

# Request for Executive Action for course description changes as shown:

## SPECIAL EDUCATION (SPE)

### Current Catalog Copy:

#### **SPE 2000 - Disabilities in the Context of Education and the Life Span.**

(2-0-2) F, S. Disabilities and the impact of the presence of a disability on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. For individuals who have completed SPE 3000 Fall 2002 or earlier, SPE 2000 will be waived. Credits: 2

### Proposed:

#### **SPE 2000 - Disabilities in the Context of Education and the Life Span.**

(2-0-2) F, S. Disabilities and the impact of the presence of a disability on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. For individuals who have completed SPE 3000 Fall 2002 or earlier, SPE 2000 will be waived. Credits: 2

### Current Catalog Copy:

#### **SPE 3000 - Education of Individuals with Exceptional Learning Needs.**

(3-0-3) This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and expanded curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed.

**Prerequisites & Notes:** SPE 2000. Credits: 3

### Proposed:

#### **SPE 3000 - Education of Individuals with Exceptional Learning Needs.**

(3-~~0~~-1-3) This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and expanded **specialized** curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed. **Prerequisites & Notes:** SPE 2000. Credits: 3

## Current Catalog Copy:

### **SPE 3100 - Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs.**

(3-1-3) F, S. A study of differential behaviors of individuals with moderate to severe exceptional learning needs, across the life span, including individuals with mental retardation, physical and orthopedic handicaps, other health impairments, traumatic brain injury, and autism. Historical perspectives, etiology, terminology, and educational programming are also addressed. Additional emphases include cultural competence, facilitating independence, family/community services and involvement, equal access and opportunity in a variety of employment and life style choices. **Prerequisites & Notes:** Pre-requisite(s): SPE 2000 and SPE 3000 or concurrent enrollment. Required of all Special Education majors completing SPE 3200, Fall 2002 or after. Credits: 3

## Proposed:

### **SPE 3100 - Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs.**

(3-1-3) F, S. A study of differential behaviors of individuals with moderate to severe **significant** exceptional learning needs, across the life span, including individuals with **intellectual disabilities, multiple disabilities, orthopedic impairments** ~~mental retardation, physical and orthopedic handicaps~~, other health impairments, traumatic brain injury, and autism. Historical perspectives, etiology, terminology, and educational programming are also addressed. Additional emphases include cultural competence, facilitating independence, family/community services and involvement, equal access and opportunity in a variety of employment and life style choices. **A practicum experience is required in public schools and/or community programs.** **Prerequisites & Notes:** Pre-requisite(s): SPE 2000 and SPE 3000 or concurrent enrollment. **Permission of department chairperson required for non-majors.** ~~Required of all Special Education majors completing SPE 3200, Fall 2002 or after.~~ Credits: 3

## Current Catalog Copy:

### **SPE 3220 - Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-2-3) F, S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. **Prerequisites & Notes:** or Co-requisite: SPE 3000. Department requirements for enrollment must be met. Credits: 3

## Proposed:

### **SPE 3220 - Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-2-3) F, S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. **Prerequisites & Notes:** or Co-requisite: SPE 3000. Department requirements for enrollment must be met. **Permission of the department chairperson required for non-majors.** Credits: 3

## Current Catalog Copy:

### **SPE 3700 - Individualized Independence Curriculum and Materials.**

(3-2-3) F, S. A study of the curricular content and materials utilized in the planning and programming for individuals in the independence curriculum. A practicum experience is provided in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs. **Prerequisites & Notes:** SPE 2000, 3000, and 3100 or concurrent enrollment. Credits: 3

## Proposed:

### **SPE 3700 - Individualized Independence Curriculum and Materials.**

(3-2-3) F, S. A study of the curricular content and materials **which provide and enhance access to the individualized curriculum** ~~utilized in the planning and programming~~ for individuals **with moderate to significant exceptional learning needs** ~~in the independence curriculum.~~ **Development and the role of the Individualized Education program, Transition, and the Individualized Service Plan in curriculum development, materials selection and development, and evaluation and assessment are significant components of this course.** A practicum experience is provided ~~in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs.~~ **Prerequisites & Notes:** SPE 2000, 3000, and 3100 or concurrent enrollment. Credits: 3

## Current Catalog Copy:

### **SPE 4925 - Communication Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. **Prerequisites & Notes:** SPE 3000, 3220, and CDS 2200, or permission of the Department Chairperson. Credits: 3

## Proposed:

### **SPE ~~4925~~ 4525 – Communication and Early Literacy Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal **communication and early literacy** skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. **Prerequisites & Notes:** SPE 3000, **and 3220 or 3200/3201.**, and CDS 2200, or ~~p~~Permission of the Department Chairperson **required for non-majors.** Credits: 3

## Current Catalog Copy:

### **SPE 4530 - Facilitating Language in Individuals with Exceptional Learning Needs.**

(3-0-3) F, S. Strategies for assessing and facilitating language development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies for cultural and linguistic diversity, use of assistive devices, functional language assessment, and collaboration with families and other professionals. **Prerequisites & Notes:** SPE 3000 and CDS 2200. Permission of the department chairperson required for non-majors. Credits: 3

## Proposed:

### **SPE 4530 - Facilitating Language and Literacy in Individuals with Exceptional Learning Needs.**

(3-0-3) F, S. Strategies for assessing and facilitating language **and literacy** development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies, **including strategies for students who are** for culturally and linguistically **diverse** diversity, **the** use of assistive devices, functional language assessment, **reading and writing strategies for the content areas**, and collaboration with families and other professionals. **Prerequisites & Notes:** SPE 3000 and ~~CDS 2200~~ **3200/3201 and prerequisite(s) or corequisite(s) SPE 4525, SPE 4700 and 4800.** Permission of the department chairperson required for non-majors. Credits: 3

## Current Catalog Copy:

### **SPE 4700 - Individualized General Curriculum and Materials.**

(3-0-3) F, S. A study of curricular content and materials which provide and enhance access to the general curriculum for individuals with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development and material selection and development are significant components of this course. **Prerequisites & Notes:** SPE 2000, 3000, 3200 and 3201. Credits: 3

## Proposed:

### **SPE 4700 - Individualized General Curriculum and Materials.**

(3-0-3) F, S. A study of curricular content and materials which provide and enhance access to the general curriculum for individuals with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development, **and material selection and development, and evaluation and assessment** are significant components of this course. **Prerequisites & Notes:** SPE 2000, 3000, 3200 and 3201. Credits: 3

## Current Catalog Copy:

### **SPE 4720 - Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. Service delivery models/issues, working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs are the focus of this course. **Prerequisites & Notes:** SPE 3000 and 3220 or permission of the Department Chairperson. Co-requisite: SPE 4820 or permission of the Department Chairperson. Credits: 3

## Proposed:

### **SPE 4720 - Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. Service delivery models/issues, working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs are the focus of this course. **Prerequisites & Notes:** SPE 3000 and 3220 or permission of the Department Chairperson. Co-requisite: SPE 4820 or permission of the Department Chairperson. **Permission of the Department Chairperson required for non-majors.** Credits: 3

## Current Catalog Copy:

### **SPE 4730 - Curriculum Adaptation and Consultation for Individuals With Exceptional Learning Needs.**

(3-2-3) F, S. Consultation skills essential to collaborate and facilitate adaptation of general and expanded curriculum for individuals with exceptional learning needs are the focus of this course. The process for designing, implementing, and evaluating the effectiveness of curriculum adaptations is also addressed. **Prerequisites & Notes:** SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course. Credits: 3

## Proposed:

### **SPE 4730 - Curriculum Adaptation and Consultation for Individuals With Exceptional Learning Needs.**

(3-2-3) F, S. Consultation skills essential to collaborate and facilitate adaptation of general and expanded **specialized** curriculum for individuals with exceptional learning needs are the focus of this course. The process for designing, implementing, and evaluating the effectiveness of curriculum adaptations is also addressed. **Successful completion of a practicum experience is required.** **Prerequisites & Notes:** SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course. Credits: 3

## Current Catalog Copy:

### **SPE 4820 - Assessment of Young Children (Birth to 8) With Exceptional Learning Needs.**

(3-1-3) F, S. This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments. **Prerequisites & Notes:** SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 3

## Proposed:

### **SPE 4820 - Assessment of Young Children (Birth to 8) With Exceptional Learning Needs.**

(3-1-3) F, S. This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments. **Prerequisites & Notes:** SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. University Teacher Education requirements apply and department requirements for enrollment must be met. **Permission of the department chairperson required for non-majors.** Credits: 3

## Current Catalog Copy:

### **SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs.**

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. **Prerequisites & Notes:** SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 3

## Proposed:

### **SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs.**

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. **Prerequisites & Notes:** SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. **Permission of the department chairperson required for non-majors** Credits: 3