Special Education (SPE) Courses

SPE 3303. Applied Behavior Analysis in Early Childhood. (3-0) 3 Credit Hours.
This course provides a basic introduction to applied behavior analysis and the highly beneficial role that it can play in Early Childhood Education for both typically developing children and those with special needs. The objective of the course is to provide future and current early childhood professionals with the tools that they need to positively impact the lives of young children. Specifically, the course will describe and provide useful examples related to implementing effective techniques for changing behavior, strategies for every day challenges both in the classroom and at home, strategies for addressing less frequent issues, and suggestions for how to consult with and correspond with parents and caretakers.

SPE 3603. Introduction to Special Education. (3-0) 3 Credit Hours.
A study of individuals, groups, and populations with disabilities or exceptionalities. Content covered includes special education and disability law, critical issues in special education, special education processes and procedures, etiology, characteristics, prevalence, and placement options. Knowledge and competencies necessary for providing research-based, empirically derived best practices in curriculum and instruction to preschool and school-aged children and youth with exceptionalities in inclusive settings will also be presented. (Formerly ATE 3603, EDP 3603, and IDS 3303. Credit cannot be earned for more than one of the following: ATE 3603, EDP 3603, IDS 3303, or SPE 3603.) (Formerly titled "Introduction to Exceptionality.") Generally offered: Fall, Spring, Summer.

SPE 3623. Assessment of Students with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisite: Admission to Teacher Certification Program, SPE 3603, SPE 3693, and ECE 3603. Concurrent enrollment in SPE 3653, SPE 4623, and SPE 4643 is required. An introduction to assessment of students with mild/moderate disabilities. Informal and formal assessment instruments, procedures, and systems for assessment of aptitude, achievement, adaptive behavior, and language abilities will be studied. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12. (Formerly EDP 3623. Credit cannot be earned for both SPE 3623 and EDP 3623.) (Formerly titled "Assessment of Exceptional Children").

SPE 3633. Classroom and Behavior Management for Students with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3623, SPE 3653, SPE 3693, SPE 4623, SPE 4643, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 3673, SPE 3683, and SPE 4673 is required. A study of common behavior problems in children with disabilities, behavior management, and other research-supported strategies for addressing behavior issues in children with disabilities. Research related to alternative explanations for behavior and behavior change will be included. Planning, application, and evaluation of a behavior change project is required. (Formerly ATE 3633 and EDP 3633. Credit cannot be earned for more than one of the following: ATE 3633, EDP 3633, or SPE 3633.) (Formerly titled "Classroom and Behavior Management for Exceptional Children").

SPE 3653. Practicum in Special Education (Introduction). (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, and ECE 3603. Concurrent enrollment in SPE 3623, SPE 4623, and SPE 4643 is required. Instructional practices for students with disabilities will be studied including instructional design and creation of individual education plans. Application of course content in the field with students with disabilities will be required. Students enrolled in this course will be required to spend 6–8 hours a week in field-based placements, for a total of 60 to 80 hours, dependent upon the field placement program needs and requirements and on instructor requirements. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12. Restricted course: advisor code required for registration. (Formerly EDP 3653. Credit cannot be earned for both SPE 3653 and EDP 3653).

SPE 3673. Assessment: Students with ASD and Developmental Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 3633, SPE 3683, and SPE 4673 is required. An introduction to formal and informal standardized assessment procedures for students with autism spectrum disorders and developmental disabilities. Course emphasis will be on the evaluation of instruction through assessment and using assessment for instructional design and programmatic planning for students with autism spectrum disorders and developmental disabilities. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12.

SPE 3683. Special Education Across the Lifespan. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 3633, SPE 3673, and SPE 4673 is required. The study of programs and services in special education, including early childhood intervention and transition, that impact students with disabilities throughout the lifespan. The course will focus on supports, procedures, and resources for facilitating transitions and communication of transition activities involving the student and families. Generally offered: Spring.

SPE 3693. Special Education Law. (3-0) 3 Credit Hours.
A study of the local, federal and state laws, regulations, rules, and ethics that govern special education. Course topics will include due process, confidentiality, monitoring and evaluation requirements, and the provision of related services. Emphasis on terminology, definitions, classification systems, and current issues and trends. Generally offered: Spring.

SPE 4623. Mathematics Instruction for Students with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 3633, SPE 3673, and SPE 4673 is required. The study of programs and services in special education, including early childhood intervention and transition, that impact students with disabilities throughout the lifespan. The course will focus on supports, procedures, and resources for facilitating transitions and communication of transition activities involving the student and families. Generally offered: Spring.

SPE 4633. Classroom and Behavior Management for Students with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, ECE 3603, MAT 1153, and MAT 1163. Concurrent enrollment in SPE 3623, SPE 3653, and SPE 4643 is required. The study of the learning and development of mathematical concepts, procedures, and skills for students with disabilities. Concepts, methods, and appropriate use of technology related to numbers, patterns, operations, problem solving, geometry, and algebraic reasoning will be included. Research-based methods and strategies will be applied in the field. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12. Generally offered: Fall.
SPE 4643. Instruction for Students with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, and ECE 3603. Concurrent enrollment in SPE 3623, SPE 3653, and SPE 4623 is required. This course is a study of the development and implementation of research-validated instructional strategies. Students will learn how to select learning strategies to meet the individual needs of students with disabilities. Specific learning strategies will be evaluated and implemented in classroom settings. Strategies will address the acquisition, storage, and expression of knowledge. Class sessions will involve direct development in learning strategies and specific problem solving associated with strategies instruction. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12. (Formerly titled "Specialized Instructional Methods for Students with Exceptionalities").

SPE 4653. Practicum in Special Education (Advanced). (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3623, SPE 3633, SPE 3673, SPE 3683, SPE 3693, SPE 4623, SPE 4643, SPE 4673, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 4683 and SPE 4693 is required. The study of the planning, application, and evaluation of Individual Educational Plans (IEPs) and the specialized educational and related services provided under the law to students with disabilities. Students enrolled in this course will be required to spend 6 to 8 hours a week in field-based placements for a total of 60 to 80 hours, dependent upon field placement program needs and requirements and on instructor requirements. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12. Restricted course; advisor code required for registration. (Formerly EDP 4653. Credit cannot be earned for both SPE 4653 and EDP 4653).

SPE 4673. Instruction for Students with Autism Spectrum Disorders and Developmental Disabilities. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3693, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 3633, SPE 3673, and SPE 3683 is required. This course is a study of the development and implementation of research-validated instructional strategies for students with autism spectrum disorders and developmental disabilities. Course topics will include the use of formal and informal assessments to determine appropriate academic, social, and behavioral goals and objectives for students and identifying research-validated strategies to assist students with meeting these goals. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4716 Clinical Teaching: All Level EC–12.

SPE 4683. Communication and Collaboration in Special Education. (3-0) 3 Credit Hours.
Prerequisites: Admission to Teacher Certification Program, SPE 3603, SPE 3623, SPE 3633, SPE 3653, SPE 3673, SPE 3683, SPE 3693, SPE 4623, SPE 4643, SPE 4673, ECE 3603, and LTED 3523. Concurrent enrollment in SPE 4653 and SPE 4693 is required. This course will focus on the collaborative roles and responsibilities of teachers, school district personnel, and parents/families in providing individualized educational programs to students with disabilities. Effective strategies for communication and collaboration will be studied. Additional course topics include consultation, collaborating with general education teachers, and designing and managing the activities of paraprofessionals.