

SPE - SPECIAL EDUCATION

SPE 220 Introduction to Special Education (3 Credit Hours)

This course is designed to provide pre-service educators and related service professionals with basic knowledge and practical skills for supporting students with disabilities in classrooms. This course will include an examination of the historical and legal basis for special education and identify characteristics of a wide range of disabilities. Emphasis is placed on implications for supporting students with disabilities in inclusive environments. Issues such as differentiated instruction, universal design for learning, assessment, and classroom management will be discussed. Finally, this course will provide knowledge and tools on collaborating with a wide range of individuals including students, families, teachers, related service professionals, and administrators. Field study required.
May be repeated for credit.

Academic Level: Undergraduate

SPE 300 Instructional Methods for Teaching Students with Disabilities (3 Credit Hours)

This course provides students with knowledge and skills to administer and use assessment information to develop individualized education programs and high-quality classroom instruction with an emphasis on academics. Students will learn how to use standardized assessment data to set curricular priorities and develop classroom data collection and progress monitoring systems. In addition, this course will equip students with the tools to design high quality, research-based instruction with an emphasis on high leverage practices and explicit instruction. Field study required.

Academic Level: Undergraduate

SPE 301 Creating an Inclusive Classroom Culture (3 Credit Hours)

This course is designed to enhance foundational skills for creating an inclusive classroom that meets the needs of diverse learners in the general education setting. The course will emphasize the proactive and purposeful decisions made on a regular basis to ensure student success in an inclusive classroom environment. Students will explore a variety of learning and behavioral disabilities common in kindergarten through twelfth grade classrooms. Students will learn about differences in order to address needs with sensitivity to and respect for this diversity in an equitable manner.

Academic Level: Undergraduate

SPE 315 Supporting Students with Autism and Other Low Incidence Disabilities (3 Credit Hours)

This course provides students with knowledge and skills to support individuals with high support needs including Autism and Intellectual and Developmental Disabilities. Students will learn about educational programming including an emphasis on collaboration and valuing family input. Additionally, this course will provide information around developing individualized instructional plans including research-based instructional methods with an emphasis on systematic instruction. Finally, students will learn how to support students with high support needs in both self-contained and general education settings by developing inclusive plans and adapting instruction. Field study required.

Academic Level: Undergraduate

SPE 350 Special Education Law (3 Credit Hours)

This course is designed to provide students with knowledge regarding federal statutes, case law, state regulations, and related historical events regarding the protections of individuals with disabilities in access to educational opportunity. Definitions, procedural requirements, and legal safeguards of the Individuals with Disabilities Education Act (IDEA) as implemented in Maine will be addressed. There will be emphasis on practical application in a school setting through the research and application of federal and case law. Finally, students will also be engaged in advocacy activities for people with disabilities.

Academic Level: Undergraduate

SPE 397 Special Edu Independent Study (1-12 Credit Hours)

Academic Level: Undergraduate

SPE 401 Inclusive Classroom Management (3 Credit Hours)

This course is designed to ensure students apply practices in creating an inclusive classroom that meets the needs of diverse learners in their practicum placements before they begin their student teaching internship. The course will emphasize the proactive and purposeful decisions made on a regular basis to ensure student success in an inclusive classroom environment. Students will explore a variety of learning and behavioral disabilities common in kindergarten through 12th grade classrooms. Students will learn about differences in order to address needs with sensitivity to and respect for this diversity in an equitable manner. This course requires students to apply these skills in their practicum placement.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Art Education K-12, Elementary Ed w/ Certification, Middle Secondary Ed with Cert or Special Education.

SPE 405 Inclusive Methods & Data Based (3 Credit Hours)

This course is designed to provide pre-service educators and related professionals with in-depth knowledge and skills needed to support students with disabilities in school-based and community settings. This course emphasizes designing instruction and supports using data-based decisions making both from an academic and behavioral approach. Students will participate in field work placements in local schools applying class content and reflecting on their ability to support students in inclusive and special education settings. This course requires 30 hours of field work or a concurrent student teaching placement. Your instructor will work with you to find an appropriate placement.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Art Education K-12, Elementary Education K-8, Elementary/Middle Education, Middle Secondary Ed with Cert, Secondary Education or Special Education.

SPE 410 Assessing & Remediating Challenging Behaviors (3 Credit Hours)

This course is designed to provide students with the knowledge and skills to assess and use research-based strategies to support challenging behavior. Students will learn content and skills regarding supporting behavior in an effective and ethical manner including administering Functional Behavioral Assessments and develop matching behavior support plans. Students will also learn about a wide variety of evidence and research-based tier two and three behavioral strategies and data collection tools. Students will evaluate school wide supports and structures including Positive Behavior Interventions and Supports (PBIS) and reflect on the benefits of collaborating with a Board Certified Behavior Analyst (BCBA). Finally, students will participate in simulated meetings in order to learn how to effectively and professionally report progress and make decisions as a team. There is no on-going fieldwork requirement for this course but students will be required to visit a K-12 classroom at least two times to collect data.

Academic Level: Undergraduate

SPE 486 Special Education Practicum (3-4 Credit Hours)

This course will provide direct experience working with students in a special education classroom to prepare for their student teaching internship experience. Students in this course will be assigned a special education classroom and required to engage in various instructional activities. Students will be expected to develop a development plan using high-leverage practices as a guide and will select appropriate practices in assessment, collaboration, emotional/behavior, and instruction. Students must do 7 hours per week in their fieldwork setting.

Academic Level: Undergraduate

Enrollment is limited to students with a program in Special Education.

SPE 490 Spec Edu Internship/Seminar (12 Credit Hours)

This course involves the pre-service special education teacher in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by a cooperating teacher and university supervisor. In the required weekly seminars, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Special Education program and specific departmental approval in order to register. This student teaching internship meets the requirements for an endorsement in special education for the state of Maine.

Academic Level: Undergraduate

Enrollment is limited to students with a major in Special Education.

SPE 497 Supporting Students with Disabilities (3 Credit Hours)

This course will provide direct experience working with students with disabilities in special education classrooms. Students will participate in on-going, consistent fieldwork in local special education classrooms. Students will be provided with opportunities to enhance their reflection skills, identify interventions for specific needs, and develop intervention plans.

Academic Level: Undergraduate

SPE 2200 Intro to Special Education (3 Credit Hours)

Equivalent to SPE 220. Additional fees may exist.

Academic Level: Undergraduate