

# SPECIAL EDUCATION COLLABORATIVE TEACHER (SPE)

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## **SPE 500 Survey Course in Special Education (3)**

Foundations of Collaborative Education as well as various areas of exceptionality including cognitive impairments, behaviorally disordered, multiple disabled, learning disabled, gifted and talented, hearing impaired, visually impaired, autism spectrum disorder, speech and language disordered, and early education for students with disabilities.

## **SPE 509 Data Analysis K-12 (3)**

Use of technology to support collection, organization, and presentation of classroom assessment data. Emphasis on summarizing, describing, presenting, and interpreting data to facilitate decision-making for students with various disabilities.

## **SPE 512 Methods & Materials Mild Disabilities K-12 (3)**

Prerequisite(s): SPE 502.

Advanced discussion of how mild disabilities affect academics and behavior; current methods for teaching and training individuals from kindergarten through graduation.

## **SPE 520 Technology for SPE (3)**

Specialized applications of classroom technology to support UDL and RTI for students with disabilities with diverse learning needs.

## **SPE 521 Collaborative Reading/Math Strategies (3)**

Strategies for identifying problems and planning instruction to remediate reading and/or math problems.

## **SPE 522 Assessment of Special Populations (3)**

Focuses on the evaluation process, related strategies and instruments designed to facilitate decision-making for students with various disabilities.

## **SPE 524 Methods and Strategies for Learning and Behavior (3)**

Introduction of collaborative co-teaching models, strategies for creating an inclusive environment, and individual educational/instructional planning.

## **SPE 525 Collaborative Math Strategies (3)**

Strategies for identifying problems and planning instruction to remediate math problems.

## **SPE 526 Methods of Autism Spectrum Disorder (3)**

This is a weekly seminar that focuses on Autism Spectrum Disorder. It consists of a series of seminars on major topics related to ASD such as: historical timeline, diagnosis and assessment, advocacy, current research and statistics, behavioral interventions, classroom supports and services, transition and it covers the lifespan.

## **SPE 527 Methods and Materials Severe Disabilities K-12 (3)**

Methods for teaching students with moderate to severe disabilities including hands-on experiences, career education, transition, AAA assessment, and lesson planning to teach life skills.

## **SPE 528 Methods and Materials Mild Disabilities K-12 (3)**

Advanced discussion of how mild disabilities affect academics and behavior. Emphasis on current methods for teaching and training individuals from kindergarten through high school.

## **SPE 529 Collaborative Teaching for Secondary Classrooms (3)**

Prerequisite(s): SPE 300 or 500, SPE 554 and SPE 524.

Corequisite(s): SPE 555, SPE 580.

Requires Teacher Education Program eligibility. This course is designed to provide teacher candidates with an understanding of collaborative and co-teaching models in the secondary classroom setting. Theories of neurodiversity, secondary course content standards, and student engagement techniques will be presented.

## **SPE 532 Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3)**

Requires Teacher Education Program eligibility. The purpose of this course is to provide an introduction to collaborative co-teaching models, theories of exceptionalities and methods for gifted enrichment. The course is designed for general or special education classroom teachers and education professionals.

## **SPE 533 Applied Behavior Analysis in SPE (3)**

Requires Teacher Education Program eligibility. Practical approach to applied behavior management through demonstration and application of frequently employed models of classroom intervention.

## **SPE 535 Formative and Summative Assessment (3)**

Requires Teacher Education Program eligibility. Use of technology to support collection, organization, and presentation of formative and summative classroom and student assessment data with emphasis on summarizing, describing, presenting, and interpreting data to facilitate decision-making for K-12 students with various disabilities.

## **SPE 536 Methods for Severe Disabilities (3)**

Prerequisite(s): SPE 300 or 500, SPE 524 and SPE 554.

Corequisite(s): SPE 565.

Teacher Candidates will develop plans and skills that allow them to teach and interact with individuals in need of ongoing support in more than one major life activity. This includes integration into community settings and learning to enjoy a quality of life comparable to other with less or no disabilities. Supporting skills for communication, self-care, independent living, employment, and self-sufficiency will also be addressed.

## **SPE 537 Collaborative Teaching (3)**

Prerequisite(s): SPE 300 or 500, SPE 524, and SPE 554.

Corequisite(s): RDG 543 and SPE 564.

This course provides teacher candidates with strategies for meeting the needs of students with mild disabilities in inclusive settings, including general and special education classrooms. Includes theories of collaboration, models of co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.

## **SPE 551 Practicum in Mild Disabilities K-12 (3)**

Prerequisite(s): A passing score on the appropriate Praxis II, permission of instructor, successful completion of SPE 509, 510, 528, 520, 521, and 533.

Practical teaching experiences in all public school core general education curriculum areas, as well as communication, social behavior, and transition skills.

## **SPE 554 Medical, Legal, and Ethical Aspects of SPE (3)**

Preparation of candidates for professionalism, advocacy, and knowledge of medical, legal, and ethical aspects of students with disabilities within the classroom settings.

**SPE 555 Mathematics Strategies for Collaborative Special Education (3)**

Prerequisite(s): SPE 300 or 500, SPE 524 and 554.

Requires Teacher Education Program eligibility. The purpose of this course is to acquaint students with materials and methods in the teaching of mathematics concepts and processes based on the Standards developed by the National Council of Teachers of Mathematics, Common Core State Standards and the new "Standards-based" curricula. Specific strategies for struggling mathematics learners will be presented. SPE 555 is cross-listed with EED 511 and only one course will count as credit.

**SPE 563 Practicum in Severe Disabilities K-12 (3)**

Prerequisite(s): A passing score on the appropriate Praxis II, permission of instructor, successful completion of SPE 509, 510, 528, 520, 521, and 533.

Practical teaching experiences with students who have intellectual and adaptive behavior scores in the significant cognitive disability range served in a self-contained classroom for students with severe disabilities.

**SPE 564 Practicum in Mild Methods K-12 (3)**

Prerequisite(s): SPE 300 or 500, SPE 524 and SPE 554.

Corequisite(s): SPE 537 and RDG 543.

This field experience provides teacher candidates opportunities to observe, analyze, and apply concepts and theories in the K-12 mild setting. Teacher candidates will integrate co-teaching, foundations reading, and principles of collaboration within the classroom environment. Requires Teacher Education Program eligibility.

**SPE 565 Practicum in Severe Methods K-12 (3)**

Prerequisite(s): SPE 300 or 500, SPE 524 and SPE 555.

Corequisite(s): SPE 536.

This clinical experience provides Teacher Candidates opportunities for application of theory and methods in severe education settings. Requires Teacher Education Program eligibility.

**SPE 566 Practicum in Collaborative Special Education K-6 (3)**

Field experiences working with students in a special education setting K-6. In the field experiences, the candidate is required to collaborate with professionals to build successful learning experiences for special education students in mild or severe settings. The SPE practicum coursework and related field experiences will prepare candidates to teach in all core general education curriculum areas, as well as communication, social behavior, job competency, and life skills.

**SPE 567 Practicum in Collaborative Special Education 6-12 (3)**

Field experiences working with students in a special education setting 6-12. In the field experiences, the candidate is required to collaborate with professionals to build successful learning experiences for special education students in mild or severe settings. The SPE practicum coursework and related field experiences will prepare candidates to teach in all core general education curriculum areas, as well as communication, social behavior, job competency, and life skills.

**SPE 570 Action Research in SPE (3)**

This course will be the culminating experience in the program. Candidates will conduct an action research project in their practicum/ internship placement on either an individual student or the entire class. Candidates will be required to write up the research project for possible submission and present the project to the SPE Graduate Faculty.

**SPE 580 Practicum in 6-12 Mild (2)**

Prerequisite(s): SPE 300 or 500, SPE 524 and SPE 554.

Corequisite(s): SPE 529 and SPE 555.

Requires Teacher Education Program eligibility. This clinical experience provides Teacher Candidates opportunities to observe, analyze, and apply concepts and theories in collaborative settings. Teacher Candidates in this practicum will participate in Transition University along with appropriate school settings.

**SPE 584 Practicum in Severe Disabilities, K-6 (3)**

Prerequisite(s): SPE 560, SPE 561, SPE 533, permission of the instructor, and a passing score on the appropriate PRAXIS II examination is required prior to taking this course.

Designed to provide 120-150 practicum hours applying previously learned skills in assessing and teaching students with severe disabilities of learning and behavior. Classroom placement will be in an accredited public school classroom for students with severe disabilities at the K-6 level. Offered Spring semester only.

**SPE 585 Practicum in Severe Disabilities, 6-12 (3)**

Prerequisite(s): SPE 560, SPE 561, SPE 533, permission of the instructor, and a passing score on the appropriate PRAXIS II examination is required prior to taking this course.

Designed to provide 120-150 practicum hours applying previously learned skills in assessing and teaching students with severe disabilities of learning and behavior. Classroom placement will be in an accredited public school classroom for students with severe disabilities at the 6-12 level. Offered Spring semester only.

**SPE 586 Practicum in Severe Disabilities (3)**

Prerequisite(s): SPE 560 and SPE 561 or SPE 562, and a passing score on the appropriate PRAXIS II exam is required prior to taking this course. experience provides a vehicle for discussing current practical issues and teaching strategies as they apply to existing problems in the teacher's classroom setting.

Supervised classroom teaching experience through on-site observation, as well as related assignments and seminars for graduate students in an actual teaching situation; experience provides a vehicle for discussing current practical issues and teaching strategies as they apply to existing problems in the teacher's classroom setting.

**SPE 617 Advanced Strategies for Students with Disabilities-Elementary Level (3)**

Prerequisite(s): SPE 300/500.

This course is designed to present specialist students with preparation in learning, reading, writing, note taking, math, social skills, content, and transition strategies for persons at the elementary level.

**SPE 618 Advanced Strategies for Students with Disabilities-Secondary Level (3)**

Prerequisite(s): SPE 300/500.

This course is designed to present specialist students with preparation in learning, reading, writing, note taking, math, social skills, content, and transition strategies for persons at the secondary level.

**SPE 620 Curriculum Development Seminar in Special Education (3)**

Individual student review and development of curriculum in special education field of interest; analysis of principles of early and present curricula and validity of prevailing practice.

**SPE 624 Writing for Professional Publication (3)**

Refine and develop professional writing skills.

**SPE 661 Advanced Research and Practices of Severe Disabilities, K-6 (3)**

Prerequisite(s): SPE 560.

Advanced study of methodologies, materials, and management techniques for students with severe physical, mental, and medical developmental disabilities K-6th grade. The purpose is to enhance the capacity of teachers as creative decision makers who are committed to and capable of facilitating student learning in appropriate settings.

**SPE 662 Advanced Research and Practices of Severe Disabilities, 6-12 (3)**

Prerequisite(s): SPE 560.

Advanced study of methodologies, materials, and management techniques for students with severe physical, mental, and medical developmental disabilities 6th-12th grade. The purpose is to enhance the capacity of teachers as creative decision makers who are committed to and capable of facilitating student learning in appropriate settings.

**SPE 684 Advanced Practicum in Special Education Collaborative Teacher K-6 (3)**

Prerequisite(s): SPE 524, SPE 534, SPE 516, SPE 560, SPE 533, SPE 617, and a passing score on the appropriate Praxis II examination prior to beginning the practicum.

This practicum is for EdS candidates who have a master's level teacher certification in an area other than Collaborative Teacher/Special Education. Time will be spent in both a mild to moderate classroom setting as well as a severe disabilities classroom at the K-6 level.

**SPE 685 Adv Prac SPE Coll Teacher 6-12 (3)**

Prerequisite(s): SPE 525, SPE 534, SPE 516, SPE 560, SPE 533, and SPE 618 and a passing score on the appropriate Praxis II examination prior to beginning the practicum.

This practicum is for EdS candidates who have a master's level teacher certification in an area other than Collaborative Teacher/Special Education. Time will be spent in both mild to moderate classroom setting as well as a severe classroom at a 6-12 level.