

# SPECIAL EDUCATION (SPE)

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## **SPE-314 Foundations of Special Education (4 credits)**

Students gain an understanding of the historical, philosophical, and legal background of special education, through analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with CD, EBD, and LD. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

## **SPE-314C Foundations of Special Education (4 credits)**

Students gain an understanding of the historical, philosophical, and legal background of special education, through analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with CD, EBD, and LD. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

## **SPE-315 Charac, Assmnt-Lrnrs With Disabilities (3 credits)**

Students build a commitment to advocacy by learning about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. The developmental manifestations of the various disabilities are viewed and analyzed in relation to the development of a typical learner ranging from middle childhood through adolescence. Students look at the causes and etiologies of various disabilities, the impact of cultural and environmental milieu on the student and family, and the effects of medical interventions. They gain an initial understanding of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs.

## **SPE-315C Charac, Assmnt-Lrnrs With Disabilities (4 credits)**

Students build a commitment to advocacy by learning about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. The developmental manifestations of the various disabilities are viewed and analyzed in relation to the development of a typical learner ranging from middle childhood through adolescence. Students look at the causes and etiologies of various disabilities, the impact of cultural and environmental milieu on the student and family, and the effects of medical interventions. They gain an initial understanding of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs.

## **SPE-320 Lang & Literacy Dev/Students W/Disabilit (4 credits)**

This course provides an overview of the theoretical underpinnings for language and literacy practices, assessments, and methods of facilitating growth in students with learning disabilities. Students gain experience with designing, organizing, implementing, and assessing comprehensive literacy instruction for individuals with learning disabilities, in the context of typical development. They take a culturally sensitive, language interaction approach to teaching and learning, applying adaptive teaching techniques and materials to provide effective academic instruction for students with learning disabilities in reading, listening, language, writing, speaking, and spelling, integrated across content areas. Emphasis is given to phonemic awareness and phonics instruction, augmentative and assistive devices, and remediation strategies, programs, and techniques.  
*Prerequisite(s):* SPE-314 & SPE-315

## **SPE-320C Lang & Literacy Dev/Students W/Disabilit (4 credits)**

This course provides an overview of the theoretical underpinnings for language and literacy practices, assessments, and methods of facilitating growth in students with learning disabilities. Students gain experience with designing, organizing, implementing, and assessing comprehensive literacy instruction for individuals with learning disabilities, in the context of typical development. They take a culturally sensitive, language interaction approach to teaching and learning, applying adaptive teaching techniques and materials to provide effective academic instruction for students with learning disabilities in reading, listening, language, writing, speaking, and spelling, integrated across content areas. Emphasis is given to phonemic awareness and phonics instruction, augmentative and assistive devices, and remediation strategies, programs, and techniques.  
*Prerequisite(s):* SPE-314C & SPE-315C

## **SPE-434 Tchg Adapt-Stds W/Learning Disabilities (4 credits)**

Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students' IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences.  
*Prerequisite(s):* SPE-314 & SPE-315

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## **SPE-434P Tchg Adapt-Stds W/Disabilities (4 credits)**

Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students' IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences.  
*Prerequisite(s):* SPE-314C & SPE-315C

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**SPE-435 Community Envir W/Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-314 & SPE-315

**SPE-435A Community Envir W/Learning Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-314 & SPE-315

**SPE-435B Community Envir W/Emot/Beh Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-314 & SPE-315

**SPE-435C Community Envir W/Intellectual Disabil (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or intellectual disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-314 & SPE-315

**SPE-435P Community Envir W/Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-314C & SPE-315C

**SPE-601 Field Experience Module Registration (0 credits)**

Field Experience Module Registration for Live Text

*Prerequisite(s):* SPE-612

**SPE-602 Field Experience Module 1 (1 credit)**

Field Experience Module 1 for Teach for American students

*Prerequisite(s):* Take concurrently with SPE-614.

**SPE-603 Field Experience Module 2 (1 credit)**

Field Experience Module 2 for Teach for America Students

*Prerequisite(s):* SPE-620

**SPE-604 Methods of Mathematics (3 credits)**

Through this course, students become familiar with the national and state standards related to the teaching of mathematics in grades K-8 and develop strategies to teach mathematics for understanding.

*Prerequisite(s):* This course is offered as a hybrid learning course with on campus and online components. This course will meet on campus on Mondays and online on Wednesdays.

**SPE-608 Literacy in Early/Middle Childhood (3 credits)**

Students continue their study of the nature and process of reading. They focus on objectives, methods, materials, and techniques for the teaching of reading at the middle childhood and early adolescence levels. A balanced approach to reading instruction is emphasized, including spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Students will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, comprehension and spelling instruction.

**SPE-611 Human Learning & Development (3 credits)**

Students in this course work with a broad base of theoretical perspectives in developmental psychology as they are applied to the needs of the learner. Informed by these theoretical frameworks, students evaluate their application in diverse learning environments. Students build an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults. They examine theories that address questions raised in the areas of development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. They work with these theories in writing and analyzing case studies. Students examine and build on the perspectives of theorists such as Bronfenbrenner, Piaget, Vygotsky, Bandura, Perry, Kohlberg, Gilligan, and Gardner.

**SPE-612 Gen Methods of Teaching Special Educat (4 credits)**

Studying a variety of instructional models and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate and use technology to enhance learning environments, and they address the teacher as professional by developing an initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, students are assigned a minimum of 20 hours in a field experience in which they work with diverse middle and/or high school learners. Students will schedule a field experience requiring 2 hours a week. Admission to the Special Ed program.

*Prerequisite(s):* SPE-601

**SPE-614 Foundations of Special Education (3 credits)**

Students gain an understanding of the historical, philosophical, and legal background of special education, through analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with CD, EBD, and LD. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

*Prerequisite(s):* SPE-612 or SPY-648, SPE-602 or SPY-648

**SPE-615 Charac, Assmnt-Lrnrs With Disabilities (3 credits)**

Students build a commitment to advocacy by learning about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. The developmental manifestations of the various disabilities are viewed and analyzed in relation to the development of a typical learner ranging from middle childhood through adolescence. Students look at the causes and etiologies of various disabilities, the impact of cultural and environmental milieu on the student and family, and the effects of medical interventions. They gain an initial understanding of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs.

*Prerequisite(s):* SPE-612 or equivalent or permission of instructor. For School Psychology: SPY-600 completed.

**SPE-616 Advocacy & Action (3 credits)****SPE-620 Lang & Literacy Dev/Students W/Disabilit (3 credits)**

This course provides an overview of the theoretical underpinnings for language and literacy practices, assessments, and methods of facilitating growth in students with learning disabilities. Students gain experience with designing, organizing, implementing, and assessing comprehensive literacy instruction for individuals with learning disabilities, in the context of typical development. They take a culturally sensitive, language interaction approach to teaching and learning, applying adaptive teaching techniques and materials to provide effective academic instruction for students with learning disabilities in reading, listening, language, writing, speaking, and spelling, integrated across content areas. Emphasis is given to phonemic awareness and phonics instruction, augmentative and assistive devices, and remediation strategies, programs, and techniques.

*Prerequisite(s):* SPE-603, AC-636

**SPE-634 Tchg Adapt-Stds W/Disabilities (3 credits)**

Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students' IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences.

*Prerequisite(s):* AC-640

**SPE-635 Community Envir W/Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

*Prerequisite(s):* SPE-615

**SPE-635P Community Envir W/Learning Disabilities (3 credits)**

With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

**SPE-641 Student Teaching (3 credits)**

Candidates complete student teaching in special education classroom settings. Candidates demonstrate the ability to apply their knowledge in the design and implementation of appropriate instruction for students with special needs. They develop a portfolio documenting their work and its impact on student learning as well as a professional development plan to guide their growth as beginning teachers. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

*Prerequisite(s):* SPE-675

**SPE-641A Student Teaching W/Portfolio Assessment (4 credits)**

Candidates complete student teaching in special education classroom settings. Candidates demonstrate the ability to apply their knowledge in the design and implementation of appropriate instruction for students with special needs. They develop a portfolio documenting their work and its impact on student learning as well as a plan to guide continuation of their growth as teachers. Through the portfolio candidates, prepare a folder that documents their proficiency in the ten Wisconsin Teaching Standards and the Alverno graduate education abilities. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

*Prerequisite(s):* Praxis II & WI Foundations of Reading completed. AC-640 completed. Must register concurrent with SPE-675.

**SPE-641B Student Teaching (5 credits)**

Candidates complete student teaching in special education classroom settings. Candidates demonstrate the ability to apply their knowledge in the design and implementation of appropriate instruction for students with special needs. They develop a portfolio documenting their work and its impact on student learning as well as a professional development plan to guide their growth as beginning teachers. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

*Prerequisite(s):* Praxis II & WI Foundations of Reading completed. AC-640 completed. Must register concurrent with SPE-675.

**SPE-675 Student Teaching Seminar-SPE (0 credits)**

The student explores critical issues in education in meetings held during the student-teaching semester.

*Prerequisite(s):* SPE-641

**SPE-697 Independent Study (1 credit)**

Independent Study