

# Special Education (SPE) - Courses

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## Courses

SPE 200 Cr.3

### **Foundations of Special Education**

This course introduces teacher education majors to special education practices from historical, legislative, and people-centered recommended practices. General education and special education teachers have a shared responsibility to meet the needs of all students in learning environments that address individual needs and strengths. Teacher candidates gain foundational understanding of exceptionalities from people, concepts, and historical perspective; policies, practices, and programs in special education; characteristics, prevalence, and supports and services for individuals with exceptionalities (as defined in current federal regulations); collaborative roles of general and special educators; and partnerships with families. Prerequisite: EDS 206 or EDS 308 or concurrent enrollment; sophomore status. Students cannot earn credit in both SPE 401 and SPE 200. Offered Fall, Winter, Spring, Summer.

+SPE 207 Cr.3

### **American Sign Language and Deaf Culture I**

In this course students use American Sign Language to learn about communicating with individuals with a hearing loss in the elementary school setting. Students explore deaf culture, intricacies of working with individuals with a hearing loss, including appropriate accommodations, modifications, and assistive technology. Offered Fall.

+SPE 214 Cr.3

### **American Sign Language and Deaf Culture II**

In this course students extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students further explore deaf culture, intricacies of working with individuals who have a hearing loss, including appropriate dialects, accommodations, modifications, and assistive technology. Prerequisite: SPE 207. Offered Spring.

SPE 300 Cr.3

### **Designing Sustainable Inclusive Classrooms**

Establishing and maintaining productive learning environments is a key feature of an effective globally responsive educator's classroom. In this course, students integrate foundational knowledge and learn how to create a classroom environment using developmentally-appropriate and responsive pedagogy based on the belief that all students have a variety of assets and all can learn at high levels. Key features of this class are understanding the role of the educator in intentionally creating learning opportunities uniquely designed for diverse learners and evaluating effectiveness in inclusive settings. Viewed through the lens of developmentally-appropriate and responsive practices, students apply pedagogical frameworks to create a supportive classroom that increases the likelihood of success for all learners and evaluate the impact of the practices to inform their teaching (e.g., Universal Design for Learning and Trauma-Informed Practices). Prerequisite: SPE 200; EDS 402 or ECE 415 or concurrent enrollment; admission to teacher education. Offered Fall, Spring, Summer.

SPE 340 Cr.3

### **Collaborative Partnerships and Transitions for Students with Disabilities**

Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment is an essential component of being a globally responsive educator. Students receiving special education services are supported by educational teams composed of students, parents, education professionals, and agency representatives. This course is designed to prepare special education teacher candidates for the responsibilities related to collaboration and transition associated with serving students with special education needs in grades K-12. This course focuses on effective collaboration processes as well as the development of transition plans for students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities; and the impact transition plans have on educational curriculum, instructional practices, career development, and placement practices. Prerequisite: SPE 200. Offered Fall, Spring.

SPE 420 Cr.3

### **Advanced Literacy and Math Practices for K-12 Students with Persistent Academic Challenges**

This course prepares teacher candidates with theoretical frameworks and practical applications of evidence-based practices in the areas of literacy and math. Teacher candidates deepen their understanding of various developmental, remedial, and compensatory literacy and math evidence-based practices, critically analyze them, and apply their learning with students with disabilities in K-12 settings. These skills allow teacher candidates to identify students who may experience school failure in the areas of math and literacy if they do not receive instruction that is responsive to their needs, evaluate and monitor their teaching effectiveness, and improve learning outcomes. Candidates have the opportunity to work directly with 9-12 learners through a tutoring program to apply practices learned in the course. Lect. 2, Lab 3. Prerequisite: SPE 300; admission to teacher education. Offered Fall, Spring.

SPE 424 Cr.3

### **Advanced Practices for Students with Challenging Behaviors**

This course allows teacher candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. They learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment and the use of its information in designing behavior intervention plans and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. In addition, teacher candidates are exposed to high school level interactions through simulated teaching experiences in a virtual classroom setting. Teacher candidates will have at least 10 hours of work with K-12 learners in a school setting, by arrangement with the instructor. Lect. 2, Lab 3. Prerequisite: concurrent enrollment in SPE 455 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 425 Cr.3

**Advanced Practices for Students with Challenging Behaviors in an International Setting**

This course allows candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. Candidates learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment (FBA) and the use of its information in designing behavior intervention plans (BIP) and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. Teacher candidates conduct the FBA and BIP while they are in their concurrent field placement. Prerequisite: must be taken concurrently with SPE 435 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

SPE 435 Cr.3

**Methods in Cross-Categorical Special Education in an International Setting**

This course focuses on curriculum, methods, and strategies used in educating students with disabilities (specific learning disabilities, emotional/behavioral disabilities, intellectual disabilities, autism spectrum disorders, and others) over the K-12 developmental range. Candidates apply knowledge of curriculum, methods and strategies to knowledge of learners with disabilities to teach in inclusive settings with an emphasis on science, social studies, study skills, and social skills. Candidates also learn to develop Individualized Education Programs. Teacher candidates are designing lessons within cultural context of the setting Luxembourg and implementing them during the concurrent field experience. Prerequisite: must be taken concurrently with SPE 425 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

SPE 452 Cr.3

**Assessment in Special Education**

This course focuses on the role assessment plays in the diagnosis of a disability, determination of eligibility for special education services, and education of students with disabilities according to IDEA (the Individuals with Disabilities Education Act). Students become familiar with the High Leverage Practices for assessment identified by the Council for Exceptional Children, including the use of multiple sources of information to develop a comprehensive understanding of a student's strengths and needs, interpretation and communication of assessment information with stakeholders to collaboratively design and implement education programs, and the use of student assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes. Prerequisite: SPE 200; SPE 300 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

SPE 455 Cr.3

**Methods in Cross-Categorical Special Education (K-12)**

This course focuses on curriculum, methods, and strategies used in educating students with exceptionalities in various educational settings. Topics covered within this course include approaches to learning and teaching, Individualized Education Program (IEP), Social and Emotional Learning (SEL), learning strategies, content, and study skills. Teacher candidates deepen their understanding and apply their learning with students with exceptionalities. Prerequisite: EDS 402; concurrent enrollment in SPE 424 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 460 Cr.3

**Field Experience in Special Education (K-12)**

This course is a field experience for teacher candidates students seeking cross-categorical special education (K-12) licensure. Teacher candidates are placed in a variety of educational settings (e.g., special education setting, inclusive setting, interim alternative educational setting) in which they observe, design, and implement various pedagogical practices with students with exceptionalities (i.e. specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, etc.), and become familiar with special education teacher responsibilities. Teacher candidates are under the direct supervision of a certified special education teacher and university supervisor (course instructor). Prerequisite: EDS 402; SPE 300; concurrent enrollment in SPE 424 and SPE 455 (concurrent enrollment in other field experience courses is not permitted); admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 465 Cr.2

**Field Experience in Special Education in an International Setting**

This course is a field experience for teacher candidates in the Elementary Middle Education (K-9) and Special Education (K-12) Program. Teacher candidates are exposed to a variety of educational settings (e.g., special education setting, inclusive setting) for 100 hours in Luxembourg. They observe, design, and implement various pedagogical practices, plans, and programs with students with disabilities (i.e., specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism spectrum disorder, etc.), and become familiar with special education teacher responsibilities. Teacher candidates are under the direct supervision of a certified special education teacher and university supervisor. Prerequisite: must be taken concurrently with SPE 425 and SPE 435; admission to teacher education. Consent of department. Offered Summer.

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 have additional course requirements/expectations. Repeatable for credit - maximum six. (Maximum three credits applicable to master's degree). Prerequisite: junior standing. Offered Occasionally.

SPE 499 Cr.1-3

**Individual Study**

Reading and research in an area of student interest under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Repeatable for credit - maximum three. Prerequisite: consent of advisor and instructor. Consent of department. Offered Occasionally.