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): Admission to the Multiple Abilities Program

**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.

**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 within this discipline is required for a passing grade in this course.
Prerequisite(s): Admission to the Multiple Abilities Program

**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 within this discipline is required for a passing grade in this course.

**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 Collaboration
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 Communication/Collaboration
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.

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 within this discipline is required for a passing grade in this 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.
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.

SPE371 Practicum in Early Intervention
Hours 1
Course will serve as a field experience with placements to compliment a general education PreK-3rd grade preparatory sequence during fall Junior terms. Contact hours will approximate 100 per semester contingent on assignments. Placements require registration and placement through Office of Field Experiences.
Prerequisite(s): SPE 304
Prerequisite(s) with concurrency: SPE 477

SPE372 Practicum II in Early Intervention
Hours 1
Course will serve as a field experience with placements to compliment special education (Birth-8 years) preparatory sequence spring Junior terms. Contact hours will approximate 100 per semester contingent on assignments. Placements require registration and placement through Office of Field Experiences.
Prerequisite(s): SPE 304
Prerequisite(s) with concurrency: SPE 478

SPE374 Parenting Children
W
Hours 3
Explores the role of families in the educational process and how professionals work with families. Writing proficiency within this discipline is required for a passing grade in this course. Offered fall semester.

Writing

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).

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.
Courses for Special Education and Multiple Abilities

SPE473 Practicum III in Early Intervention
Hours 1
Course will serve as a field experience with placements to complement special education (birth-8 years) preparatory sequence. Contact hours will approximate 100 per semester contingent on assignments. Placements require registration and placement through Office of Field Experiences.
Prerequisite(s): SPE 476 SPE 478
Prerequisite(s) with concurrency: SPE 416 and SPE 435

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