

# COURSES FOR SPECIAL EDUCATION AND MULTIPLE ABILITIES

## Special Education and Multiple Abilities Courses

### MAP301 Professionalism

Hours 3

This course is designed as a developmental sequence of integrated themes covering historical foundations of education, educational finance, legal and ethical issues, contemporary issues, and fundamental technology concepts and integrated with MAP 302, MAP 403, MAP 404 and MAP 405.

Prerequisite(s): Admission to the Multiple Abilities Program

### MAP302 Professionalism

Hours 3

This course continues the developmental sequence of integrated themes from MAP 301. The underpinnings of various school reform efforts and their potential effects on classroom practices are a central focus of the course.

### MAP311 The Learner

Hours 3

Integrated with MAP 312, MAP 413, MAP 414, MAP 415, this course is a developmental sequence covering concepts of human development, language development, literacy acquisition, and multiculturalism. A central theme is the development of skill in observing children and understanding their behavior from a developmental perspective. Group projects, independent study, observation, assigned readings, and field activities are part of the course.

Prerequisite(s): Admission to the Multiple Abilities Program

### MAP312 The Learner

Hours 3

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

### MAP321 Communicatn/Collaboratn

C

Hours 3

Integrated with MAP 322, MAP 423, MAP 424, MAP 425, this course introduces concepts of cooperative partnerships in school and between home and school as a vehicle for quality educational experiences. Topics include social functions of speech communication; verbal and nonverbal communication; and skills essential for professional communication. Computing proficiency is required for a passing grade in this course.

Prerequisite(s): MAP 311 and Admission to the Multiple Abilities Program

Computer Science

### MAP322 Communicatn/Collaboratn

C

Hours 3

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

Computer Science

### MAP331 Facilitating Learning

W

Hours 3

By observing and participating in classrooms, students acquire understanding of pedagogies appropriate for young children. This course is closely related to other MAP "Facilitating Learning" title courses. This course introduces methods of instruction in math, science, literacy, art and social studies. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): Admission to the Multiple Abilities Program

Writing

### MAP332 Facilitating Learning

W

Hours 3

Using observation and study, students in this course learn about effective instruction of children with diverse needs, including those with learning and/or behavior disabilities. The course covers teaching young children science, math, music, literacy (reading, writing, and language arts), and physical education. A central theme of this course (which is integrated with MAP 331, MAP 433, MAP 434, and MAP 435) is use of instructional tactics and strategies to ensure meaningful learning and empowerment of children. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

### MAP341 Field Exper/Practicum

Hours 3

In this practicum, students complete observation-based research activities in a variety of general and special education classrooms. A variety of practicum experiences with emerging readers is required.

Prerequisite(s): Admission to the Multiple Abilities Program

**MAP342 Field Exper/Practicum**

Hours 3

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

**MAP403 Professionalism**

Hours 2

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

**MAP404 Professionalism**

Hours 3

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

**MAP405 Professionalism**

Hours 3

This course extends developmental themes covered in previous "Professionalism" courses.

**MAP413 The Learner**

Hours 2

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

**MAP414 The Learner**

Hours 3

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

**MAP415 The Learner**

Hours 3

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

**MAP423 Communication And Collaboratn**

Hours 1

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

**MAP424 Communicatn/Collaboratn**

Hours 3

Building on previous MAP courses, the course focuses on planning and conducting conferences to establish, communicate, and achieve the goals and essential characteristics of an educational program.

**MAP425 Communication/Collaboration**

Hours 3

Building on previous MAP courses, the course focuses on the use of social problem-solving skills: conflict resolution, anger diffusion, and crisis intervention.

**MAP433 Facilitating Learning**

Hours 1

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

**MAP434 Facilitating Learning**

Hours 2

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

**MAP435 Facilitating Learning**

Hours 2

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

**MAP443 Enrichment Workshop Practicum**

Hours 6

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

**MAP444 Field Experience Spe Interns**

Hours 6

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

**MAP445 Field Experience Spe Internsh**

Hours 6

This course begins as an apprenticeship with a mentoring teacher in an elementary general education classroom setting. It evolves into a 12-week internship in which the student assumes major responsibility for managing and conducting the classroom instruction.

**SPE100 Except Lives in Society**

SB

Hours 3

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

Social and Behavioral Sciences

**SPE300 Survey Spe Accomd Stratg**

Hours 3

Characteristics of all exceptionalities, and educational and behavioral adaptations for exceptional children in the general education classroom. A practicum experience that acquaints students with exceptionalities is included. Offered each semester.

**SPE301 Special Education Undergraduate Practicum**

Hours 1

This practicum course to be taken once a semester after TEP admission that corresponds with the methods courses in that semester.

Prerequisite(s): TEP Admission

**SPE302 Educatl Diagn Measurmt**

W

Hours 3

Introduction to group and individual assessments used for evaluating student learning and for planning instruction. Emphasis is on appropriate test selection and use of results. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

**SPE304 Instructional Strategies Spec Ed**

W

Hours 3

Addresses curriculum planning and selection of instructional tasks, with emphasis on making decisions that facilitate learning in students with disabilities. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): Not applicable

Prerequisite(s) with concurrency: Completion of 36 hours of general core in accord with Alabama State Department of Education certification requirements.

Writing

**SPE326 Instruct Sign Language**

Hours 3

Introduction to the culture of the deaf community and to the sign language continuum, providing a knowledge base from which students can communicate with the deaf and hard of hearing in the school setting.

**SPE374 Working with Families of Children with Special Needs**

W

Hours 3

How to work with families of children with special needs, including supporting them in assessment, intervention planning, and providing supports. Includes families' legal rights, determining their existing assets, determining their needs, using adult learning theory, and determining family outcomes. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

**SPE375 Positive Behavior Interventions and Support and Managing Classrooms**

Hours 3

This undergraduate course will help prepare classroom teachers to be effective in setting up their classrooms, managing instruction, grouping, establishing an inclusive, positive classroom climate, and improve instructional delivery.

**SPE382 Teaching Thinking Skills**

Hours 3

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

**SPE414 Collaborative Consultatn**

Hours 3

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

**SPE416 Instruct Strategy Severe Popul**

Hours 3

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

**SPE420 Language, Communication and Early Literacy Interventions**

Hours 3

This course serves as an introduction to the foundations of early literacy. It provides an overview of typical and atypical language development and focuses on intervention procedures that are useful for teaching young children with language delays and developmental disabilities, including children from diverse cultural and linguistic backgrounds.

**SPE435 Behavior Management**

Hours 3

The course addresses the development of models for managing behavior, to help teachers prevent or deal with emotional conflict in the classroom.

**SPE471 Dev Persp Young Child W/ Disab**

Hours 3

A course introducing the field of early childhood special education, including its rationale and legal issues. Offered fall semester.

**SPE476 Assessment Of Young Children**

Hours 3

Basic principles and practices involved in the assessment and evaluation of young children. Offered spring semester.

Prerequisite(s): Admission to Teacher Education Program

**SPE477 Differentiated Acad. Instruct**

Hours 3

This course examines differentiated instructional methods using cross-content instructional examples. The course provides opportunities to develop knowledge and skills in lesson and unit planning, pedagogy, kinds of materials and evaluation of learning. Admission to Teacher Education Program is required.

Prerequisite(s): SPE 304 and SPE 471 or SPE 571; and SPE 476 or SPE 576 Admission to Teacher Education Program

Prerequisite(s) with concurrency: SPE 471

**SPE478 Meth Teach Yng Child W/ Disb**

Hours 3

Curriculum methodology materials and management technology for young children with disabilities.

**SPE479 Intern In Early Childhood Spe**

Hours 3-12

Fourteen week split internship providing supervised teaching experience in classrooms for young children. Offered spring and fall only. Application for internship must be made the semester prior to internship (excluding summer term) through Office of Educational Field Experience. Admission to Teacher Education Program is required.

Prerequisite(s): SPE 478 and SPE 476 and SPE 471 and SPE 374

**SPE491 Educ Method Elem Mlbd**

Hours 3

Designed to develop skill in the use of curriculum, materials, and management strategies with elementary school students who have mild learning and behavior disabilities. Offered fall semester.

Prerequisite(s): Admission to Teacher Education Program

**SPE492 Educ Methods Second Mlbd**

Hours 3

Designed to develop skill in the use of curriculum, materials, and management strategies with secondary school students who have mild learning and behavior disabilities. Offered fall semester.

Prerequisite(s): Admission to Teacher Education Program

**SPE493 Intro Severe/Profound Disabili**

Hours 3

Designed to assist students in the development of knowledge and skills to enhance their abilities to make reflective decisions and facilitate positive exchange in educational settings for child/youth with severe/profound disabilities. Practicum required.

**SPE499 Internship In Spe (Spco)**

Hours 4.5-7.5

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

Prerequisite(s): Admission to Teacher Education Program

**SPE500 Intro Exc Childr/Youth**

Hours 3

Introduction to programs and problems of children and youth who deviate from the norm in physical, mental, emotional, and social characteristics.

**SPE501 Diagnosis and Assessment of Exceptional Children and Youth**

Hours 3

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.

**SPE502 Adv Behav Mgt Spec Educat**

Hours 3

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

**SPE503 Masters Seminar In Spe**

Hours 3

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

**SPE504 Introduction to Assistive Technology**

Hours 3

This is an introductory course for teacher educators in the fundamentals of assistive technology identification, consideration, and implementation.

**SPE506 Working W/Families**

Hours 3

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

**SPE514 Teach Consult Model Spe**

Hours 3

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

**SPE520 Language, Communication and Early Literacy Interventions**

Hours 3

This course provides information on language, communication, and literacy interventions for children with language delays or developmental disabilities, including children from diverse cultural and linguistic backgrounds. Intervention and instructional strategies will be examined and current research on the efficacy of child language intervention strategies will be discussed.

**SPE531 Introduction to Autism Spectrum Disorder**

Hours 3

This course provides an introduction to autism spectrum disorder with an emphasis on both clinical practice and research. The course will cover topics related to a range of ages, from early childhood to adulthood, and will focus on etiology, diagnosis and assessment, treatment and intervention, family support and advocacy.

**SPE532 Evidence-Based Practices for Individuals with ASD**

Hours 3

This course focuses on evidence-based practices for individuals with autism spectrum disorder (ASD). The course will offer an overview of the characteristics of individuals with ASD in order to provide a foundation for how these characteristics may influence the selection of appropriate goals and intervention strategies. The course focuses on specific-based instructional practices for individuals with ASD.

**SPE533 Assessing Behavior Change in Individuals w/ Autism, Dev Disabilities and Behav Challenges**

Hours 3

This course assesses behavior changes in individuals with autism through the use of a single subject research methodology. It includes the application of behavioral measurement, single subject research designs, and methods of data analysis. Autism intervention research is critically examined and a single subject research proposal is developed.

**SPE571 Educ Yng Child W/Disabl**

Hours 3

An introductory course to the field of early childhood special education, including rationale, legal issues, and characteristics of children from birth through kindergarten.

**SPE575 Practicum in Early Childhood Special Education (0-8 years)**

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

**SPE576 Assessment Young Childrn**

Hours 3

Selection, administration, and interpretation of assessments of young children (birth through kindergarten).

**SPE578 Meth Tch Yng Child W/Dis**

Hours 3

Use of curricula, materials, and management techniques for young children (birth through kindergarten) with disabilities.

**SPE579 Intern Ed Yg Child Div Abil**

Hours 3-6

Fourteen week split internship providing supervised teaching experience in classrooms for young children. Offered spring and fall only. Application for internship must be made the semester prior to internship (excluding summer term) through Office of Educational Field Experience.

**SPE581 Psy Gift Tal Chld Yth**

Hours 3

Examination of the nature of youth with high potential in multiple areas. Contemporary theory, research, and the relationship between definition/identification and educational planning are considered.

**SPE582 Teach Gifted And Taltd**

Hours 3

Use and evaluation of teaching-learning methods for education of the gifted and talented, including consideration of roles, expectations for learning, and organizational procedures.

**SPE583 Creative Prob Solving**

Hours 3

A guided sequence of exercises and experiences leading to increased personal creative behavior, with emphasis on methods for nurturing creative talent in students of all ages.

**SPE584 Spec Populatn Gift Educ**

Hours 3

Examination of a variety of administrative designs, curriculum options, instructional models, and strategies to meet the unique cognitive and affective needs/abilities of special populations of gifted students.

**SPE585 Teaching Thinking Skills**

Hours 3

Survey of existing thinking-skills programs and techniques for creating new programs for thinking. Emphasis is on integrating thinking skills into gifted education and regular education.

**SPE586 Socl Emotl Compnts Talent Dev**

Hours 3

This course will explore current research, psychological theory and practical counseling techniques relevant to the social and emotional components of giftedness. Some topics include perfectionism, gender issues, underachievement, and special populations.

**SPE587 Indiv Needs Talents Classroom**

Hours 3

This course will outline instructional and managerial techniques that can be used in the grade level or heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students.

**SPE588 Practicum in Special Education, Autism**

Hours 3

This course is designed to ensure that students acquire critical knowledge in the instruction of children and youth with autism spectrum disorder. The course competencies reflect basic standards and competencies derived from the Alabama Administrative Code and the Council for Exceptional Children Standards for Advanced Preparation in Autism Spectrum Disorder and Developmental Disabilities.

**SPE589 Internship Gift/Talent**

Hours 3-9

Intensive, supervised teaching experience in programs for gifted and talented.

**SPE590 Intro Mild Disabilities**

Hours 3

An intensive study of the background and current perspective on mild disabilities. Emphasis on developing professional knowledge base.

**SPE591 Adv Academic Methods Elem**

Hours 3

Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the elementary school level.

**SPE592 Adv Academic Methods Sec**

Hours 3

Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the secondary level.

**SPE593 Intro Severe/Profound Disabili**

Hours 3

An intensive study of the background and current perspective on severe disabilities. Emphasis is on developing professional knowledge.

**SPE594 Methods Severe Disability**

Hours 3

Emphasizes educational programming, subject matter, professional responsibilities of teachers and related service personnel, curriculum development, communication, and physical management and handling procedures of individuals with severe disabilities.

**SPE595 Practicum in Severe Disabilities Education (K-12 grades)**

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

**SPE596 Practicum in Collaborative (K-6 or 6-12 grades)**

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

**SPE597 Transition In Special Ed**

Hours 3

Focuses on the strategies, methods, curriculum, and measurement for facilitating an effective transition from school to adulthood of adolescents with disabilities.

**SPE598 Internship In Special Ed**

Hours 3-9

Intensive, supervised teaching experience in a special education program.

**SPE600 Doctoral Seminar Spe**

Hours 3

Required for all first-year doctoral students; diagnostic in function. Activities include examination of career goals and assessment of skills in written and oral presentations. Offered fall semester.

**SPE601 Sem Col Teachg In Spe**

Hours 3

Course structure, lecturing and other delivery techniques, student evaluation, and practicum supervision are included among topics that are reviewed to develop skills in college training. Offered fall semester.

**SPE602 Seminar Research Spe**

Hours 3

Focuses on the unique aspects of the exceptional population in relationship to typical statistical and research design procedures. Offered spring semester.

**SPE606 Topical Seminar In Spe**

Hours 3-6

May be repeated for credit. Selected topics, review and critique of current literature, research problems, and methodology.

**SPE609 Practicum In Spe**

Hours 3-6

Designed for advanced graduate students. Students practice effective supervision skills or college teaching skills under the direction of the course instructor.

**SPE611 Ind Study In Spe**

Hours 1-6

Intensive investigation of a specific aspect of special education, by one student under the supervision of a faculty member in the student's area of concentration.

**SPE612 Readg Research In Spe**

Hours 1-6

For doctoral students, an opportunity to initiate, develop, and successfully defend a dissertation topic dealing with a problem of magnitude in the field of special education.

**SPE613 Consult Proc Spe Progs**

Hours 3

Training in human-relations techniques and administrative strategies designed to facilitate communication and interaction with individuals and groups in special education programming.

**SPE616 Advanced Professional Development**

Hours 3

Theories and types of training and development programs will be reviewed and analyzed, needs assessments will be explored and conducted, and professional development sessions will be developed, facilitated, and evaluated.

**SPE617 Special Education Leadership, Policy and Law**

Hours 3

This course is designed to instruct the ethical, legal, and leadership principles that govern the field of special education. It includes emphasis on preparing for administrative positions in special education programs in local education agencies.

**SPE621 Issues in Special Education: Early Childhood**

Hours 3

Discussion of current research and investigation of major issues in the education of young students with disabilities, focusing on best practices, assessment and learning, programming, evaluation, community involvement, and facilitation.

**SPE622 Advanced Curriculum Workshop: Early Childhood Special Education**

Hours 3

This course assists leaders in early childhood special education in applying studies in basic disciplines to the development and implementation of appropriate curriculum for young students with disabilities. It includes emphasis on application of diverse teaching models and the use of a variety of program alternatives and skills in designing, managing, and evaluating program alternatives.

**SPE623 Issues in Collaborative Education**

Hours 3

Discussion of current research and investigation of major issues in the education of students with disabilities, focusing on best practices, assessment and learning, programming, evaluation, community involvement, and facilitation.

**SPE624 Advanced Curriculum Workshop in Special Education: Collaborative**

Hours 3

This course assists leaders in collaborative education in basic disciplines to the development and implementation of appropriate curriculum for students with disabilities. It includes emphasis on application of diverse teaching models and the use of a variety of program alternatives and skills in designing, managing, and evaluating program alternatives.

**SPE681 Issues In Gifted Educ**

Hours 3

*No description available*

**SPE682 Adv Curr Workshp Gift Educatio**

Hours 3-6

*No description available*

**SPE699 Dissertation Research**

Hours 1-12

*No description available*