**Special Education (SPE) Courses**

**Courses**

SPE 207 Cr.3
**Teaching and Learning about Deafness and Communication I**
Students will use American Sign Language to learn about instructing students with a hearing loss in the elementary school setting. The course focuses on providing service within special education parameters. Students will explore deaf culture, intricacies of instructing students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

SPE 214 Cr.3
**Teaching and Learning about Deafness and Communication II**
Students will use American Sign Language to learn about instructing students with a hearing loss in the intermediate and middle school setting. The course focuses on providing service within special education parameters. Students will expand knowledge of deaf culture, intricacies of instructing intermediate and middle school level students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: SPE 207 or SPE 475 (Topic: Teaching and Learning American Sign Language). Offered Fall, Spring, Summer.

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 teacher education; junior standing. Offered Fall, 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. Prerequisite: SPE 401 or ESS 231; admission to Special Education Program or Adapted Physical Education Program; junior standing. 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: junior standing. Offered Fall.

SPE 440/540 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 cognitive 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: junior standing. 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: SPE 401; admission to SPE Program; junior standing. Offered Spring.

SPE 447/547 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: SPE 401; admission to SPE Program; junior standing. Offered Spring.

SPE 447/547 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: SPE 401; admission to SPE Program; junior standing. 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 cognitive disabilities in the context of educational needs. 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. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Fall.
**SPE 461/561 Cr.1**  
*Clinical 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/behavioral, 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. Prerequisite: SPE 401; admission to SPE Program; junior standing. Pass/Fail grading. 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. Repeatable for credit - maximum six. (Maximum three credits applicable to master’s degree). Prerequisite: junior standing. Offered Occasionally.

**SPE 483/583 Cr.11**  
*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 middle childhood/early adolescence education and cross-categorical special education at the middle childhood/early adolescence level. 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 scores in Praxis II content areas; 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. 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 scores in Praxis II content areas; 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.