

# SPECIAL EDUCATION - SPE

---

## SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

## SPE 541 Inclusive Strategies 3 Credits

This course focuses on educating learners (Birth - 12) regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Pedagogical methods and accommodations will be covered across all content areas. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners. Provides an overview of special education, including current trends. Addresses successful strategies to support students with disabilities in the general education classroom and emphasizes collaboration.

**Offered:** every fall, spring, & summer.

## SPE 556 Assessment for Diverse Learners 3 Credits

Addresses the process of identifying, assessing, and diagnosing students with disabilities as well as how to select and administer formal and informal assessments (i.e. standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation). Highlights use of assessment results to promote decisions in planning, teaching, and evaluating for instructional program improvements for students with exceptionalities.

**Offered:** every fall.

## SPE 580 Classroom Management 3 Credits

Provides an overview of classroom interventions supported by research. Managing group and individual behavior and promoting positive social skills are addressed. The importance of a multidisciplinary team approach to school-home collaboration, functional behavioral assessments and behavioral intervention plans is highlighted. Systematic data collection procedures to determine intervention effectiveness are emphasized.

**Offered:** every fall.

## SPE 592 Student Teaching 4.5 Credits

Student teaching with a placement in classrooms serving students with disabilities (in grades 1-6). Placement is appropriate with the level of certification and includes high-needs schools or schools serving socio-economically disadvantaged students.

**Offered:** every spring.

## SPE 593 Student Teaching 9 Credits

Includes one placement in classrooms serving students with disabilities (in grades 1-6) and one placement in classrooms in childhood general education (grades 1-6). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

## SPE 599 Independent Study 3 Credits

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

## SPE 631 Reading and Writing Process for Students with Learning and Behavioral Disorders 3 Credits

This course is designed for candidates seeking certification in childhood/ adolescent special education and provides a thorough investigation of the reading and writing process; content focuses on research-based interventions, methods, and strategies for students with mild disabilities, at-risk youth, and English Language Learners. Candidates will develop lesson plans in reading and writing across the content areas, use and develop formal and informal assessments, and develop curricular accommodations for students with diverse learning needs. Other topics include: direct instruction, fluency, decoding, oral language and vocabulary development, comprehension strategies, curriculum based measures to evaluate writing, rubrics, New York State Assessment expectations in reading and writing, procedural facilitators, strategic writing instruction, developing appropriate goals and objectives for student Individualized Education Plans, adapting expository text, determining readability and making accommodations, and designing and implementing developmentally appropriate reading/writing lesson plans in a 25 hour supervised practicum experience.

**Offered:** every fall.

## SPE 639 Therapeutic Approaches for Disruptive Behavior 3 Credits

Addresses the complex issues surrounding troublesome behavior and provides a variety of techniques grounded in research. Examines models and management strategies integrating the array of methodologies to illustrate best practice standards. A comparison of theoretical models and a detailed analysis of the research promotes best practices and collaboration with families.

## SPE 640 Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions 3 Credits

Provides an in-depth analysis of the causes of LBD, their characteristics, and the assessment procedures and interventions proven effective for students with LBD. Addresses the referral process, IEP development, assistive technology, the continuum of services and collaboration. A comprehensive review of the literature on current trends and controversial issues facing students with LBD is emphasized.

**Offered:** every spring.

## SPE 644 Collaborative Practices on a Transdisciplinary Team 3 Credits

Investigates systems of collaboration supported by empirical evidence. Investigates the referral process, IEP development, behavioral intervention plans, and support in general education. Best practices for general and special educators, counseling, occupational and physical therapy, speech pathology, and hearing and vision services are synthesized to promote the successful team approach. Promoting parent involvement is emphasized.

**Offered:** fall.

## SPE 649 Transition for Adolescents with Disabilities 3 Credits

Highlights research based interventions that incorporate New York State Part 200 Regulations on transition. Addresses level-one assessment, transition IEP, family and community involvement and outcome-based instruction. Fostering self-advocacy among students with disabilities and person-centered planning are emphasized. Service options available in education, employment, community and adult living are explored.

**Offered:** every spring.

**SPE 650 Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs 3 Credits**

Provides an overview of the comprehensive needs of students with Autism Spectrum Disorder and Severe Developmental Disabilities. Addresses etiology, myths, assessment, treatment, research-based interventions, program models and legal issues. Focuses on clinical implications for classroom and home environments, including family collaboration and the use of assistive technology.

**Offered:** every spring.

**SPE 652 Functional Curriculum for Students with Severe Disabilities and ASD 3 Credits**

Provides an overview of New York State learning standards for students with severe disabilities. Emphasizes differentiated instruction, accommodations and modifications, assistive technology and assessment utilizing alternative performance indicators. Emphasizes research-based approaches to functional academics, adaptive behavior and life skills, social development, communication, leisure/recreation, employment, community-based instruction and classroom management. Requirements include 25 hours practicum experience.

**Offered:** every spring.

**SPE 653 Behavior Management and Principles of Applied Behavior Analysis 3 Credits**

Provides an overview of behaviorism including classical and operant conditioning. Focuses on the principles of ABA and their application in classroom and home environments. Addresses functional behavioral assessments, behavioral intervention, skill acquisition, and data management. Examines existing research on ABA principles and effective interventions for students with behavioral challenges.

**SPE 690 Advanced Seminar in Special Education 3 Credits**

The purpose of this course is to support special education teachers during their first year(s) of teaching by helping to provide additional knowledge and guided reflection so that these individuals are able to reflect and identify which professional activities may help them develop their content knowledge and pedagogical skills. In addition, individuals will learn how to become an advocate for their students, learn how to critique instructional programs and resources for their students, learn about current topics in the field, and learn how to identify evidence-based resources to improve student learning. Students, along with the instructor, will participate in a professional learning community where the main focus will be to help retain and develop high-quality teachers in the field.

**Prerequisite:** None. **Corequisite:** none.

**Offered:** occasionally.

**SPE 692 Student Teaching 4.5 Credits**

Student teaching with a placement in classrooms serving students with disabilities (in grades 7-12). Placement is appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

**SPE 693 Student Teaching 9 Credits**

Includes one placement in classrooms serving students with disabilities (in grades 7-12) and one placement in classrooms in childhood general education (grades 7-12). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

**SPE 694 Student Teaching - Placement 2 4.5 Credits**

This course is the second of two required student teaching placements for the Teaching Students with Disabilities Adolescent Generalist 7-12 program. This placement will require the candidate to teach under the supervision of a certified teacher for 7 weeks.

**Offered:** every fall, spring, & summer.

**SPE 697 Student Teaching Seminar 0 Credits**

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

**Offered:** occasionally.

**SPE 698 Seminar in Teaching and Assessment 3 Credits**

Preparation for student teaching. Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment from the PreK-12 level. Addresses objectives, curriculum, strategies, materials and evaluation necessary for the science of teaching. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Requires the teaching of lessons across all content areas during 50 hours of field experience.

**Offered:** every fall & spring.