Special Education (SPE) - Courses

Courses
SPE 207 Cr.3
American Sign Language and Deaf Culture I
Students will use American Sign Language to learn about communicating with individuals with a hearing loss in the elementary school setting. Students will explore deaf culture, intricacies of working with individuals with a hearing loss, including appropriate accommodations, modifications, and assistive technology. Offered Fall, Spring.

SPE 214 Cr.3
American Sign Language and Deaf Culture II
Students will extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students will 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 Fall, Spring.

SPE 340 Cr.3
Collaboration and Transition: From 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: EDS 203; junior standing. Offered Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: successful completion or concurrent enrollment in one of the following courses: ECE 327, EDS 351, EDS 402, or SHE 310; admission to teacher education; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: SPE 401; EDS 351 or EDS 402; admission to SPE Program; concurrent registration in SPE 461 and either SPE 446 or SPE 447. 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; junior standing; to be taken concurrently with SPE 483 or SPE 484. Consent of department. Pass/Fail grading. Offered Fall, 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: SPE 401; EDS 402; concurrent enrollment with SPE 424 and SPE 461; admission to SPE Program; junior standing. Consent of department. Offered Fall, Spring.

SPE 447/547 Cr.3
Methods in Cross-Categorical Special Education-Early Adolescence/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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: SPE 401; EDS 351; concurrent enrollment with SPE 424 and SPE 461; admission to SPE Program; junior standing. Consent of department. Offered Fall, 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 technique. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Fall.
SPE 461 Cr.2

Field Experience in Special Education
This course is a field experience for students seeking special education licensure. Students are placed in a public school special education or inclusionary general education classroom setting in which they will experience daily activities with children identified with disabilities including specific learning, emotional/behavior, and cognitive disabilities and become familiar with special education teacher responsibilities. This experience consists of a partial-day classroom experience in school setting under the direct supervision of a teacher certified to teach students with mild disabilities at the middle childhood/early adolescence or early adolescence/adolescence age level. This experience provides a setting in which students are to develop observation and small group teaching experiences. This course is designed for persons seeking initial teaching licensure in general classroom instruction and cross-categorical special education. A multi-day, consistent schedule (typically three consecutive half days) to participate in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: SPE 401; EDS 351 or EDS 402 (concurrent enrollment with any other field course is not permitted); concurrent enrollment in SPE 424 and either SPE 446 or SPE 447; admission to SPE Program; junior standing. Consent of department. Offered Fall, Spring.

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

SPE 483/583 Cr.1-11

Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence
Student teaching is a full-day, full school semester 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 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. Completion of special ed. 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 495 Cr.1-11

Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence
Student teaching is a full-day, full school semester 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. Completion of special ed. 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 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. Consent of instructor. Consent of department. Offered Occasionally.