

# TEACHER EDUCATION SPECIAL EDUCATION (TESE)

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## **TESE 323 – Partnerships with Families 1 credit hour**

This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Concrete strategies for increasing respectful, successful family-school partnerships that enhance children's school success will be emphasized. Prerequisite: Completion of or concurrent enrollment in TE 204

## **TESE 330 – Collaboration, Consultation, and Co-Teaching 3 credit hours**

This course is designed to prepare educators for collaborative consultation and co-teaching in serving the educational needs of students, families, educators and community agencies. Skills for communication and collaboration are practiced. Students will learn to work with families and other professionals from all cultural and economic backgrounds, the impact of having a child with special needs. Students will also develop the skills necessary to develop successful co-teaching environments.

Prerequisite: TE 204 or FAMS 251 or FAMS 253

## **TESE 333 – Serving Young Children with Special Needs 3 credit hours**

The focus of this course is to provide a thorough overview of early intervention and early childhood special education, with special attention to medical and disability characteristics of young children with special developmental and learning needs, and how these may be further impacted by cultural and at-risk factors. Students will become familiar with the IFSP and IEP process, including how to collaborate with other team members and work with families, and understand Part C regulations under IDEIA.

## **TESE 334 – Assessment and Intervention 3 credit hours**

The focus of this course is to provide a thorough understanding of the assessment process, uses of assessment for screening, identification, planning for intervention, and progress monitoring. Students will understand the types of assessments used, evaluate assessments to determine the best match for its purpose, and incorporate child factors including disability and culture, to select and use appropriate assessments. Students will use assessment data to make meaningful decisions for intervention.

Prerequisite: TESE 333.

Corequisite: TESE 334L.

Additional Course Fee Required

## **TESE 334L – Field Experience: Assessment and Intervention 0.5 credit hours**

This course is designed to provide practical application of the assessment process for screening, identification, planning for intervention and progress monitoring. Students will work in early childhood settings with assigned children who have disabilities to administer appropriate assessments and use assessment data to make meaningful decisions for intervention. Students will monitor child progress and adjust interventions as needed to maximize development and learning. The experiences shall consist of 30 clock hours.

Corequisite: TESE 334.

## **TESE 371 – Field Experience with Students with Multiple Disabilities 0.5 credit hours**

The course is designed to provide practical application of learned skills. Students will be placed in a special education setting for a total of twenty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will also complete five additional hours, work in a classroom, or at events benefiting individuals with disabilities. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 372.

## **TESE 372 – Instructional Strategies for Individuals with Intellectual and Multiple Disabilities 3 credit hours**

The course is designed to prepare future educator to provide services for individuals with intellectual disabilities and for individuals with multiple disabilities, which may or may not also include intellectual disabilities. Course topics will include intervention for life skills, communication skills, community-based instruction, alternate curriculum, as well as accommodations and modifications to allow the learner to be included in the general education curriculum where appropriate.

Prerequisite: Admission to Teacher Education.

Corequisite: TESE 371

## **TESE 421 – Individuals with Exceptionalities 3 credit hours**

This introductory course surveys the various disability areas in the field of special education and associated educational implications and procedures. Legislation and the influence on special education are discussed along with contemporary issues and trends in special education. This course meets the exceptionality training requirement specified in Rule 20 by the Nebraska Department of Education.

## **TESE 437 – Medical Aspects of Individuals with Disabilities 3 credit hours**

This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

## **TESE 461 – Legal Issues in Special Education and IEP Development 3 credit hours**

This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines. Students will learn to report assessment results using the Multi-disciplinary Team Format (MDT Report). Students will also learn how to use assessment results to develop Individualized Educational Plans (IEP). Both the MDT Report and IEPs will be written on Nebraska Department of Education forms using the online Student Report System (SRS).

Prerequisite: Completion of or concurrent enrollment in TE 204

**TESE 462 – Assessment in Special Education 3 credit hours**

This course develops the student's ability to conduct both informal and formal academic assessment in special education. Academic assessment will include administration, scoring, and interpretation of standardized instruments. Academic assessment will also include development and administration, scoring, and interpretation of informal measures to assess needs and growth. Students will also complete full IEPs on Nebraska Department of Education forms using the online Student Report System (SRS) after each assessment is learned and completed.

Prerequisite: TESE 461

Additional Course Fee Required

**TESE 463 – Instructional Strategies for Individuals with Disabilities 3 credit hours**

The course is designed to address the instructional needs of students with disabilities. Academic instructional interventions and specialized materials and programs will be emphasized. Students will apply their knowledge of lesson plan development in the co-requisite field experience.

Prerequisite: Admission to Teacher Education Program and TESE 462.

Corequisite: TESE 464 and TESE 467 and TESE 468.

**TESE 464 – Field Experience with K-8 Students 1 credit hour**

The course is designed to provide practical application of learned skills. Students will be placed in an elementary special education setting for a total of fifty clock hours. Students will develop and implement lesson plans and a behavior change plan.

Total Credits Allowed: 2.00

Corequisite: TESE 463 and TESE 467 and TESE 468.

**TESE 467 – Behavioral Interventions 3 credit hours**

The course is designed to address behavioral needs of students with disabilities. Functional behavior assessment, behavior intervention plans, and strategies for special behaviors will be emphasized. Students will apply their knowledge of behavior interventions in the co-requisite field experience.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 463 and TESE 464 and TESE 468.

**TESE 468 – Assistive Technology 2 credit hours**

The course explores assistive technology interventions that enable students with disabilities to participate in the general education curriculum. Interventions will be explored in reading, writing, math, spelling and content areas. Alternative access to computers will be discussed.

Prerequisite: Admission to Teacher Education Program and TESE 462.

Corequisite: TESE 463 and TESE 464 and TESE 467.

**TESE 469 – Psychology and Education of Gifted and Talented Learners 3 credit hours**

This introductory course will focus on the cognitive, social, and emotional characteristics of gifted/talented learners at various developmental levels and development of appropriate differentiation. Additional topics include methods of identification, implications of cultural diversity, working with families, historical perspectives, important research studies, equity in education, and use of technology.

**TESE 470 – Guiding the Social & Emotional Development of Gifted/Talented Learners 3 credit hours**

This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling, and principles and strategies of intervention.

**TESE 472 – Strategies for Teaching Students with Intellectual Disabilities 2 credit hours**

The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 471 and TESE 473.

**TESE 473 – Teaching Students with Multiple Disabilities 2 credit hours**

The course is designed to prepare future educators to provide services for individuals with multiple disabilities. Emphasis will be placed on interventions for life skills, communication, and academics. In addition, future educators will gain knowledge on issues of mobility and positioning which will enhance a child's ability to reach their full potential. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 471 and TESE 472.

**TESE 474 – Field Experience 0.5 credit hours**

The course is designed to provide practical application of learned skills. Students will be placed in a special education classroom for a total of twenty-five clock hours. Students will develop and implement lesson plans and a behavior change plan.

Prerequisite: Coerequisite: TESE 475.

**TESE 475 – Secondary Special Education Strategies and Transition 3 credit hours**

This course is designed to address the instructional needs of secondary students with high-incidence disabilities in the inclusive classroom in order to foster a successful transition to the post-secondary world. Focus areas will include transition planning, implementing accommodations and modifications, co-teaching and inclusive teaching methods, self-advocacy, and evaluation methods and accommodations. Students will apply their knowledge through the development and implementation of inclusive lessons and assessments.

Prerequisite: Admission to Teacher Education Program and TESE 462.

Corequisite: TESE 474.

**TESE 476 – Transitional Issues for Individuals with Disabilities 2 credit hours**

This course provides instruction and guidance in assessment planning and to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition experience.

Prerequisite: Admission to Teacher Education Program.

**TESE 479 – Teaching Social Skills to Students with Autism Spectrum Disorder 3 credit hours**

This course is designed to provide students with the knowledge and skills to teach social skills. Students will be exposed to various social skill programs presently on the market that have been designed for students with special needs. The development of social stories and social scripts will be emphasized. Students will apply their knowledge of lesson plan development in the development of age appropriate social skills lessons.

**TESE 487 – Teaching Functional Academics to Individuals with Exceptional Needs 2 credit hours**

This course is designed to provide students with strategies and interventions to enable the instruction of functional academics for students with exceptional needs. Students will be exposed to techniques for initial instruction in reading, math, and written language emphasizing real-life application. Experiences will include adapting general standards and curriculum and applying them to meet IEP functional goals and objectives.