

# Special Education Courses

## (SPECED, SPECFLD)

The expectations for graduate level Special Education enrollment is consistent with UW-Whitewater's guidelines and requires additional research, projects and a leadership role. In addition, enrollment in Special Education courses requires admission to professional education with the exception of SPECED 700 level courses.

### SPECED 524

#### **Foundations of Special Education 3 u**

The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

Prerequisite: SPECED 205.

### SPECED 560

#### **Behavior Management for the Inclusive Classroom 3 u**

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

Prerequisite: Admission to Professional Education and Early Childhood Program

### SPECED 565

#### **Evidence Based Early Intervention for Infants and Toddlers 2 u**

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

Prerequisite: Admission to Professional Education and Early Childhood Program

### SPECED 576

#### **Medical Aspects of Disability 3 u**

Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance needs are addressed.

Prerequisite: Admission to Profession Education

## SPECED 580

### **Phase 3 Portfolio 2 u**

This course assists teacher candidates to develop their phase 3 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from course projects or related artifacts across the college and Department of Special Education, prior to their entrance into the Directed Teaching Block that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards.

Prerequisite: Admission to Professional Education

## SPECED 606

### **Transition Programming for Students with Disabilities 3 u**

Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

Prerequisite: Admission to Professional Education

## SPECED 609

### **Nonviolent Crisis Intervention 1 u**

This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention. Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Students registering for this course that are not currently licensed teachers or enrolled in a teacher education program must complete an Admission to Professional Education for Non-Licensure form to enroll in this course.

## SPECED 640

### **Advanced Behavior Intervention Strategies 3 u**

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior

intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

Prerequisite: Admission to Professional Education.

## SPECED 650

### **Intervention for Children with EBD 3 u**

The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

Prerequisite: Admission to Professional Education

## SPECED 658

### **Collaboration for Effective Instruction 3 u**

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

Prerequisite: Admission to Professional Education.

## SPECED 661

### **Formal Assessment of Young Children 3 u**

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

Prerequisite: Admission to Professional Education and Early Childhood Education

## SPECED 662

### **Educational Diagnosis and Assessment in LD, E/BD, CD 3 u**

A course to develop advanced diagnostic skills for elementary through secondary students with mild/moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

Prerequisite: Admission to Professional Education.

## SPECED 665

### **Curriculum/Methods Cognitive Disabilities - Functional 3 u**

For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate

disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

Prerequisite: Admission to Professional Education.

## SPECED 676

### **Curriculum, Methods and Materials for Those with Multiple Disabilities 3 u**

For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, cognitive, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

Prerequisite: Admission to Professional Education.

## SPECED 680

### **Phase 4 Portfolio 2 u**

This course assists teacher candidates to develop their phase 4 portfolio which includes a philosophical statement which addresses DPI's core values; three narratives in the areas of assessment, instruction, and communication and collaboration; and three to nine student-selected artifacts selected from field-based experiences with children (special education fieldwork, general education fieldwork, and student teaching) that provide evidence of the attainment of knowledge and skills related to WTS and CEC/NCATE standards. At the end of the seminar, teacher candidates will present the portfolio to an interdisciplinary group of UW-W faculty and staff.

Prerequisite: Pass Praxis II, have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75 GPA and Consent of Department.

Corequisite: SPECFLD 789A, 789B, 789C, 789D, 789F, or 789G or SPECFLD 793A, 793B, 793C, 793D, 793F or 793G

## SPECED 686

### **Academic Intervention I 3 u**

The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension within the special and regular curriculum.

Prerequisite: Admission to Professional Education.

## SPECED 687

### **Academic Intervention II 3 u**

The course is about writers and writing. We will examine the processes and skills children and adolescents engage in to compose a quality written product. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing “best practices” in teaching writing as a tool for literacy development will be emphasized. Students will develop personal philosophies and instructional strategies for teaching the development and fluency aspects of composition.

Prerequisite: Admission to Professional Education.

Corequisite: SPECFLD 410/610, SPECED 486/686 & SPECED 458/658.

## SPECED 690

### **Workshop 1-10 u**

## SPECED 694

### **Seminar 1-3 u**

## SPECED 696

### **Special Studies 1-4 u**

Prerequisite: Consent of instructor.

## SPECED 700

### **Legal Foundations of Special Education 3 u**

The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

## SPECED 701

### **Advanced Methodology and Practices in Special Education 3 u**

This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

## SPECED 702 (CIGENRL 702)

### **Reflective Practice and Action Research 3 u**

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.

Prerequisite: Graduate standing.

## SPECED 703

### **Promoting Reform through Collaborative Leadership 3 u**

This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

## SPECED 704

### **Applied Field Action Research in Special Education 3 u**

Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

Prerequisite: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 or consent of department chairman.

## SPECED 705

### **Professional Portfolio Development in Special Education 3 u**

This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios—a Professional Development Portfolio, a Showcase Portfolio, or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A Showcase Portfolio will assist teachers who wish to move into another professional position. The National Board Portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio.

They will learn how to write reflective commentaries, to self-assess their work according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

Prerequisite: Students seeking the MSE in Special Education, will be expected to have completed the general core, the specialty core, and the professional development core classes. Others may be admitted with the consent of the instructor.

## SPECED 706

### **Transition Assessment for Students with Special Needs 3 u**

This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

## SPECED 707

### **Foundations of Autism Spectrum Disorder 3 u**

The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

Prerequisite: SPECED 205 or permission from the instructor

## SPECED 708

### **Methods for Teaching Children with Autism Spectrum Disorders 3 u**

This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

Prerequisite: SPECED 707 or consent of instructor.

## SPECED 709

### **Advanced Principles of Applied Behavior Analysis 3 u**

The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

Prereq: SPECED 640

## SPECED 710

### **Advanced Applications in Applied Behavior Analysis 3 u**

The purpose of this course is to integrate and apply knowledge and skills from all courses in the certificate program. Students will learn how to create ABA-based programs to teach adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities or Emotional/Behavioral Disorders. Students will apply concepts from previous courses to create environments that promote learning and minimize challenging behavior in which to implement their ABA-based programs.

Prereq: SPECED 640; SPECED 701; SPECED 7XX

## SPECED 711

### **Ethics in Research and Applied Behavior Analysis 3 u**

This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst.

Prereq: SPECED 709

## SPECED 731

### **Differentiation in the Classroom 3 u**

Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. "In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student difference in readiness, interest, and learning needs" (Tomlinson, 2001, p. 7). This workshop will study the principles of defensible differentiation, backward design, and strategies to provide challenging and future-oriented instruction that promotes both engagement and understanding.

## SPECED 760

### **Foundations and Characteristics of CD/EBD/LD 3 u**

This course addresses the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

Prerequisite: SPECED 556 or SPECED 564 or SPECED 606 or Consent of instructor.

## SPECED 761

### **Instructional Strategies for the Inclusive Classroom 3 u**

This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

## SPECED 766

### **Professional Collaborations: Families and Community Agencies 3 u**

The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/ community professionals, as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

## SPECED 781

### **School-to-Adult Life Transitional Programming 3 u**

This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

## SPECED 785

### **Current Topics in Special Education Pre-Institute 1 u**

The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 789 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

Corequisite: SPECED 786.

## SPECED 786

### **Current Topics in Special Education: Institute 1 u**

The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

## SPECED 787

### **Current Issues in Special Education Post-Institute 1 u**

The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

Corequisite: SPECED 786.

## SPECED 790

### **Workshop 1-3 u**

## SPECED 794

### **Seminar 1-3 u**

## SPECED 796

### **Special Studies 1-3 u**

## SPECED 798

### **Individual Studies 1-3 u**

## SPECED 799

### **Thesis Research 1-6 u**

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Prerequisite: Consent of instructor.

## **FIELD (SPECFLD)**

### SPECFLD 610

#### **General Education Field Work 3 u**

Students seeking licensure in Special Education will complete a 150 hour assignment in a general education classroom where inclusionary practices for individuals with special needs are applied. The field experience provides opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, enhancements, adaptations, and modifications of instruction and collaborative practices of general and special educators.

Prerequisite: Admission to Professional Education.

### SPECFLD 685 G

#### **Field-Study: Infants/Toddlers with Disabilities 1 u**

In this field study, students practice written and oral reflection about early intervening services and accommodate their beliefs and knowledge of theory to the daily experiences of families living and raising infants and toddlers with disabilities in natural environments. Students share their reflections during weekly on-line discussions with the instructor.

Prerequisite: Admission to Professional Education.

### SPECFLD 789 A

#### **Practicum: Cognitive Disability 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

### SPECFLD 789 B

#### **Practicum: Learning Disability 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

### SPECFLD 789 C

#### **Practicum: Emotional Behavioral Disorders 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

### SPECFLD 789 D

**Practicum: Cross Categorical 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

**SPECFLD 789 F**

**Practicum: Early Childhood Special Education 1-6 u**

Graduate level, professional experience with young children with disabilities (three through eight) under the guidance of a carefully selected and qualified special educator. Site must be approved by ECSE faculty.

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

**SPECFLD 789 G**

**Practicum: Early Childhood Special Education Birth to Three 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.

**SPECFLD 793 A**

**Inservice Practicum: Cognitive Disability 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680

**SPECFLD 793 B**

**Inservice Practicum: Learning Disability 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680

**SPECFLD 793 C**

**Inservice Practicum: Emotional Behavioral Disorders 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680

**SPECFLD 793 D**

**Inservice Practicum: Cross Categorical 1-6 u**

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680

## SPECFLD 793 F

### **Inservice Practicum: Early Childhood Special Education 1-6 u**

Graduate level, professional experience with young children with disabilities (five through eight) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.

Prerequisite: Pass Praxis II, Have no incomplete grades or grades lower than C in SPECED or SPECFLD courses; 2.75GPA

Corequisite: SPECED 680.