Department of Special Education and Multiple Abilities

Associate Professor James Siders, Department Head
Office: 201-B Graves Hall
The department offers undergraduate programs requiring the completion of a minimum of 120 semester hours as specified and lead to the bachelor of science in education degree and the Alabama Class B Professional Certificate.

NOTE: Admission to this program is competitive, and meeting stated criteria does not guarantee admission. Rather, persons who meet stated criteria are guaranteed consideration for admission to the Teacher Education Program (TEP). An individual may request from the program chairperson or his or her adviser information concerning summative data on the most recent previous admissions.

Collaborative Special Education

The Collaborative Teacher Program (CTP) is an innovative teacher preparation program that leads to a bachelor of science in education degree with three teacher certification options at the Alabama Class B level:

- Elementary collaborative (K–6)
- Secondary collaborative (6–12)
- Dual elementary (K–6)/secondary (6–12) collaborative

The undergraduate CTP is a two-year, upper-division program that prepares students to work in special education settings with children and youth who have a wide range of disabilities. A cohort of students is accepted each fall. Students in the CTP cohort take the majority of their courses together, work on numerous collaborative assignments and projects with their peers and their instructors, and participate in a number of practicums in a variety of educational settings. In addition to practicums and internships in local education agencies, CTP students have opportunities to gain practical experience in working with individuals with disabilities. The final semester of the CTP program is devoted to a full-time teaching internship in a local education agency appropriate to the teaching certificate option selected.

The undergraduate catalog is published annually. DegreeWorks program guides within myBama are updated as policy changes are made and are thus likely to provide the most up-to-date information on degree and other requirements. In addition, a program handbook with which students are expected to be familiar is available in 201 Graves Hall.

A student must have a cumulative and University of Alabama GPA of no less than 2.75 for admission to this TEP. After admission, the student must maintain at least a 2.75 UA and overall GPA in coursework in professional studies and teaching field courses, with no grade less than a C. At least a 2.75 GPA is required for internship.

General Studies: 60 hours

General studies courses must be completed prior to being admitted to the teacher education program. Courses that are common to the teaching field and the general studies component may be applied to both. At least 120 hours are required for the degree.

In addition to the required general studies, students in this program must complete nine additional hours of mathematics and four additional hours of science for a total of 12 hours in each area. Additionally, students must complete 12 hours in English language arts and social science.

Courses from areas II, III and IV, plus any hours remaining in area V, should be utilized to meet teaching field or prerequisite requirements.

CAT 200 Computer Education Application is required.

Professional Studies

Students must earn grades of C or better in each of the following professional studies courses. The UA GPA — and, if transfer work, the cumulative GPA — must be at least 2.75 in these courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEF 362</td>
<td>School, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>BEP 305</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 300</td>
<td>Survey Spe Accord Stratg</td>
<td>3</td>
</tr>
<tr>
<td>SPE 304</td>
<td>Instructional Strategies In Sp</td>
<td>3</td>
</tr>
<tr>
<td>Internship:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>SPE 499</td>
<td>Internship In Spe (Spco) (Elementary or Secondary)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 24

Teaching Field(s): 36-39 hours

Students must earn grades of C or better in each of the following teaching field courses. The UA GPA — and, if transfer work, the cumulative GPA — must be at least 2.75 in these courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEE 380</td>
<td>Teaching Elem Math</td>
<td>3</td>
</tr>
<tr>
<td>CRD 369</td>
<td>Fundmntl Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CRD 400</td>
<td>Teach Readg Diverse Learn K-12</td>
<td>3</td>
</tr>
<tr>
<td>HD 101</td>
<td>Life Span Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE 302</td>
<td>Educati Diagn Measurmt</td>
<td>3</td>
</tr>
<tr>
<td>SPE 374</td>
<td>Parenting Children</td>
<td>3</td>
</tr>
<tr>
<td>SPE 382</td>
<td>Teaching Thinking Skills</td>
<td>3</td>
</tr>
<tr>
<td>SPE 414</td>
<td>Collaborative Consultatn</td>
<td>3</td>
</tr>
<tr>
<td>SPE 416</td>
<td>Instruct Strategy Severe Popul</td>
<td>3</td>
</tr>
<tr>
<td>SPE 435</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 493</td>
<td>Intro Severe/Profound Disabil</td>
<td>3</td>
</tr>
<tr>
<td>Educational Methods for Mild Learning and Behavior Disorders: SPE 491 (Elem) and/or SPE 492 (Secondary)</td>
<td>3-6</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 36-39

Early Childhood Special Education and Early Childhood Education Dual Certification

Through the major in early childhood special education, students learn about the intellectual, physical, social and emotional development of young children with special needs and their families. Students graduating with this major are eligible for recommendation for an Alabama Class B public school certification to teach birth to age eight children with diverse needs as well as an Alabama Class B certificate in early childhood education (primary to 3rd grade). Experimental learning activities, assessment and practicums are provided for students on and off campus through the Office of Clinical Experiences. On-campus facilities providing structured practicums include the Child Development Laboratories and the Rural Infant Stimulation Environment (RISE) Program. These programs provide opportunities for students to work with infants, toddlers and children who have a broad range of special needs. In addition, all students who major in early childhood special education will complete supervised practicum and internship experiences in diverse public school settings.

The undergraduate catalog is published annually. Program advising sheets are updated as policy changes are made and are thus likely to provide the most up-to-date information on degree and other requirements through DegreeWorks in myBama.

General Studies: 60 hours

Courses that are common to the teaching field and the general studies component may be applied to both. At least 120 hours are required for the degree.

In addition to the required general studies, students in this program must complete nine additional hours of mathematics and four additional hours of science for a total of 12 hours in each area. Twelve hours in both English language arts and social science are required.

CAT 200 Computer Education Application is required.

Professional Studies: 24 hours

Students must earn grades of C or higher in each of the following professional studies courses. The University of Alabama GPA — and, if transfer work, the cumulative GPA — must be at least 2.75 in these courses:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEF 362</td>
<td>School, Culture, and Society</td>
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</tr>
<tr>
<td>BEP 305</td>
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<tr>
<td>SPE 300</td>
<td>Survey Spe Accord Stratg</td>
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</tr>
<tr>
<td>SPE 304</td>
<td>Instructional Strategies In Sp</td>
<td>3</td>
</tr>
<tr>
<td>SPE 479</td>
<td>Intern In Early Childhood Spe</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Hours 24

Dual Certification Teaching Field

The University of Alabama GPA — and, if transfer work, the cumulative GPA — must be at least 2.75 in these courses:
The Multiple Abilities Program (MAP) is an integrated program leading to dual certification in collaborative teacher (K-6) and elementary education (K-6). This program is open to a cohort of 25 full-time students, who are selected to complete the 78-semester-hour course sequence over four consecutive semesters and one summer term. Students may be considered for participation only if, by the end of the summer term prior to MAP coursework, they have completed the College of Education’s general studies program, excluding CAT 200 Computer Education Application and CAT 250 Computer Educ Curric Devel, but including MUE 107 Basic Skills In Music.

The undergraduate catalog is published annually. Program advising sheets are updated as policy changes are made; they are thus likely to provide the most up-to-date information on degree and other requirements through DegreeWorks in myBama.

General Studies: 60 hours
Each student must secure a core check from personnel in 104 Carmichael Hall. Courses that are common to the teaching field and the general studies component may be applied to both. At least 120 hours are required for the degree. See general studies requirements listed earlier.

Courses from areas II, III and IV, plus any hours remaining in area V, should be utilized to meet teaching field or prerequisite requirements.

The student is responsible for maintaining a minimum 2.75 GPA for UA coursework, utilized to meet teaching field or prerequisite requirements.

Courses from areas II, III and IV, plus any hours remaining in area V, should be selected to meet teaching field or prerequisite requirements.

The following are required to be eligible to continue in the program after the first semester:

- A grade of at least a C in all MAP coursework.
- Demonstrated proficiency in writing coherent, logical and carefully edited prose.
- A score of 90 percent on the math competency test by the end of the semester.
- Two of the written assignments that have the W designation (see list below) will be assessed for writing competence and returned by midterm in order to give feedback about writing competence. One other written assignment, completed late in the first semester, will also have a W designation. Writing proficiency is required for a passing grade in MAP 301 Professionalism. All MAP written assignments will require coherent, logical and carefully edited prose.

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP 301 Professionalism (W)</td>
<td>3</td>
</tr>
<tr>
<td>MAP 311 The Learner</td>
<td>3</td>
</tr>
<tr>
<td>MAP 321 Communicatin/Collaboratin (W)</td>
<td>3</td>
</tr>
<tr>
<td>MAP 331 Facilitating Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAP 341 Field Exper/Practicum</td>
<td>3</td>
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</tbody>
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Total Hours 15

<table>
<thead>
<tr>
<th>Spring I</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP 302 Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>MAP 312 The Learner</td>
<td>3</td>
</tr>
<tr>
<td>MAP 322 Communicatin/Collaboratin</td>
<td>3</td>
</tr>
<tr>
<td>MAP 332 Facilitating Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAP 342 Field Exper/Practicum</td>
<td>3</td>
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Total Hours 15

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MAP 403 Professionalism</td>
<td>2</td>
</tr>
<tr>
<td>MAP 413 The Learner</td>
<td>2</td>
</tr>
<tr>
<td>MAP 423 Communication And Collaboratin</td>
<td>1</td>
</tr>
<tr>
<td>MAP 433 Facilitating Learning</td>
<td>1</td>
</tr>
<tr>
<td>MAP 443 Enrichment Workshop Practicum</td>
<td>6</td>
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Total Hours 12

<table>
<thead>
<tr>
<th>Fall II</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MAP 404 Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>MAP 414 The Learner</td>
<td>3</td>
</tr>
<tr>
<td>MAP 424 Communicatin/Collaboratin</td>
<td>3</td>
</tr>
<tr>
<td>MAP 434 Facilitating Learning</td>
<td>2</td>
</tr>
<tr>
<td>MAP 444 Field Experience Spe Interns</td>
<td>6</td>
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</tbody>
</table>

Total Hours 17

<table>
<thead>
<tr>
<th>Spring II</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP 405 Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>MAP 415 The Learner</td>
<td>3</td>
</tr>
<tr>
<td>MAP 425 Communication/Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>MAP 435 Facilitating Learning</td>
<td>2</td>
</tr>
<tr>
<td>MAP 445 Field Experience Spe Internsh</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours 17

**NOTE:** Students in this program must complete four additional semester hours of natural science (for a total of 12) and additional hours of mathematics (for a total of 12 hours). MATH 100 Intermediate Algebra and MATH 208 Number And Operations may be taken in addition to other MA-designated MATH courses. Twelve hours in both English language arts and social science are required.

**Faculty**

Department Head and Associate Professor
Siders, James

Professors
Donovan, Carol A.
Gregg, Madeleine

Associate Professor
Beine-Smith, Mary

Mutua, N. Kagendo
Newman, Jane Lumpkin
Nichols, Sandra Cooley

Assistant Professor
Besnay, Kevin
McDaniel, Sara

Clinical Professor
Swoszowski, Nicole Cain

**Clinical instructors**
Maughn, Sharron
Robinson, Olivia
Multiple Abilities Program (MAP) Courses

MAP 301. Professionalism. 3 sem. hrs.
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.

MAP 302. Professionalism. 3 sem. hrs.
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.

MAP 311. The Learner. 3 sem. hrs.
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.

MAP 312. The Learner. 3 sem. hrs.
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.

MAP 321. Communicate/Cooperate. 3 sem. hrs.
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.

MAP 322. Communicate/Cooperate. 3 sem. hrs.
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.

MAP 331. Facilitating Learning. 3 sem. hrs.
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.

MAP 332. Facilitating Learning. 3 sem. hrs.
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 the 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.

MAP 341. Field Experience/Practicum. 3 sem. hrs.
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.

MAP 342. Field Experience/Practicum. 3 sem. hrs.
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.

MAP 403. Professionalism. 2 sem. hrs.
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.

MAP 404. Professionalism. 3 sem. hrs.
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.

MAP 405. Professionalism. 3 sem. hrs.
This course extends developmental themes covered in previous "Professionalism" courses.

MAP 413. The Learner. 2 sem. hrs.
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.

MAP 414. The Learner. 3 sem. hrs.
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.

MAP 415. The Learner. 3 sem. hrs.
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.

MAP 422. Communication And Collaboration. 1 sem. hr.
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.

MAP 423. Communication And Collaboration. 3 sem. hrs.
Building on previous MAP courses, this course focuses on the use of social problem-solving skills: conflict resolution, anger diffusion, and crisis intervention.

MAP 433. Facilitating Learning. 1 sem. hr.
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.

MAP 434. Facilitating Learning. 2 sem. hrs.
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.

MAP 435. Facilitating Learning. 2 sem. hrs.
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.

MAP 443. Enrichment Workshop Practicum. 6 sem. hrs.
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.

MAP 444. Field Experience Spe Interns. 6 sem. hrs.
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.

MAP 445. Field Experience Spe Internsh. 6 sem. hrs.
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.
SPE 100. Except Lives in Society. 3 sem. hrs.
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.

SPE 300. Survey Spe Accomd Stratg. 3 sem. hrs.
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.

SPE 302. Educatl Diagn Measurmt. 3 sem. hrs.
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.

SPE 304. Instructional Strategies In Sp. 3 sem. hrs.
Addresses curriculum planning and selection of instructional tasks, with emphasis on making decisions that facilitate learning in students with disabilities.

SPE 326. Instruct Sign Language. 3 sem. hrs.
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.

SPE 371. Practicum in Early Intervention. 1 sem. hr.
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.

SPE 372. Practicum II in Early Intervention. 1 sem. hr.
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.

SPE 374. Parenting Children. 3 sem. hrs.
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.

SPE 382. Teaching Thinking Skills. 3 sem. hrs.
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.

SPE 414. Collaborative Consultatn. 3 sem. hrs.
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.

SPE 416. Instruct Strategy Severe Popul. 3 sem. hrs.
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).

SPE 435. Behavior Management. 3 sem. hrs.
The course addresses the development of models for managing behavior, to help teachers prevent or deal with emotional conflict in the classroom.

SPE 471. Dev Persp Young Child W/ Disab. 3 sem. hrs.
A course introducing the field of early childhood special education, including its rationale and legal issues. Offered fall semester.