

SPECIAL EDUCATION TEACHER APPROVAL COURSE DESCRIPTIONS

SPE 501 (3 Sem. Hr.) - *Characteristics and Classroom Adaptations for Learners with Mild Disabilities*

The graduate student will learn the basic characteristics of students with mild disabilities (learning disabilities, behavioral disabilities, cognitive disorders and health impairments) and classroom accommodations/modifications that may help those students succeed in the general classroom. The graduate student will also gain knowledge of the historical basis of inclusion.

SPE 502 (3 Sem. Hr.) – *Instructional Delivery for Pre-K through 6th Grade:*

The student will learn evidenced-based instructional strategies. These strategies will provide access to the general curriculum for Pre-K through grade six students with disabilities through inclusion and/or modified curriculum.

SPE 502A (1 Sem. Hr.) – *Field Experience (Concurrent enrollment with SPE 502)*

Placement will be in a supervised PK-6 setting with students who have diverse needs and abilities. Field Experience will include a review of records for an individual student anonymously identified. Students will develop resources for evidence-based practices and have opportunities to implement and reflect upon their experience with the practices(s). The culminating activity for each graduate student will include a lesson taught to the class which focuses on a targeted skill deficit identified from the record review.

SPE 503 (3 Sem. Hr.) – *Instructional Delivery for Secondary Students:*

The graduate student will learn evidence-based instructional strategies. These strategies will provide access to the general curriculum for secondary students (7th – 12th) with disabilities through inclusion and/or modified curriculum.

SPE 503A (1 Sem. Hr.) – *Field Experience (Concurrent enrollment with SPE503)*

Placement will be in a supervised 7-12 setting with students who have diverse needs and abilities. Field Experience will include a review of records for an individual student anonymously identified. Students will develop resources for evidence-based practices and have opportunities to implement and reflect upon their experience with the practices(s). The culminating activity for each graduate student will include a lesson taught to the class which focuses on a targeted skill deficit identified from the record review.

SPE 504 (4 Sem. Hr.) – *Diagnosis and Evaluation of Students with Disabilities*

Graduate students in the class will become familiar with the basic concepts and procedures relating to assessment in the field of special education. Various testing approaches, such as achievement, diagnostic, curriculum based, norm referenced, and intellectual, will be covered. The graduate student will learn to administer and interpret many of the assessments that are reviewed. Graduate students will demonstrate the ability to share information at a simulated I.E.P. Meeting.