

# SPECIAL EDUCATION (SPE)

## **SPE 512 Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners (3 Credits)**

This is a comprehensive active learning course designed to provide students with a framework to understand the legal requirements of providing a free and appropriate public education to learners with disabilities. The course addresses the necessary information for pre-service teachers and practitioners to understand the history and developments of special education laws, and the requirements of these laws from a legal viewpoint and an ethical perspective. In addition, opportunities are provided for students to enhance their skills in locating pertinent information in law libraries, on the Internet, and from other sources to keep abreast with the constant changes and developments in the field.

## **SPE 516 Managing Human Behaviors (3 Credits)**

The focus of this course is on advanced concepts and strategies to change behavior patterns of individuals and groups. It includes a knowledge base of critical theoretical frameworks and programmatic paradigms for increasing appropriate behaviors and decreasing inappropriate behaviors that are generalized to enhance the individual's adjustment to live a harmonious and productive life in a multicultural environment.

## **SPE 516A Managing Human Behavior-Adapted (3 Credits)**

Contact the department for specific course information.

## **SPE 523 Attributes and Medical Conditions Associated With Disabilities (3 Credits)**

Medical aspects of development and legal aspects as they relate to educational issues will be explored. This will include exploration of etiology, treatment, medical characteristics and educational approaches. The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Disabilities in Education Improvement Act (IDEIA), and the No Child Left Behind Act (NCLB) will be discussed. Twenty (20) hours of guided observation/participation at this level are required (see <http://www.nsu.edu/education/pdf/ProfessionalObservationHandbook.pdf>).

## **SPE 523A Attributes and Medical Conditions Associated With Disabilities-Adapted (3 Credits)**

Contact the department for specific course information.

## **SPE 523V Characteristics of Students With Visual Impairments (pre/Co-Requisite Course) (2 Credits)**

Contact the department for specific course information.

## **SPE 524V Braille Code (3 Credits)**

Contact the department for specific course information.

## **SPE 525V Medical and Educational Implications of Visual Impairments (3 Credits)**

Contact the department for specific course information.

## **SPE 532 Curriculum & Instructional Procedures for Teaching Students With Mild Disabilities (3 Credits)**

This course is designed to focus on strategies for teaching learners with mild disabilities who are accessing the general education curriculum. Areas of study include terminology and etiological factors, historical perspectives, legal parameters, assessment techniques, influence of culture variables, current issues, and effective methods of instruction. A twenty hour clinical experience is required.

## **SPE 532V Curriculum and Assessment for Students With Visual Impairments (3 Credits)**

Contact the department for specific course information.

## **SPE 533V Assistive Technology for Individuals With Sensory Impairments (3 Credits)**

Contact the department for specific course information.

## **SPE 534 Individualized Education Program Implementation: Alternative Strategies for Teaching Students With Mild Disabilities (3 Credits)**

Contact the department for specific course information.

## **SPE 538 Nature of and Strategies for Teaching Individuals With Severe Disabilities (3 Credits)**

This course is designed to provide students with the means to assist individuals with severe disabilities to function more effectively in school and in the community. Areas of study include terminology and etiology, historical perspectives, legal parameters, assessment, influence of cultural variables, current issues, and effective methods of instruction. A twentyhour practicum is a requirement for this course.

## **SPE 538A Nature of and Strategies for Teaching Individuals With Severe Disabilities (3 Credits)**

Contact the department for specific course information.

## **SPE 540A Collaboration Procedures-Adapted (3 Credits)**

The purpose of this course is to teach strategies for building and working effectively within collaborative teams in schools. Course content addresses the following areas: Team organization; Stages of team development and team building strategies; Teamwork skills (e.g., communication, problem-solving, conflict resolution); Challenges to and supports for collaborative teams; Teams' roles in designing individualized education programs and other plans; Understanding and supporting team's relationship with family members, students and peers, related services personnel, and paraprofessionals.

## **SPE 542 Reading and Literacy Instruction for Exceptional Learners (3 Credits)**

This is comprehensive active learning course designed to provide students with a foundation in literacy instruction and content area reading. Emphasis will be placed on language acquisition and the interrelated nature of reading, writing, speaking, listening, and thinking to promote the use and understanding of language by the exceptional learner. Field experiences will facilitate student mastery of developing a balanced reading program.

## **SPE 542A Reading and Literacy Instruction for Exceptional Learners (3 Credits)**

Contact the department for specific course information.

## **SPE 545 Collaboration, Inclusion, Transition and Other Curriculum Adjustments (3 Credits)**

This course is designed to increase the competence of teachers in meeting the instructional needs of exceptional learners. Its focus is on current issues and trends for accommodating variances in abilities through cooperation with persons from other disciplines and agencies. A twenty- hour clinical experience is required.

## **SPE 545A Transition Procedures-Adapted (3 Credits)**

Contact the department for specific course information.

## **SPE 545V Consultation and Collaboration (3 Credits)**

Contact the department for specific course information.

**SPE 613 Assessment and Evaluation in Ecc (3 Credits)**

This course is designed to provide students with a theoretical, clinical, pragmatic, and relevant overview regarding the assessment and evaluation of infants, toddlers, and preschoolers with special needs. The course will also highlight procedures and measures used to evaluate a spectrum of abilities (i.e. cognition, motor, sensory, communication, adaptive behavior, and social competence) with sensitivity to class, cultural differences, environment, and family resources. The culminating focus will be using the assessment information to determine, plan, and implement appropriate placements and programs of intervention. Twenty (20) hours of guided observation/ participation at this level are required (see <http://www.nsu.edu/education/pdf/ProfessionalObservationHandbook.pdf>).

**SPE 613A Assessment and Evaluation-Adapted (3 Credits)**

Contact the department for specific course information.

**SPE 616V Braille Reading and Writing (3 Credits)**

Contact the department for specific course information.

**SPE 641 Physical and Occupational Therapy (3 Credits)**

This course emphasizes the techniques used in positioning and handling the individual, the adaptive aids and equipment used, and daily living skills. It includes the techniques to coordinate and reinforce physical and occupational therapy on a daily basis.

**SPE 641A Physical and Occupational Therapy Procedures-Adapted (3 Credits)**

Contact the department for specific course information.

**SPE 643 Communication Development for Early Childhood Special Education (3 Credits)**

This is a graduate course designed to increase knowledge and develop skills to enhance teachers' skills in identifying and working with young children with communication and speech challenges. Through the use of course readings, available research and case studies, candidates will develop competencies in planning and utilizing effective methods and strategies for working with children who have communication and language disabilities to maximize learning in early childhood and classroom situations. Twenty (20) hours of guided observation/ participation at this level are required (see <http://www.nsu.edu/education/pdf/ProfessionalObservationHandbook.pdf>).

**SPE 643A Communication Development for Individuals With Severe Disabilities (3 Credits)**

This course focuses on finding and/or developing appropriate alternative means of communication for non-verbal persons with severe disabilities with the use of the many new methods and materials including hardware and software that are emerging today.

**SPE 662 Guidance and Counseling (3 Credits)**

This course is designed to enable students to become knowledgeable of the theories of guidance and of counseling, and to understand the role of the rehabilitation counselor in the design and implementation of a vocational rehabilitation program. It emphasizes transition, supported employment, and centralized service delivery systems.

**SPE 663 Case Work and Rehabilitation Counseling (3 Credits)**

This course will provide a theoretical and practical introduction to casework management and the rehabilitation process with emphasis on vocational goals, job development, and career exploration. Emphasis will be placed on individual program design, counseling, utilization of resources, and informed choice. The course will explore the federal mandates and the effect they have on the rehabilitation process.

**SPE 665 Rehabilitation Counseling: Occupational Information and Placement (3 Credits)**

Recording, and reporting experiences of individuals and groups who seek the agency's services. This course includes occupational and labor market information, job development, job seeking skills, placement and follow up activities. Students will execute the role of the rehabilitation counselor to include conduct of print and electronic research, use of databases, and facilitation of placements.

**SPE 699 Internship in Teaching Students With Mild Disabilities (3 Credits)**

This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with mild disabilities for a definite period of time. The candidate will assess students, plan and write instructional interventions deliver instruction, monitor and document student progress, and assume all other classroom duties of the cooperating teacher. All placements will provide candidates with opportunities to interact with individuals from diverse populations.

**SPE 699A Internship: Special Education (6 Credits)**

See department for more information

**SPE 699E Internship in Rehabilitation Counseling (6 Credits)**

This course is designed to provide culminating clinical experiences in rehabilitation counseling. Students develop and use a coherent, personalized counseling approach that is adequately based in counseling theory and research. They engage in direct interaction by observing counseling.