

SPECIAL EDUCATION - SPE

SPE 291 Nature and Needs of Students with Learning Disabilities 3 Credits

Describes the effect of mild disabilities from PreK-Grade 12. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options, and instructional strategies in grades PreK-12. Requires a twenty hour field placement.

Corequisite: SPE 292.

Offered: every spring.

SPE 292 Remedial Strategies in the Content Areas 3 Credits

Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in classrooms across the continuum of services.

Corequisite: SPE 291.

Offered: every spring.

SPE 311 Nature and Needs of Students with Intellectual Disabilities and Autism Spectrum Disorders 3 Credits

Describes effects of intellectual disabilities and other developmental Disabilities on both the childhood and adolescent levels. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies across the continuum of services. Emphasizes a multidisciplinary approach to meet the learning needs of students with Intellectual Disabilities (ID) and Autism Spectrum Disorders (ASD). Requires 20 hours field placement.

Prerequisites: SPE 291 & SPE 292.

Offered: every fall.

SPE 330 Nature/Needs of Students with Behavioral Disorders 3 Credits

Describes the effect of emotional and behavioral disorders on children, adolescents and young adults, and their families. Highlights NYSED regulations, collaboration, and instructional strategies to address academic and behavioral issues. This course requires a twenty-hour field placement.

Prerequisites: SPE 311 & EDU 356. **Corequisite:** ECCH 412.

Offered: every spring.

SPE 341 Inclusive Strategies 3 Credits

Provides an overview of special education, including current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York State Learning Standards and emphasizes collaboration to meet the diverse needs of all learners.

Fulfills College Core: Diversity

Offered: every fall, spring, & summer.

SPE 356 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 432 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.

Fulfills College Core: Oral Communication

Offered: every fall.

SPE 493 Supervised Student Teaching 12 Credits

Highlights knowledge, skills and dispositions of professional educators.

One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.

Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.

Corequisite: EDU 497.

Offered: every spring.

SPE 499 Independent Study 3 Credits

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

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