Special Education (SPE) - Graduate Courses

Courses

SPE 401/501 Cr.3
Introduction to Exceptional Individuals
This course is a general survey of exceptional individuals (disabled and gifted) from birth to 21 years of age. It provides an introduction to special education including history, law, definitions and classification systems, characteristics, etiology, provision of services and educational interventions and procedures related to the various disabilities covered under the law. Prerequisite: ECE 327 or EDS 351 or EDS 402 or SHE 310 or concurrent enrollment; admission to a graduate teacher education program. Offered Fall, Winter, Spring, Summer.

SPE 424/524 Cr.3
Classroom Management and Positive Behavior Practices
This course is designed to provide intervention methods and strategies for classroom management as well as positive behavior intervention. The course provides theoretical foundations and practical applications for preventing behavior problems, and for intervening when problems occur. Students are expected to perform at least 10 hours of clinical work in the course, by arrangement with the instructor. Prerequisite: admission to the graduate Special Education Program and concurrent registration in SPE 561, or admission to Adapted Physical Education Program. Offered Fall, Spring.

SPE 430/530 Cr.1
Seminar in Special Education
This course provides teacher candidates, currently student teaching, to have directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Candidates will meet on campus to analyze and discuss their experiences with their peers. This course is designed for persons seeking initial teaching licensure in general education and cross-categorical special education. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: completion of all special education certification courses; completion of all general education licensure requirements for student teaching; concurrent enrollment in SPE 483/583 or SPE 484/584. Consent of department. Pass/Fail grading. Offered Fall, Spring.

SPE 431/531 Cr.3
Language Development and Communication Disorders
This course is an introductory course to the stages of normal language development from infancy through later adolescence, including the language factors (phonology, morphology, syntax, semantics, pragmatics) in receptive and expressive language. The course also focuses on the specific language characteristics and problems of students with disabilities and the impact on language-based academics. Prerequisite: admission to the graduate Special Education Program. Offered Fall.

SPE 540 Cr.3
Collaboration and Transition: School to Community
This course is designed to prepare teachers to collaborate and problem-solve as members of educational teams composed of professionals, agency representatives, and parents. This course focuses on the development of transition plans for adolescents with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities; and the plan's impact on educational curriculum and instructional practices, career development and placement practices. Responsibilities of the teacher as a collaborative team member will be covered. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 446/546 Cr.3
Methods in Cross-Categorical Special Education-Middle Childhood/Early Adolescence
This course focuses on curriculum, methods and strategies used in educating students with disabilities (emotional/behavioral disabilities, specific learning disabilities, and cognitive disabilities) at the middle childhood/early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the middle childhood/early adolescence age level. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 447/547 Cr.3
Methods in Cross-Categorical Special Education-Early Adolescence
This course focuses on curriculum, methods and strategies used in educating students with disabilities (Emotional/Behavioral Disabilities, Specific Learning Disabilities, and Cognitive Disabilities) at the early adolescence/adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the early adolescence/adolescence age level. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 452/552 Cr.3
Individual Educational Assessment
This course addresses educational assessment as it relates to the needs of students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities in the MC/EA setting. Specific approaches for the evaluation of special education eligibility, teaching and instruction, and monitoring student progress are discussed, including norm-referenced tests, curriculum-based assessment, ecological assessment, and observational techniques. Prerequisite: admission to the graduate Special Education Program. Offered Fall.
SPE 475/575 Cr.1-3
Special Topics Seminar in Special Education
This course is designed to allow students to explore current topics, trends, and issues in the field of special education. Topic(s) to be studied are selected by the instructor based on interest and need. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: consent of department. Offered Fall, Spring.

SPE 483/583 Cr.1-3
Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at middle childhood-early adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in early childhood-early adolescence and cross-categorical special education at early adolescence-adolescence level. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: concurrent enrollment in SPE 430/530. Completion of special education courses and all education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 484/584 Cr.11
Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence-adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in early adolescence-adolescence and cross-categorical special education at early adolescence-adolescence level. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: concurrent enrollment in SPE 430/530. Completion of special education courses and all education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 715 Cr.3
Special Education and the Law
A study of the law as it relates to access to meaningful educational opportunity for exceptional children. Emphasis will be on the implementation of Wisconsin and federal legislation mandating special education and related services as well as relevant judicial decisions. Prerequisite: admission to graduate Adapted Physical Education Program or School Psychology Program. Offered Spring.

SPE 750 Cr.1-3
Guided Learning in Special Education
Study of a significant problem, development of a professionally related competency, or acquisition of job-related knowledge through on-or off-campus investigation/experience under the direct supervision of a faculty member. Students may be formed into classes for group discussion of experiences. Repeatable for credit - maximum six. Offered Occasionally.

SPE 761 Cr.2
Research and Seminar in Special Education
Consideration of current research trends, and problems in teaching in a special education setting. As part of the requirements for this course and for the degree, each student must complete an acceptable seminar paper. Consent of department. Offered Fall, Spring.

SPE 780 Cr.1-3
Seminar in Special Education
Reading and discussion of selected topics, current trends, and issues in special education. Consent of instructor. Offered Fall, Spring, Summer.
SPE 783 Cr.5
**Student Teaching Cross-Categorical Special Education: Middle Childhood/Early Adolescence**
This student teaching experience is a full-day experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the middle childhood/early adolescence developmental range. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the supervision of a certified teacher and a university supervisor. Prerequisite: completion of all special education core courses and certification option courses; to be taken concurrently with SPE 786. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 784 Cr.5
**Student Teaching Cross-Categorical Special Education: Early Adolescence/Adolescence**
This student teaching experience is a full-day experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence/adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. Prerequisite: completion of all special education core courses and certification option courses; to be taken concurrently with SPE 786. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 786 Cr.2
**Graduate Seminar in Special Education**
This course provides students, currently enrolled in a practica, to have directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Students will meet to discuss their experiences with other students having similar learning experiences. Prerequisite: completion of all special education core courses and certification option courses; to be taken concurrently with SPE 783 or SPE 784. Pass/Fail grading. Offered Occasionally.

SPE 796 Cr.1-2
**Directed Studies**
Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum four. Offered Occasionally.

SPE 799 Cr.2-6
**Research: Master's Thesis**
Independent study on a problem selected for a thesis, under the direction of an assigned staff member. Attendance at class meetings of SPE 761 is expected on enrollment. Repeatable for credit - maximum six. Offered Fall, Spring, Summer.