SPE 400 Foundations of Special Education (2)

The study of philosophical, historical, and legal foundations of special education. An investigation of service delivery models and related services for individuals with disabilities across the lifespan.

Student Learning Outcomes

Students will:

1. Demonstrate a knowledge of the philosophy and history of special education and their implications in planning and delivery of services. (IPTS Standards: 2A, 2B) (McK Conceptual Framework: KP 1, KP4)
2. Articulate the legal provisions, regulations, and guidelines regarding assessment, eligibility, programming, and placement of students with disabilities. (IPTS Standards: 7H, 9B) (McK Conceptual Framework: CP 12)
3. Demonstrate an understanding of the rights of students with disabilities. (IPTS Standard 9B) (McK Conceptual Framework: KP1, LL 17)
4. Distinguish the roles and responsibilities of teachers, parents, students, and other professionals related to special education in order to provide effective collaborative services. (IPTS Standards: 8A, 8D, 8H, 8I) (McK Conceptual Framework: CP 7, CP 9, CP, 10)

Course Topics

1. History of Disability/Special Education
2. Special Education Litigation and Law
3. The Individuals with Disabilities Education Act
   a. Free and Appropriate Public Education
   b. Least Restrictive Environment
   c. Non-Discriminatory Evaluation
   d. Parents' Rights
   e. Individualized Education Programs
   f. Due Process

SPE 405 Instruction of Diverse Learners (3)

This course focuses on the learning needs of students as they differ from the norm in physical, emotional, cognitive, cultural, or social characteristics. Primary emphasis is placed on methods and strategies for working with students across various disability categories and meeting the needs of these learners through differentiated instruction in the least restrictive environment. Prerequisite: EDU 409.

Student Learning Outcomes
Students will:

1. Develop and understanding of the term "exceptionalities" and identify the general characteristics and learning difficulties of the groups of individuals who are commonly classified as "exceptional." (IPTS Standards 1A, 1D, 2E) (McK Conceptual Framework: KP1, CP7)
2. Understand how the cultural perspectives of students and teachers affect student behavior and performance in school. (IPTS Standard 3C) (McK Conceptual Framework CP7, CP9)
3. Discuss the educational services, placements, and instructional organization employed to meet the needs of children with exceptionalities. (IPTS Standard 4E) (McK Conceptual Framework: CP 12, LL 15)
4. Develop an understanding of the public law related to special education as well as an understanding of the referral process for the placement of individuals who are being certified as being exceptional. (IPTS Standard 4F, 9B) (McK Conceptual Framework: KP 1)
5. Compare and contrast the differences between instructional technology and assistive technology and identify what types of technology are beneficial to students with differing disabilities. (IPTS Standards 1G, 2F, 3E, 5C) (McK Conceptual Framework: KP 6, CP 13)
6. Explore special education planning tools like Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs), Functional Behaviors Assessment (FBAs) and Behavior Intervention Plans (BIPs). (IPTS Standards 3B, 8I) (McK Conceptual Framework: KP1)
7. Identify a variety of strategies and instructional techniques for meeting the educational, social, and behavioral needs of students across disability area. (IPTS Standard 4G,5C, 5E, 5H) (McK Conceptual Framework: KP2, KP 4, CP 12, LL 15)
8. Develop an understanding of the concepts of consultation, collaboration, and co-teaching. (IPTS Standard 3F, 8B, 8D, 8F, 8G, 8H, 8I, 9F) (McK Conceptual Framework: KP1, CP10, LL20)

Course Topics

1. History of Disability/Special Education
2. Special Education Laws
3. Inclusion
4. IEP, ITP, IFSP
5. Accommodations, modifications, differentiated instruction, Universal Design for Learning
6. Working with Parents
7. Collaboration and Consultation
8. I.D.E.A. Disability Categories

SPE 410 Behavior Management (3)

Theoretical foundations of behavioral strategies, approaches and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation and evaluation of appropriate interventions will be addressed.

Student Learning Outcomes

Students will:
1. Identify the theoretical foundations and basic principles of behavior.
2. Understand the ethical considerations in behavior management.
3. Articulate the process for identification and evaluation of students with behavior problems for special education services.
4. Identify various methods of collecting behavioral data.
5. Collect and analyze student behavioral data.
6. Identify and complete the steps of a Functional Behavior Assessment (FBA).
7. Understand preventative approaches to minimize inappropriate student behavior.
8. Identify and implement effective intervention strategies for improving the behavior of students with disabilities.

Course Topics
1. Behavior Management
2. Impediments to Managing Behavior
3. Theories of Behavior
4. Counting and Recording Behavior
5. Graphing Behavior
6. Functional Behavior Assessment (FBA)
7. Reinforcement and Punishment
8. Self-Management
9. Promoting Generalization

SPE 420 Consultation and Collaboration (2)

The examination of effective collaborative and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated.

Student Learning Outcomes

Students will:
1. Define collaboration, explain its characteristics, and discuss the benefits and challenges of collaborating with others.
2. Use effective interpersonal communication, listening and feedback strategies.
3. Explain the differences between teaming and co-teaching and identify approaches to effectively co-teach.
4. Define and explain the concepts of consultation, coaching and mentoring.
5. Identify the instructional and non-instructional roles of a paraprofessional/teacher's assistant and explain ways for teachers and paraprofessionals to effectively collaborate.
6. Recognize the importance of effectively collaborating with families and community partners.

Course Topics
1. Communication in special education
2. Teaming
3. Co-teaching
4. Consultation
5. Co-teaching
6. Mentoring
7. Paraeducators
8. Working with parents

SPE 430 Language Development (2)

The exploration of theories, research, and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication as well as cultural and environmental effects on student development are examined.

Student Learning Outcomes

Students will:
1. Have knowledge of the basic human communication processes involving human communication.
2. Have knowledge of the principles and methods of assessment for people with expressive and receptive language disorders.
3. Have knowledge of the principles and methods of possible intervention for people with expressive and receptive language disorders.

Course Topics
1. Development of language
2. Comprehension and production of words/sounds
3. Theory of language development
4. Atypical language development
5. Bi-lingual language development

SPE 440 Assistive Technology and Low-Incidence Disabilities (3)

The understanding of low-incidence populations including strategies and techniques for meeting educational, social-emotional, and physical needs. A strong emphasis directed toward the use of assistive technology from a Universal Design for Learning (UDL) perspective.

Student Learning Outcomes

Students will:

1. Develop a knowledge of the basic principles and philosophies governing the education of learners with severe/profound disabilities, including maintaining goals for current and future environments.
2. Demonstrate an ability to diagnose and prescribe special programs, including writing IEP's based upon behavioral, academic and assessment data.
3. Demonstrate an ability to arrange and modify learning and physical environments using assistive technology (AT) suitable for teaching skills and knowledge to students with severe/profound disabilities.
4. Apply a decision-making hierarchy for identifying adaptations and AT in inclusive settings.
5. Develop a knowledge of the special education curricular areas with no general education parallels including self-help skills and considerations for general education settings.
6. Monitor behavioral objectives, perform task analysis, concept analyses, and develop lesson plans for students with severe disabilities keeping assistive technology in mind
7. Apply operant principles of learning including modeling, shaping, chaining, prompting, fading, and generalization strategies.
8. Develop a knowledge of the ways lesson plans can be adapted to meet the needs of students with severe disabilities in inclusive settings using AT.

Course Topics

1. Characteristics of students with severe disabilities
2. Methods for teaching students with severe disabilities
3. Task Analysis
4. Assistive Technology
5. Supporting students in the inclusive setting using assistive technology.

SPE 462/464 Field Practicum II/IV (2/3)

Field experience in a classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of the school as a functioning social body. The candidate will be able to articulate the formal/ informal customs and cultural diversity of the school, describe and prepare lessons appropriate to the student group and its structure, and identify relationships between the school and the community it serves. (2010 IPTS 1A, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1K, 1L, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9B, 9K, 9O; McK Conceptual Framework KP 1-4, CP 7, 9-12, LL 17, 20)
2. Practice and demonstrate a personal repertoire of teaching skills. The candidate will implement a variety of questioning styles, incorporate different instructional strategies, plan proper formal/informal assessments and infuse technology into instruction when appropriate. (2010 IPTS 2B, 2C, 2F, 2G, 2L, 2M, 2N, 2O,5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6G, 6H, 6I, 6L, 6M, 6N, 6P, 6R, 7A, 7D, 7E, 7F, 7G, 7J, 7K, 7M, 7O, 7Q; McK Conceptual Framework KP 1, 3-6, CP 13, 15)
3. Demonstrate an understanding of professional educational standards, ethics, customs, and organizations through applied practice in the classroom. The candidate will model professionalism at all times during the student teaching placement. (2010 IPTS 9E, 9F, 9G, 9H, 9I, 9Q, 9R; McK Conceptual Framework CP 14, LL 16-19)
4. Plan and deliver instructional lessons, maintain a classroom management plan and utilize available materials and equipment present in the classroom. (2010 IPTS 3A, 3B, 3C, 3D, 3F, 3G, 3H, 3I, 3K, 3L, 3M, 3P, 3Q, 4A, 4F, 4G, 4H, 4I, 4J,4K, 4M, 4O, 4P; McK Conceptual Framework KP 1, 2, 4, 6, CP 8, 10, 13)

Course Topics

1. Planning for Instruction
2. Lesson Planning
3. Delivery of Instruction
4. Assessment of Instruction
5. Reflection

SPE 492 Assessment and Progress Monitoring in Special Education (3)

The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings.

Student Learning Outcomes

Students will:
1. Articulate ethical and legal parameters of non-discriminatory evaluations of students (IPTS Standard: 7H)
2. Understand and interpret various tests and their scores and use such results for data-driven decision making (IPTS Standard: 7E, 7G)
3. Implement structured observations of students across educational environments (IPTS Standard: 4E)
4. Investigate the benefits and limitations of assessments as a means for evaluating individual student learning (IPTS Standards: 7A, 7B, 7F, 7I)
5. Apply appropriate interviewing skills with families and other professionals (IPTS: 8H)
6. Select, administer and interpret results from various assessments including appropriate norm-referenced tests and informal assessments (IPTS Standard: 7E)
7. Develop an assessment report with appropriate student goals/recommendations (IPTS Standard: 4H)
8. Understand terminology used in assessment (IPTS Standards: 7C, 7D)
9. Communicate results from evaluations in a simulated IEP meeting (IPTS Standards: 3B, 8I)
10. Define Special Education Eligibility Categories in parent-friendly terms.

Course Topics
1. Assessment in Social and Educational Contexts
2. Assessment and Decision Making in Schools
3. Making Instructional Decisions in Schools
4. Laws, Ethical Codes, and Professional Standards that Impact Assessment
5. What Test Scores Mean
6. Cultural and Linguistic Considerations
7. Using Diagnostic Mathematics Measures
8. Using Diagnostic Reading Measures
9. Using Measures of Written Language
10. Assessing Behavior Through Observation
11. Using Measures of Social and Emotional Behavior
12. Teacher-Made Tests of Achievement
13. Using Test Adaptations and Accommodations
14. Making Special Education Eligibility Decisions
15. Making Decisions about Participation in Accountability Programs

SPE 493 Student Teaching (Special Education) (7)

Field experience in selected schools under the guidance and supervision of experienced teachers and clinical supervisors.

Student Learning Outcomes

Students will:
1. Demonstrate an understanding of the school as a functioning social body. The candidate will be able to articulate the formal/ informal customs and cultural diversity of the school, describe and prepare lessons appropriate to the student group and its structure, and identify relationships between the school and the community it serves. (2010 IPTS 1A, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1K, 1L, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9B, 9K, 9O; McK Conceptual Framework KP 1-4, CP 7, 9-12, LL 17, 20)
2. Practice and demonstrate a personal repertoire of teaching skills. The candidate will implement a variety of questioning styles, incorporate different instructional strategies, plan proper formal/informal assessments and infuse technology into instruction when appropriate. (2010 IPTS 2B, 2C, 2F, 2G, 2L, 2M, 2N, 2O,5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6G, 6H, 6I, 6L, 6M, 6N, 6P, 6R, 7A, 7D, 7E, 7F, 7G, 7J, 7K, 7M, 7O, 7Q; McK Conceptual Framework KP 1, 3-6, CP 13, 15)
3. Demonstrate an understanding of professional educational standards, ethics, customs, and organizations through applied practice in the classroom. The candidate will model professionalism at all times during the student teaching placement. (2010 IPTS 9E, 9F, 9G, 9H, 9I, 9Q, 9R; McK Conceptual Framework CP 14, LL 16-19)
4. Plan daily lessons/weekly units of instruction, maintain a classroom management plan and utilize available materials and equipment present in the classroom. (2010 IPTS 3A, 3B, 3C, 3D, 3F, 3G, 3H, 3I, 3K, 3L, 3M, 3P, 3Q, 4A, 4F, 4G, 4H, 4I, 4J,4K, 4M, 4O, 4P; McK Conceptual Framework KP 1, 2, 4, 6, CP 8, 10, 13)

Course Topics
1. Planning for Instruction
2. Lesson Planning
3. Delivery of Instruction
4. Assessment of Instruction
5. Reflection

SPE 494 Methods of Teaching Students with Disabilities (3)

The examination and implementation of research-based strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum.

Student Learning Outcomes
Students will:
1. Describe how special education services are typically delivered to students with disabilities and how disability impacts learning. (IPTS Standards: 1A, 1C, 1D, 1H, 1I, 1J, 1K, 1L, 2E, 5M)
2. Demonstrate an understanding of the legal basis of educational rights for students with disabilities. (1D, 3O, 4F)
3. Outline specific strategies, methods and materials for increasing the efficacy of instructional time spent in school. (1J, 2F, 2I, 2M, 2O, 3A, 3Q, 4A, 4G, 4I, 4K, 4L, 4M, 4O, 4P, 5C, 5E, 5I, 5R, 5S)
4. Demonstrate skills in the administration and scoring of progress monitoring assessments. (3D, 3J, 5G, 5H, 5P, 7B, 7I, 7J, 7Q, 9J)
5. Demonstrate effective lesson planning, implementation, evaluation, and reflection.   (2P, 3A, 3B, 3C, 3F, 3G, 3H, 3I, 3Q, 5C, 5E, 6I, 9K)
6. Demonstrate accurate completion of the required components of individualized education programs. (3B, 3I, 3O, 8I)
7. Identify strategies to support student and family transitions. (8D, 8I)
8. Examine important interpersonal communication skills and general procedures for collaborative consultation.   (3F, 3P, 4J, 6E, 8J, 9H, 9I)
9. Discuss and reflect on professional teaching standards. (9K)
10. Discuss educational theories and philosophies relevant to the learning development of students with disabilities. (2A, 2B, 2G, 2J, 2N)
11. Identify appropriate and effective instructional, adaptive and assistive technologies for meeting the needs of students with disabilities. (2O, 3E, 4M).

Course Topics
1. Special Education Law
2. Models of service delivery
3. The special education programs
4. Individualized Education Programs
5. Collaborating with parents and professionals
6. Teaching students with low-incidence disabilities
7. Teaching students with high-incidence disabilities
8. Response to Intervention (RtI)