

COURSES FOR SPECIAL EDUCATION

Special Education

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

EXP

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

Experiential Learning

MAP342 Field Exper/Practicum
EXP

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.

Experiential Learning

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 1

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.

Prerequisite(s): Admission to the Multiple Abilities Program and Teacher Education Program; C grade or better in previous MAP courses.

MAP405 Professionalism
Hours 1

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

Prerequisite(s): Admission to Teacher Education 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.

Prerequisite(s): Admission to Teacher Education Program.

MAP433 Facilitating Learning
EXP

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.

Experiential Learning

MAP434 Facilitating Learning
EXP

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.

Prerequisite(s): Admission to Teacher Education Program.

Experiential Learning

MAP435 Facilitating Learning
EXP

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.

Prerequisite(s): Admission to Teacher Education Program.

Experiential Learning

MAP443 Enrichment Workshop Practicum*EXP*

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.

Experiential Learning

MAP444 Field Experience Spe Interns*EXP*

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.

Prerequisite(s): Admission to Teacher Education Program.

Experiential Learning

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.

Prerequisite(s): Admission to Teacher Education Program.

SPE100 Except Lives in Society*EXP, 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.

Experiential Learning, 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*EXP*

Hours 1

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

Experiential Learning

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 In Sp*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.

Writing

SPE311 Practicum I

Hours 1

This course is part of the Pre-Teacher Education Program (Pre-TEP) process leading to full admittance into the program (i.e., writing, presenting, dispositions). Authentic performance-based assessments are required that must be included in a Teacher Education Program (TEP) portfolio that documents several competencies and assessments. Content will include research-based interventions/instructional strategies for students with disabilities, and Individualized Education Program (IEP) development. Enrolled students must write coherent, logical, and carefully edited papers. Students are required to purchase a Student Learning & Licensure (SLL) license, which will be utilized throughout the program of study in the College of Education (COE). It is diagnostic in that it addresses the writing and speaking presentation skills of the student.

SPE312 Practicum II

Hours 1

This course is part of the Pre-Teacher Education Program (Pre-TEP) process leading to full admittance into the program (i.e., writing, presenting, dispositions). Authentic performance-based assessments are required that must be included in a Teacher Education Program (TEP) portfolio that documents several competencies and assessments. Content will include research-based interventions/instructional strategies for students with disabilities, and Individualized Education Program (IEP) development. Enrolled students must write coherent, logical, and carefully edited papers. Students are required to purchase a Student Learning & Licensure (SLL) license, which will be utilized throughout the program of study in the College of Education (COE). It is diagnostic in that it addresses the writing and speaking presentation skills of the student.

SPE313 Practicum III

Hours 1

This course is part of the Pre-Teacher Education Program (Pre-TEP) process leading to full admittance into the program (i.e., writing, presenting, dispositions). Authentic performance-based assessments are required that must be included in a Teacher Education Program (TEP) portfolio that documents several competencies and assessments. Content will include research-based interventions/instructional strategies for students with disabilities, and Individualized Education Program (IEP) development. Enrolled students must write coherent, logical, and carefully edited papers. Students are required to purchase a Student Learning & Licensure (SLL) license, which will be utilized throughout the program of study in the College of Education (COE). It is diagnostic in that it addresses the writing and speaking presentation skills of the student.

SPE326 Instruct Sign Language

EXP

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.

Experiential Learning

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

Prerequisite(s): Admission to Teacher Education Program.

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.

SPE472 Early Childhood Development

Hours 3

This course is an examination of the aspects of growth across developmental domains (cognitive, communicative, social-emotional, motor, approaches to learning) during the early childhood years (birth through age 8) and the historical and theoretical basis of early childhood education. Children's learning within early childhood environments, including the home, group care contexts, and the community, will be explored.

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.

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. Admission to Teacher Education Program.

Prerequisite(s): Admission to Teacher Education Program.

SPE479 Intern In Early Childhood Spe*EXP*

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.

Prerequisite(s): SPE 478 and SPE 476 and SPE 471 and SPE 374. Admission to Teacher Education Program.

Experiential Learning

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)*EXP*

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 Autherine Lucy Hall and announced in the Crimson White prior to the meetings.

Prerequisite(s): Admission to Teacher Education Program.

Experiential Learning