ECT-Collaborative Teacher Education

ECT 520. Formative and Summative Assessment. 3 Hours.
In-depth analysis of testing, assessment, and accountability applied to special education. Analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 521. Program and Lesson Planning. 3 Hours.
This course focuses on the diagnosis and evaluation of students with disabilities using a variety of developmentally appropriate curriculum-based assessments, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 522. Language and Communication Facilitation. 3 Hours.
This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. Candidates will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 523. Instructional Methods. 3 Hours.
This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 524. Sensory, Health and Physical Methods. 3 Hours.
This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 525. Positive Behavioral Supports. 3 Hours.
This course presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 526. Assistive and Instructional Technology. 3 Hours.
This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.
Prerequisites: ECY 600 [Min Grade: C]

ECT 527. Collaborative Processes. 3 Hours.
This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, agencies, paraprofessionals as well as other professionals.
Prerequisites: ECY 600 [Min Grade: C]

ECT 528. Legal Issues and Trends. 3 Hours.
This course explores current laws and trends relating to special education.
Prerequisites: ECY 600 [Min Grade: C]

ECT 529. Teaching Literacy and Reading in Inclusive Settings. 3 Hours.
The purpose of this course is to provide teacher candidates with an understanding of a balanced approach to literacy and research-based best practices for supporting literacy development among a diverse population of students. This knowledge affords teachers the ability to choose curricular goals, design instruction, promote student achievement, and assess and/or report student to a variety of stakeholders.
Prerequisites: EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

ECT 530. Effective Teaching and Learning. 3 Hours.
This course focuses on the effective teaching and learning of students with disabilities. Course work will focus on planning appropriate lessons that support the student, ways to engage all learners and analyze teaching effectiveness. Candidates will also learn ways of using feedback to guide further learning and ways of using assessment to inform instruction.
Prerequisites: EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

ECT 531. Internship in Collaborative Teaching K-12. 3-9 Hours.
These courses are required in UAB's Alternative Masters Program (AMP) for a Master of Arts in Education with Alternative Class A certification for teaching in the following areas: Collaborate Teacher K-12, Early Childhood Special Education, Visual Impairments P-12. The purpose of ECT 531 is to prepare teachers to use Best Practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in an internship of 15 weeks of full-time student teaching. Collaborative Teacher K-12 and Visual Impairments P-12 interns will have two placements to satisfy their K-12 and P-12 certification requirements (i.e., 7.5 weeks in a K-5 placement and 7.5 weeks in a 6-12 placement).

ECT 532. Student Teaching Seminar. 1 Hour.
This course will accompany student teaching/internship to support and extend the efforts of student teaching. The course will focus on the successful completion of edTPA assignments and submission.
ECT 554. Communication & Technology Applications In Early Childhood Special Education. 3 Hours.
The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines (a) the use of various communication systems, (b) naturalistic communication strategies, (c) computer-based instruction and management systems to utilize assistive and instructional technology, (d) issues related to the integration of technology into instructional design, (e) a review and analysis of educational software, (f) an exploration of educational considerations of technology for young children with delays or disabilities, (g) an evaluation of assistive technology options, and (h) an overview of instructional and managerial computer applications. Candidates will incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities and their families.

ECT 555. Early Primary Curriculum and Methods. 3 Hours.
Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge that will help them thrive in the classroom, as well as other settings. Particular emphasis will be placed on applied teaching strategies for the acquisition and generalization of skills.

ECT 591. edTPA Seminar for Collaborative Teaching. 3 Hours.
This course will accompany student teaching/internship to support and extend the efforts of student teaching. The course will focus on the successful completion of edTPA assignments and submission.

ECT 601. Introduction to Technology in Special Education. 1 Hour.
Provides students with the knowledge and skills to begin the process of designing a standards-based electronic portfolio. Students will address the issues regarding the content and construction of electronic portfolios and the purpose of each stage of development. Issues related to formatting options will be demonstrated and critiqued. Students will be required to develop and demonstrate the requisite skills for creating and filing critical information in a digital format. Students will review numerous portfolios for discussion. The focus will be a standards-based product which each student will begin during this course.

ECT 620. Formative and Summative Assessment. 3 Hours.
In-depth analysis of testing, assessment, and accountability applied to special education. Analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 621. Program and Lesson Planning. 3 Hours.
This course focuses on the diagnosis and evaluation of students with disabilities using a variety of developmentally appropriate curriculum-based assessments, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 622. Language and Communication Facilitation. 3 Hours.
This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. Candidates will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 623. Instructional Methods. 3 Hours.
This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 624. Sensory, Health and Physical Methods. 3 Hours.
This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 625. Positive Behavioral Supports. 3 Hours.
This course presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 626. Assistive and Instructional Technology. 3 Hours.
This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

ECT 627. Collaborative Processes. 3 Hours.
This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, agencies, paraprofessionals as well as other professionals.

ECT 628. Legal Issues and Trends. 3 Hours.
This course explores current laws and trends relating to special education.

ECT 631. Practicum in Collaborative Teaching K-12. 3-9 Hours.
The purpose of ECT 631 is to prepare teachers to use Best Practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in a focused practicum experience. Field experience is required.
ECT 650. Masters Seminar in Collaborative Teaching. 3 Hours.
A diagnostic and evaluation course designed to ensure that students have acquired basic competencies in historical, philosophical, legal, and assessment foundations in special education. Competencies addressed in this course also include research, writing, speaking, and computer literacy.

ECT 651. Assessment Foundations in Special Education. 3 Hours.
Designed to prepare special education teachers to assess children and youth in a manner that reflects federal and state mandates and regulations. Students are prepared to appropriately select, administer, and interpret assessment instruments designed to answer questions related to eligibility determination and, intervention programming.
Prerequisites: ECT 650 [Min Grade: C]

ECT 652. Char of Children/Yth w/Learning and Behv Disabilities. 3 Hours.
Details the characteristics, needs, and concerns related to children and youth with mild learning disabilities, mental retardation, and emotional-behavioral disorders. Additional issues addressed in the course are due process, inclusion, collaboration, and diversity as they pertain to these populations of students. Field experience required.
Prerequisites: ECT 650 [Min Grade: C]

ECT 653. Characteristics of Students with Low-Incidence Disabilities. 3 Hours.
Details the characteristics, needs, and concerns related to children and youth with physical, health, sensory, and communication disabilities. Additional topics covered include positioning and handling, assessment, development of health care plans, and transdisciplinary collaboration. Field experience required.
Prerequisites: ECT 650 [Min Grade: C]

ECT 654. Communication and Technology Applications In Early Childhood Special Education. 3 Hours.
The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines (a) the use of various communication systems, (b) naturalistic communication strategies, (c) computer-based instruction and management systems to utilize assistive and instructional technology, (d) issues related to the integration of technology into instructional design, (e) review and analysis of educational software, (f) exploration of educational considerations of technology for young children with delays or disabilities, (g) evaluation of assistive technology options, and (h) overview of instructional and managerial computer applications. Candidates will incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities and their families.

ECT 655. Early Primary Curriculum and Methods. 3 Hours.
Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge that will help them thrive in the classroom, as well as other settings. Particular emphasis will be placed on applied teaching strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming in all curricular areas will be addressed. Candidates will incorporate evidence-based decision-making, design instructional programs, provide instruction, and monitor the progress of children K-3 with delays or disabilities. The course also focuses on co-teaching and working as a member of the team along with paraprofessionals, related service personnel, general educators, and families.

ECT 656. Providing Positive Behavior and Social Support. 3 Hours.
Prepares students to plan and manage the teaching and learning environment effectively. The major emphasis of the course is on the elements of classroom design and preparation. Primary and secondary academic and behavioral interventions are presented. Outcomes expected for students are related to the creation and maintenance of positive, caring classroom communities that facilitate the academic and social development of children and youth with disabilities. Field experience required.
Prerequisites: ECT 650 [Min Grade: P]

ECT 657. Teaching in Inclusive Classrooms. 3 Hours.
Provides students with the knowledge and skills to teach learners with low-incidence disabilities in K-12 settings. Course content addresses issues related to positioning and handling, Alabama Extended Standards, IEP development, writing health care plans, assessment, and strategies for teaching reading, math, and writing.
Prerequisites: ECT 653 [Min Grade: C]

ECT 658. Curriculum in General Education. 3 Hours.
Prepares students to utilize the general education curriculum as the foundation for educational programming for children and youth with special needs. IEP writing, using the general education curriculum, team planning, state- and district-wide assessments, and curriculum accommodations and modifications are topics addressed in this course.
Prerequisites: ECT 650 [Min Grade: P]

ECT 659. Plan and Manage the Teaching and Learning Environment. 3 Hours.
Prepares students to plan and manage the teaching and learning environment effectively. The major emphasis of the course is on the elements of classroom design and preparation. Primary and secondary academic and behavioral interventions are presented. Outcomes expected for students are related to the creation and maintenance of positive, caring classroom communities that facilitate the academic and social development of children and youth with disabilities. Field experience required.
Prerequisites: ECT 650 [Min Grade: P] or ECY 635 [Min Grade: C]

ECT 660. Providing Positive Behavior and Social Support. 3 Hours.
Prepares students to plan and manage the teaching and learning environment effectively. The major emphasis of the course is on the elements of classroom design and preparation. Primary and secondary academic and behavioral interventions are presented. Outcomes expected for students are related to the creation and maintenance of positive, caring classroom communities that facilitate the academic and social development of children and youth with disabilities. Field experience required.
Prerequisites: ECT 650 [Min Grade: P] or ECY 635 [Min Grade: C]
ECT 661. Communication and Collaborative Partnerships. 3 Hours.
Provides an opportunity for students to develop the knowledge, skills, and ability to work collaboratively with professionals responsible for services provided to students with disabilities, their families, and their communities. Emphasis will be placed on blending general education, special education, and related services. The course consists of a series of topics and activities that are designed to provide an overview of collaboration and consultation, present issues related to diversity and inclusion, and highlight implications for special educators, general educators, related service personnel, students, the community, and families. Field experience required.
Prerequisites: ECT 650 [Min Grade: C] or ECY 635 [Min Grade: C]

ECT 670. Practicum in Collaborative Teaching: Grades K-6. 3 Hours.
Students seeking Collaborative Teacher certification, Grades K-6, are required to complete a practicum experience in a collaborative setting that includes children who present a wide range of disabilities. This practicum experience is tailored to the unique needs and experiences of students seeking this certification.

ECT 671. Practicum in Collaborative Teaching: Grades 6-12. 3 Hours.
Students seeking Collaborative Teacher certification, Grades 6-12, are required to complete a practicum experience in a collaborative setting that includes children who present a wide range of disabilities. This practicum experience is tailored to the unique needs and experiences of students seeking this certification.
Prerequisites: ECT 650 [Min Grade: C]

ECT 672. Internship in Collaborative Teaching: Grades K-6. 3,9 Hours.
Students in the 5th-year, nontraditional program are required to complete a 12-week internship that is to be divided between lower and upper elementary settings. This internship is designed to assist the prospective graduate in virtually all teaching responsibilities in collaborative settings.

ECT 673. Internship in Collaborative Teaching: Grades 6-12. 3-9 Hours.
Students in the 5th-year, nontraditional program are required to complete a 12-week internship that is to be divided between lower and upper secondary settings. This internship is designed to assist the prospective graduate in virtually all teaching responsibilities in collaborative settings.

ECT 676. Survey of Pervasive Developmental Disorders. 3 Hours.
An in-depth examination of the characteristics, needs, and other concerns of children and youth with pervasive developmental disorders. Topics also include interventions, collaboration, and functional life-skill programming.

ECT 679. Advanced Legal Aspects of Special Education. 3 Hours.
Provides students with an in-depth examination of legal information pursuant to individuals with disabilities. The Individuals with Disabilities Education Act and its related amendments, the Americans with Disabilities Act, and Section 504 of the Improvement Rehabilitation Act are major federal laws reviewed in this course. Special education litigation is also addressed during the course.
Prerequisites: ECT 650 [Min Grade: C]

ECT 685. Comm and Lang for Indiv w/Low Incidence Disabilities. 3 Hours.
This course is designed as an elective to extend the experiences and knowledge base of students in the area of communication and language development for individuals with low incidence disabilities. The disability areas of focus will be visual impairments, hearing impairments, dual sensory impairments, autism, cerebral palsy, and moderate to severe mental retardation. Students will explore the linkages between speech, language and communication and relate them in application to alternative modes and/or indicators of inner, receptive and expressive language. There will be traditional academic tasks infused with technology and assistive technology applications, reinforced by hands-on learning experiences and field based learning.

ECT 700. ASD: An Introduction. 3 Hours.
The course provides candidates with an in-depth examination of the characteristics of individuals with autism spectrum disorders (ASD). Specific issues examined during the course include diagnostic and educational criteria as well as current research on etiology and medication. Additionally, the myriad challenges faced by individuals with ASD are examined. A broad overview of evidenced-based practices to support individuals with ASD is presented in the course. A developmental perspective of ASD across the life span is presented, and issues related to play and leisure, sexuality education, environmental supports, transition planning, and daily life skills are explored in the course. The nature and needs of individual with Asperger’s Syndrome are also addressed in this course.

ECT 701. ASD: App of Assessment Inform. 3 Hours.
Candidates taking this course are required to critically review, administer, and interpret the results of common standardized assessments given to individuals with ASD. Additionally, candidates are required to develop informal assessments to monitor the academic and behavioral progress of individuals with ASD. The CAPS/Ziggarut model will be used by candidates to conduct a comprehensive, developmental assessment in order to develop and implement an educational program for a student with ASD.

ECT 702. ASD: Meth Mod to Sev Function. 3 Hours.
Methods course, with special emphasis on low-functioning learners an individuals with autism spectrum disorders. Particular attention is given effective practices and strategies for teaching and promoting functional and adaptive behavior that will enhance the learner’s social responsibility and independent performance of daily activities.

ECT 703. ASD: Meth High Func Learn- Asp. 3 Hours.
Methods course, with special emphasis on learners with higher functioning autism spectrum disorders and Asperger Syndrome. Particular attention is given effective practices and strategies for teaching and promoting social skill development and proactive social interactions.

ECT 704. ASD: Collaboration-Consultation. 3 Hours.
This is a collaboration/consultation course designed to increase the candidate’s knowledge and skills in the areas of: (1) foundations of collaboration, consultation and teaming; (2) communication and problem-solving processes, (3) collaborative tools, technology and resources; (4) cultural and linguistic diversity issues related to collaboration; (5) collaboration in instructional and inclusive teams; (6) collaboration with families; and (7) consultation and collaboration with paraeducators, related service personnel, and other ancillary personnel. Leadership and advocacy as well as self-assessment/reflection of one’s collaboration and consultation skills are addressed in the course.
ECT 705. ASD: Accommodating the Needs of Diverse Learners on the Spectrum. 3 Hours.
In this course, candidates will learn a variety of teaching strategies to support students with ASD from diverse backgrounds and those with diverse learning needs to access the general education curriculum. Response to Intervention and differentiated instruction are central components of the course. Candidates will learn a variety of strategies for providing accommodations for students with ASD who present with behavior, communication, attention, and cognitive challenges in general education classroom settings. Strategies for supporting students in general education classrooms in the areas of literacy and math are covered in the course. Candidates will also acquire strategies for facilitating second language acquisition for English Language Learners.

ECT 706. ASD: Advanced Social and Behavioral Methods. 3 Hours.
A major focus of this course is the utilization of applied analysis to support students with ASD who present behavioral challenges. Development of behavioral objectives, data collection procedures, single-subject design and functional behavior assessment are addressed in the course. Strategies for addressing antecedents to behavior and consequences of behavior are explored. Generalization and self-monitoring/self-regulatory strategies are addressed. Candidates will learn a variety of positive environmental supports and classroom management strategies. Strategies for facilitating the development of social skills, including the use of social stories and video modeling, are addressed in the course.

ECT 707. Autism Spectrum Disorders: Transition and Life Skills Programming. 3 Hours.
The transition needs of individuals with ASD from preschool, middle school, high school and post-secondary settings is examined in this course. Transition models, assessment and planning are core components of the course. Facilitating the development of self-advocacy and self-determination skills in individuals with ASD are addressed. Independent living skills and transition to community are included in the course. Transition education curricula and instructional strategies for facilitating successful employment and post-secondary education are addressed in the course. Interagency and interdisciplinary collaboration as well as job placement, training, and supervision, are components of this course.

ECT 708. Autism Spectrum Disorders: Legal, Ethical, and Professional Issues. 3 Hours.
This course has three major components. First, special education legislation and case law related to the IDEA, Section 504, the ADA, FERPA, and the Elementary and Secondary Act are explored. Second, this course requires candidates to examine ethical issues in special education and to develop a personal code of ethics in special education based upon the Alabama Code of Ethics for Educators and the Council for Exceptional Children Code of Ethics. Third, the professional leadership skills of candidates in this course are developed. Development of candidates’ teacher leadership, mentorship, and advocacy skills is undertaken during in the course.

ECT 710. ASD: Practicum. 3 Hours.
To meet the requirements of this course, candidates will engage in a variety of integrated experiences in applied settings, including K-6, 6-12, and community settings. Please refer to the clinical and field experiences handbook for specifics regarding practicum requirements.

ECT 711. ASD: K-6 Internship. 3 Hours.
To meet the requirements of this course, candidates must complete an in-depth clinical experience in a K-6 setting that includes children and youth with ASD. Please refer to the clinical and field experiences handbook for specifics regarding internship requirements.

ECT 712. ASD: 6-12 Internship. 3 Hours.
To meet the requirements of this course, candidates must complete an in-depth clinical experience in a 6-12 setting that includes children and youth with ASD. Please refer to the clinical and field experiences handbook for specifics regarding internship requirements.

ECT 720. Universal Design for Lrn. 3 Hours.
This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.

ECT 720L. Field Experience. 1 Hour.
This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.

ECT 720R. Action Research. 1 Hour.
This course covers the following areas: Accommodations/Modifications, Differentiated Instruction, Behavioral Strategies, Positive Learning Environments, Student Engagement, and Demonstration Teaching.