

SPECIAL EDUCATION (SPE)

Courses and Descriptions

SPE 201 Foundations in Special Education and Inclusive Practice 3 Credits

This course emphasizes the foundations of special education and introduces students to inclusive practice. Philosophical, historical, and legal foundations of special education and characteristics of students with disabilities will be examined. Students will learn the components of an Individualized Education Program (IEP), how to adapt learning environments and curricular materials, as well as how to select and implement modifications for students with disabilities. Inclusive educational practices including communication, coteaching, and collaborative partnerships will be addressed through case studies and fieldwork. Students will be required to complete a minimum of 15 field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 is required.

SPE 202 Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities 3 Credits

This course is designed to examine the characteristics of individuals with Autism Spectrum Disorder (ASD) and strategies to support their academic, communication, and social/behavioral growth, including the use of assistive technology and positive behavioral supports. Methods and strategies for ASD and other low incidence disabilities will be explored. Through active participation in class and field sites, students will become aware of the various social issues related to family, education, transition, community resources and work experiences of individuals with these disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 210 Global Encounters 3 Credits

This course is an international learning experience focused on exploring educational opportunities in the United States and abroad. Students will study the history, policy and practice of special education in the United States and compare it with another country and culture first hand, through lectures, school visits and reflection. Current strategies and challenges of educators and families supporting individuals with disabilities will be examined. Through this cross-cultural experience, students will broaden perspectives and develop cultural awareness, knowledge, and understanding of diversity. This course is open to all students and disciplines. There are no prerequisites.

SPE 300 Inclusive Practices for General Education Teachers 3 Credits

This course is designed to introduce preservice general education teachers students to special education and the inclusive classroom. Students will explore current issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed. Students will be required to complete a minimum of 15 field hours in addition to regularly scheduled class hours. **Prerequisite(s):** EDU 106 and EDU 206. A cumulative gpa of 2.75 is required.

SPE 303 Assessment and Instruction for Students with Disabilities 3 Credits

This course will emphasize the relationship between assessment and instructional design and implementation. Coursework includes the evaluation, selection, development, and adaptation of standardized, normreferenced, and functional assessments, such as a Functional Behavioral Assessment (FBA) and Ecological Assessment. Strategies to support literacy instruction for students with disabilities will be examined. Transition planning, program development, and agencies available to support students with disabilities and their families will be explored. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 304 Assessment and Instruction in the Inclusive Classroom 3 Credits

This course will emphasize assessment, planning, and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process, including co-teaching models, will be utilized to design a long-term unit plan. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 305 Assessment and Instruction for Students with Autism Spectrum Disorders 3 Credits

Through this course, teacher candidates will learn both theories related to teaching students with Autism Spectrum Disorder (ASD) as well as best practices in the classroom related to academic instruction, as well as emotional, behavioral, and communicative interventions. This course also includes a field component, in which teacher candidates are expected to complete 10 hours of observation in a classroom with students with ASD. The course begins by examining the characteristics of the disability, causes, early warning signs, diagnostic procedures, and early intervention practices. Specific practices related to instruction and intervention as well as how to best structure a classroom for students will be examined. Teacher candidates will receive instruction in a variety of strategies and practices, even those that do not yet qualify as EBPs, as well as their theoretical underpinnings. Strategies for communicating effectively and efficiently with parents, as well as the most current and/or special issues in the field will also be discussed. Issues related to post-secondary transition will also be examined.

Prerequisites: A cumulative GPA of 2.75 and SPE 201.