You should not judge whether or not the student should stay in the class; that should be the student's decision after reviewing the results of the PAR-Q, reading the syllabus, and reflecting on your explanation of the syllabus. You should treat the responses to the PAR-Q as you treat grades, knowing confidentiality is required by FERPA.