

SPECIAL EDUCATION (SPE)

SPE 300 Survey of Exceptional Children and Youth (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 330 Assessment of Teaching and Learning (3)

Corequisite(s): SPE 338, SPE 341, and SPE 427.

Introduction to assessment, techniques appropriate in evaluating teaching/learning of exceptional students, legal considerations and development of Individualized Educational Programs. Requires Teacher Education Program eligibility.

SPE 331 Special Education Administrative Processes (3)

Corequisite(s): SPE 340, SPE 348, and RDG 343.

Administrative processes for special education including Mastering the Maze, planning for classroom, Individualized Education Planning, Lesson Planning, SETS training, Introduction of Behavior Intervention Plans and Transition Plans. Requires Teacher Education Program eligibility.

SPE 332 Medical, Legal, & Ethical Issues (3)

This course will cover federal laws, rules, and regulations governing and/or impacting on programs for exceptional students, litigation cases that have impact on individual with exceptionalities, interdisciplinary collaboration with health care professionals and other agencies, the role other disciplines and agencies play in meeting the needs of children with exceptionalities, the needs and management techniques for students who have communicable diseases and medical diagnosis or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning, medications, administration of medications, and school healthcare procedures, and professionalism and ethics in teaching individuals with exceptionalities. May be taken prior to achieving Teacher Education Program eligibility.

SPE 334 Educational and Assistive Technologies (3)

Corequisite(s): SPE 330, SPE 338, and SPE 341.

This course is designed to examine the many accessibility features within a computer as well as hand held devices. This course will also cover how to utilize accessibility features and applications to meet individual student needs within the school setting. Requires Teacher Education Program eligibility.

SPE 335 Diversity and Culturally Responsive Teaching (3)

This course will center on the necessity of culturally responsive teaching beginning with the preparation of the prospective teacher. Students will determine the importance of including students' cultural references in all aspects of teaching while continually examining their own. There will be an emphasis on cultural and linguistic diversity and exceptionally. May be taken prior to Teacher Education Program eligibility.

SPE 336 Clinical Observation of Special Education K-12 (1)

Prerequisite(s): SPE 300.

Corequisite(s): SPE 334, SPE 338, SPE 339, and SPE 341.

Clinical Observation. In school observation of special education classrooms and inclusive general education classrooms for students with mild and severe disabilities. Requires Teacher Education Program eligibility.

SPE 337 Collaboration Process for the Elementary Inclusive Classroom (3)

Prerequisite(s): SPE 300.

Corequisite(s): RDG 343, SPE 330, SPE 331, and SPE 340.

Strategies for meeting educational needs of students with mild disabilities in elementary inclusive general education classrooms or special education classrooms. Includes collaboration, co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.

SPE 338 Collaborative Math (3)

Corequisite(s): SPE 330, SPE 341, and SPE 427.

This course focuses on strategies for math instruction for students with disabilities in K-12 general education and special education classrooms. Requires Teacher Education Program eligibility. SPE 338 is cross-listed with EED 341.

SPE 339 Collaborative Processes in the Secondary Classroom (3)

Prerequisite(s): SPE 300.

Corequisite(s): SPE 334, SPE 336, SPE 338, SPE 341.

This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards and how to plan neurodiversity within the inclusive secondary classroom. Requires Teacher Education Program eligibility.

SPE 340 Practicum in Mild Disabilities K-6 (3)

Corequisite(s): SPE 331, SPE 348, and RDG 343.

Directed experiences in observation and participation in special education classrooms and general education classrooms (K-6) with students with mild disabilities. Requires Teacher Education Program eligibility.

SPE 341 Practicum in Mild Disabilities 6-12 (3)

Prerequisite(s): SPE 340.

Corequisite(s): SPE 330, SPE 338, and SPE 427.

Directed experiences in observation and participation in special education classrooms and inclusive general education classrooms (6-12) with students with mild disabilities. Requires Teacher Education Program eligibility.

SPE 348 Collaboration in Elementary and Secondary (3)

Prerequisite(s): SPE 300.

Corequisite(s): RDG 343, SPE 331 and SPE 340.

Strategies for meeting the educational needs of students with mild disabilities in elementary and secondary inclusive general education classrooms or special education classrooms. Includes collaboration, co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.

SPE 349 Collaboration in the Secondary Classroom (3)

This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards and how to plan for neurodiversity within the inclusive secondary classroom.

SPE 387 Sign Language and Deafness I (3)

Introduces major sign systems used by the deaf. Students acquire basic sign vocabulary of 750 words and idiomatic expressions.

SPE 388 Sign Language and Deafness II (3)

Prerequisite(s): SPE 387 or approval of instructor.

Continues acquisition of sign vocabulary and focuses on development of ASL and Pidgin skills.

SPE 423 Methods for Severe Disabilities (3)

Corequisite(s): RDG 305, SPE 426, and SPE 442.

This course will include accommodations and modifications to the instructional program to assist students with severe disabilities to succeed. Topics covered will include assistive technology, self-contained and resource room models, extended standards, task analysis, physical management, lifting, wheel chair maintenance, ambulation, positioning, and communication skill development, including AAC. Requires Teacher Education Program eligibility.

SPE 425 Methods for Autism Spectrum Disorder (3)

Prerequisite(s): SPE 300.

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. Requires Teacher Education Program eligibility.

SPE 426 Augmentative and Alternative Communication (3)

Corequisites: RDG 305, SPE 423, and SPE 442. Instruction of classroom strategies for teaching communication skills to students with low-incidence disabilities. Included will be how to assess existing communication abilities of students with severe disabilities, and instruction on how to integrate use of aided and unaided augmentative and alternative communication (AAC) to include finger spelling, sign language, gestures, body language (total communication), augmentative and alternative communication systems and voice output communication aids (VOCAS), both low-tech and high-tech. Requires Teacher Education Program eligibility.

SPE 427 Behavior and Classroom Management (3)

Corequisite(s): SPE 330, SPE 338, and SPE 341.

Examines inclusive teaching, planning for neurodiversity in the classroom, behavior management, applied behavioral analysis, functional assessment, positive behavioral support and behavior intervention. Requires Teacher Education Program eligibility.

SPE 440 Practicum in Severe Disabilities K-6 (2)

Prerequisite(s): SPE 300 and Requires Teacher Education Program eligibility.

Corequisite(s): SPE 423, SPE 426, SPE 427 and SPE 441.

Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities. Seminars will be held in conjunction with this course.

SPE 441 Practicum in Severe Disabilities 6-12 (2)

Corequisite(s): SPE 423, SPE 426, SPE 427, and SPE 440.

Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities in secondary school settings. Seminars will be held in conjunction with this course. Requires Teacher Education Program eligibility.

SPE 442 Practicum in Severe Disabilities K-12 (3)

Corequisite(s): RDG 305, SPE 423, and SPE 426.

Directed experiences with K-12 students in self-contained special education classrooms designed for severe disabilities. Requires Teacher Education Program eligibility.