

SPE 103/ Social and Legal Foundations of Special Education **1 course unit**
(fall and spring)

Introduces students to interdisciplinary analyses of special education in American schools. Students review critical issues facing schools by applying analytic principles drawn from history, philosophy, and legal/social theory in order to form an initial, professional position. They will develop a framework for understanding how they, as individuals, can contribute to enhancing educational environments for students with disabilities.

SPE 203/ Psychological Development of Children and Adolescents **1 course unit**
(fall and spring)

This course will focus on theories of intelligence, learning, motivation, and development from birth through early adulthood. It will also introduce some basic assessment concepts. It will use normative functioning in these areas as a foil from which to study atypical functioning. Within the program of study, this course will lay the foundation for defining difference. As such, it is a primary foundational course for future special educators.

SPE 214/Exploring Classroom Communities **1 course unit**

Pre-requisite: SPE 103

Reserved for Special Education majors

(fall)

Corequisite: RAL 220

Introduction to the “best practices” that are currently used in the areas of classroom management and behavior support. It provides students with the skills and knowledge that will enable them to pro-actively and constructively address the varied kinds of behavioral challenges that teachers confront in current classrooms and establish environments that are positive and encourage high levels of academic engagement. Field experience included.

SPE 322/Inclusive Practices **1 course unit**

Pre-requisite: RAL 220

Reserved for Special Education majors

(fall)

Corequisite: RAL 320

A mid-level course which assumes that the student has basic knowledge of pupils with disabilities, basic instructional design skills, and basic curriculum content knowledge. The overall goal of this course is to prepare students to assume the role of in-class support teacher of pupils with disabilities. A field experience will enable students to apply their skills in planning and instruction in an inclusive environment.

SPE 323/ Content Area Literacy and Inclusion of Students with Disabilities **1 course unit**
(fall and spring)

This course is designed to give secondary education teachers the skills necessary to manage the reading process within their classrooms and to help pupils with diverse learning needs access critical content materials. Topics covered include: assessment of secondary readers and reading materials, the conceptual basics of student/text interaction, content area literacy, text selection, development of content area support materials, the legal background for inclusion of pupils with disabilities, co-teaching models, issues in collaboration at the secondary level, and techniques to enhance study skills of secondary level pupils.

SPE 324/Theory & Practice in the Education of Students with Severe Disabilities **1 course unit**

Pre-requisites or co-requisites: SPE 103, SPE 203, SLP 102

Reserved for Special Education majors only

(fall)

Through the use of critical analysis, case studies, discussion and problem solving exercise, this course will examine current best practices that address the needs of individuals with severe disabilities. Practices in areas such as assessment, curriculum design, instructional strategies, positive behavioral supports and home-school collaboration, will be examined. The perspectives of students as well as their families will

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be a central focus of discussion. The inclusion of individuals with severe disabilities in general education settings and in the community is addresses throughout the course.

SPE 300/300-Level Special Topics **variable course units**

SPE 390/Discipline Specific Research Course **variable course units**

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

SPE 391/Independent Study **variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

SPE 392/Guided Study **variable course units**

SPE 393/Independent Research **variable course units**

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

SPE 399/Internship **variable course units**

Permission of instructor required

Field-based learning experience.

SPE 400/400-Level Special Topics **variable course units**

Permission of instructor required

SPE 490/Practicum in Special Education **1 course unit**

Pre-requisites: SPE 103, SPE 203, SLP 102, SPE 214, SPE 324. RAL 220, RAL 320, MST 202, MTT 202

Reserved for Special Education majors
(fall)

This course is a field experience with complementary seminar in which students will have an opportunity to observe children with disabilities in an elementary education setting, and participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to lesson design, differentiation of instruction, analysis of student learning and reflection. Students will discuss these issues and participate

SPE 493/Independent Research II **variable course units**

Permission of instructor required

Advanced independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.