

SPECIAL EDUCATION (SPE)

SPE 205: Inclusion, Consultation, and Collab for Meaningful Access to Curr. (3 credits)

This course examines best practices for teaching children preschool through secondary with disabilities in inclusive settings. The focus is on identifying and adapting for students' instructional and social emotional needs utilizing the Massachusetts Curriculum frameworks. Topics include: educational terminology; team teaching and collaboration; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; reasonable accommodations; teaching techniques; behavior and classroom management strategies; social and emotional learning; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; and ways to prepare and maintain students in general education; relationship of related services and family members, and assessment strategies for team effectiveness and student learning.

SPE 210: Managing Challenging Behaviors (3 credits)

Students will apply a process of case study analysis to situations involving students with behavioral challenges, including Autism, in PreK through 12 settings, with a focus on preparing teachers to work effectively in inclusionary education and understanding both the federal and state laws in special education. Basic principles and approaches for the effective management of behavior, as well as addressing the social and emotional needs for learners with special needs in multicultural settings, will be discussed. Topics include educational terminology; preventive discipline in classroom environments; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; ways to prepare and maintain students in general education; social-emotional learning and support; behavioral principles for effective implementation, including reinforcement procedures, token economy procedures, stimulus control procedures and other forms of prompting, self-management procedures; and augmentative and assistive technologies.

SPE 510: Managing Challenging Behaviors (3 credits)

Students will apply a process of case study analysis to situations involving students with behavioral challenges, including Autism, in PreK through 12 settings, with a focus on preparing teachers to work effectively in inclusionary education and understanding both the federal and state laws in special education. Basic principles and approaches for the effective management of behavior, as well as addressing the social and emotional needs for learners with special needs in multicultural settings, will be discussed. Topics include educational terminology; preventive discipline in classroom environments; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; ways to prepare and maintain students in general education; social-emotional learning and support; behavioral principles for effective implementation, including reinforcement procedures, token economy procedures, stimulus control procedures and other forms of prompting, self-management procedures; and augmentative and assistive technologies.

SPE 515: Foundations for Promoting Inclusive Schools (3 credits)

Students focus on the historical, philosophical, legal, and ethical perspectives of educational services for learners with disabilities and services offered by outside agencies, including vocational, work study, and transitioning options. The focus is on designing or modifying curriculum; identifying and adapting for students' instructional needs utilizing the Massachusetts Curriculum Frameworks. Because legislation and subsequent litigation, related to the education of children and youths with disabilities has become increasingly specific and mandatory, this course will review relevant federal and state special education law and how it applies to the education of students with special needs; educational terminology; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; preparing, implementing, and evaluating IEPs; ways to prepare and maintain students in general education; techniques for developing skills to facilitate placement in the least restrictive environment; and current models and best practices in public school settings.

SPE 520: Learners with Special Needs (3 credits)

This course provides an overview of the types of disabilities in learners' preschool through the secondary level according to federal and state laws in special education. Emphasis on techniques to promote and maintain the successful inclusion of diverse learners within general educational settings will be covered. In-depth topics include the following: The teaching of Math and English Language Arts, including designing and modification of curriculum; Implementing and evaluating Individual Education Plans (IEPs); Developing and implementing interventions and instructional strategies for diverse learners; Theories of child development; Supporting social and emotional development; Educational terminology utilized with students with special needs; Understanding collaborative partnerships with families; Collaborative partnerships with families; and Working with community and outside agency resources. Additional topics to be covered: best practices for implementing Assistive Technology across the school environment; and, the appropriate use of augmentative and alternative communication and other assistive technologies. At least 10 hours of instruction covering the teaching of mathematics and at least 10 hours of instruction covering the teaching of English Language Arts are delivered in this course.

SPE 523: Practicum Severe Disabilities PreK-2 and Curriculum Seminar I (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-2) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. The seminar component is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that instructors can help Teacher Candidates develop communicative competence. Special attention is given to curriculum content and understanding the characteristics and instructional implications of moderately and severely disabling conditions.

SPE 524: Practicum Moderate Disabilities PreK-2 and Curriculum Seminar I (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-2) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. The seminar component is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that instructors can help Teacher Candidates develop communicative competence. Special attention is given to curriculum content and understanding the characteristics and instructional implications of moderately and severely disabling conditions.

SPE 525: Foundations of Literacy I: Dev & Su pp Literacy Across the Grade Levels (3 credits)

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the Massachusetts Curriculum Frameworks and techniques for developing skills to facilitate placement in the least restrictive environment. Topics include the teaching of reading; expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, educational terminology; theories of language development; design and modification of curriculum and intervention programs for success in reading for all levels. Focus on identifying and developing appropriate multisensory structured language strategies including knowledge of theories, programs and practices, phonemic awareness, phonics, and vocabulary development, use of formal and informal assessments; and ways to prepare and maintain students in general education. At least 10 hours of instruction covering the teaching of reading are delivered in this course.

SPE 526: Foundations of Literacy II: Literacy Across the Content Areas (3 credits)

This course explores the role of literacy across the content areas, emphasizing strategies for integrating reading, writing, speaking, listening, and critical thinking skills in diverse disciplines. This course examines research-based instructional methods, culturally relevant pedagogy, and curriculum literacy practices to support literacy development in mathematics, science, social studies, and other subject areas. Special attention is given to disciplinary literacy, differentiation for diverse learners, and strategies for fostering engagement with complex texts. This course prepares individuals with the knowledge, skills, and tools to integrate literacy instruction seamlessly into the content areas, ensuring students become proficient readers, writers, and thinkers across all disciplines.

SPE 527: Practicum Severe Disabilities All Levels and Curriculum Seminar I (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. The seminar component is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that instructors can help Teacher Candidates develop communicative competence. Special attention is given to curriculum content and understanding the characteristics and instructional implications of moderately and severely disabling conditions.

Prerequisite: SPE 555

SPE 528: Practicum Moderate Disabilities Pre K-8 and Curriculum Seminar I (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. The seminar component is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that instructors can help Teacher Candidates develop communicative competence. Special attention is given to curriculum content and understanding the characteristics and instructional implications of moderately and severely disabling conditions.

Prerequisite: SPE 555

SPE 529: Practicum Moderate Disabilities 5- 12 and Curriculum Seminar I (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. The seminar component is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that instructors can help Teacher Candidates develop communicative competence. Special attention is given to curriculum content and understanding the characteristics and instructional implications of moderately and severely disabling conditions.

Prerequisite: SPE 555

SPE 530: Curriculum Design and Assessment (3 credits)

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the Massachusetts Curriculum Frameworks and techniques for developing skills to facilitate placement in the least restrictive environment. Topics include the teaching of reading; expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, educational terminology; theories of language development; design and modification of curriculum and intervention programs for success in reading for all levels. Focus on identifying and developing appropriate multisensory structured language strategies including knowledge of theories, programs and practices, phonemic awareness, phonics, and vocabulary development, use of formal and informal assessments; and ways to prepare and maintain students in general education. At least 10 hours of instruction covering the teaching of reading are delivered in this course.

SPE 531: Teaching and Assessing Students with Severe Disabilities (3 credits)

This course is intended to give students the knowledge base to understand the characteristics and instructional implications of severely disabling conditions in order to provide challenging and comprehensive instruction designed to help students make progress against state and local standards, as well as individual needs related to disability. This course will also cover strategies for collaboration and consultation with other caregivers and professionals, including transition to post-secondary education activities. In addition, this course will cover certain components of the IEP process such as summary writing of findings in given assessments, goal writing and transition planning, necessary to provide free and appropriate public education (FAPE) and entry into the adult services system.

SPE 532: Applying Universal Design for Learning in the Classroom (3 credits)

The course will provide background on Universal Design for Learning (UDL) and will support participants in their efforts to create universally designed lessons that include all students in general education classrooms. Course content will include the principles of the UDL framework and their alignment with Common Core goals and standards.

SPE 533: Practicum Severe Disabilities PreK-2 and Curriculum Seminar II (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-2) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. Seminar Component Curriculum II Science/ Technology/Engineering/Math: This course teaches methods essential to effective K-2 STEM instruction by focusing on current research, standards-based instruction, and individual needs of diverse student populations.

SPE 535: Practicum Moderate Disabilities PreK-2 and Curriculum Seminar II (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-2) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. Seminar Component Curriculum II Science/ Technology/Engineering/Math: This course teaches methods essential to effective K-2 STEM instruction by focusing on current research, standards-based instruction, and individual needs of diverse student populations.

SPE 537: Practicum Severe Disabilities All Levels and Curriculum Seminar II (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. Seminar Component: Curriculum II Science/Technology/Engineering/Math: This course teaches methods essential to effective K-12 STEM instruction by focusing on current research, standards-based instruction, and individual needs of diverse student populations.

Prerequisite: SPE 527

SPE 538: Practicum Moderate Disabilities PK- 8 and Curriculum Seminar II (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. Seminar Component: Curriculum II Science/Technology/Engineering/Math: This course teaches methods essential to effective K-12 STEM instruction by focusing on current research, standards-based instruction, and individual needs of diverse student populations.

Prerequisite: SPE 528

SPE 539: Practicum Moderate Disabilities Moderate 5-12 and Curriculum Sem. II (6 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766-approved school with learners with moderate or severe disabilities from September to June. It requires papers and attendance at bi-weekly seminars. Practicum hours begin at the beginning of September. Seminar Component: Curriculum II Science/Technology/Engineering/Math: This course teaches methods essential to effective K-12 STEM instruction by focusing on current research, standards-based instruction, and individual needs of diverse student populations.

Prerequisite: SPE 529

SPE 540: Research in Education (3 credits)

Applied research methodologies, including case analysis, action research, and survey research will be investigated to enable educators to become consumers of available research and to conduct appropriate research projects focusing on the application of programmatic coursework to improving school/community-based curriculum and instruction.

SPE 541: Working with Students with Mental Health Issues in our Public Schools (3 credits)

As inclusion practices become more and more the norm, we find that placement in the least restrictive environment puts children with significant emotional issues in the classroom. Many children are reporting to school with unresolved personal, emotional, mental health and family problems. This course will provide an overview of the scope of mental health issues as they relate to school-aged children and adolescents and their families.

SPE 543: Teaching of Writing (3 credits)

Designed to provide educators with the information necessary to teach all students, this course focuses on the current research on evidence-based writing strategies and programs. Participants will identify and engage in instructional methods for supporting struggling writers. Exposure to assistive technology, assessment, and the arts will be explored as ways to increase and support writing outcomes for all students.

SPE 544: Mathematics Content and Applications (3 credits)

An in-depth examination of elementary mathematics content and applications as viewed through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of numbers and operations; functions and algebra; geometry and measurement; and statistics and probability as appropriate to deep understanding and excellence in pedagogical practice.

SPE 545: Mathematics Content and Applications for PreK-2 (3 credits)

An in-depth examination of early childhood mathematics content and applications as viewed through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of PreK-2 basic number sense and numeration, patterns and functions, geometry and measurement, data analysis, numbers and operations, functions and algebra, geometry and measurement, and statistics and probability to deep understanding and excellence in pedagogical practice.

SPE 546: Teaching Children with Autism Spectrum Disorders (3 credits)

This course focuses on students with autism and examines the variety of exceptionalities and special needs of these children. Each criteria listed in the DSM-V will be examined in addition to neurobiological, psychological, educational, social, and emotional factors. Students will be exposed to a range of specialized and individualized instructional strategies and supports for students with Autism, including development of social and emotional skills and strategies for successful inclusion.

SPE 547: Structure of Language Part I: Phonology, Orthography, Morphology (3 credits)

This course is designed to give participants a working knowledge of phonetics, phonology, orthography, and morphology - the building blocks for effective teaching of word recognition, vocabulary, and spelling - and insight into the difficulties of children with decoding and encoding problems.

SPE 548: Reading and Language Arts for English Language Learners (3 credits)

The course focuses on current theories and their applications related to the teaching of ELLs. This course is designed to promote continuous improvement in educator practice, and to build teachers' confidence and familiarity with research-proven practices for working with ELLs. This course is made up of two modules: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom and B) Academic Language and Literacy Development in the SEI Classroom. Students are only endorsed for SEI if they complete an initial first teacher licensure program at Bay Path University.

SPE 552: Advocacy, Collaboration and Problem Solving for Students with Autism (3 credits)

This course will explore the importance of communication and collaborative practices between all members of the education team as a means of problem-solving and advocating for students with Autism. Students will be exposed to research-based teaching practices, programming, social emotional development and supports, and cooperative practices in order to promote success for the student with Autism. Students will acquire tools to participate effectively in cross-disciplinary teams and to collaborate with families of students with autism and have the opportunity to reflect about collaborating with families when developing and implementing educational programs.

SPE 555: Pre-Practicum (0 credits)

The seminar is a competency-based course that is part of the Programs in Special Education leading to licensure in Massachusetts. The seminar is designed to ensure that Teacher Candidates understand the requirements of the practicum and is placed in an appropriate setting. During this course, teacher candidates complete: 80 hours of a pre-practicum field-based experience; complete their first observation; and conduct their first three-way meeting as aligned with the requirements of the Massachusetts Candidate Assessment of Performance (CAP). Attendance at bi-weekly seminars is required during the pre-practicum experience.

SPE 556: Supporting Comm. and Social Development for Students with Autism (3 credits)

This course will explore various research-based strategies for developing and increasing communicative outputs and socialization for students with Autism. Students will become familiar with the theoretical foundations of socialization and communication. Students will engage in techniques for developing social communication for students with Autism, including the use of augmentative communication, as well as assistive technology options, and social skills curriculums.

SPE 557: Practicum Severe Disabilities (Level: ALL) (3 credits)

Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with severe disabilities from September to June. Requires papers and attendance at bi-monthly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisite: Eligibility for Initial license in Severe Disabilities (Level: All), and successful completion of SPE 554 and SPE 555.

SPE 558: Practicum Moderate Disabilities (PreK-8) (3 credits)

Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with moderate PreK-8 disabilities from September to June. Requires papers and attendance at bi-monthly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisite: Eligible for Initial license in Moderate Disabilities (PreK-8), and successful completion of SPE 554 and SPE 555.

SPE 559: Practicum Moderate Disabilities (3 credits)

Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with Moderate 5-12 disabilities from September to June. Requires papers and attendance at bi-monthly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisite: Eligibility for Initial license in Moderate Disabilities (5-12), and successful completion of SPE 554 and SPE 555.

SPE 562: Field-Based Practicum and Seminar Autism Endorsement (3 credits)

Students will complete their 150 hour practicum (75 hours within an inclusive setting with students with Autism AND a minimum of 75 hours of experience in any type of school setting working with students with Autism). In addition, during the seminar portion of this course students will discuss and reflect upon their 150 field-based experience working with autistic students. Students will discuss appropriate curriculum, pedagogy, subject matter knowledge, and critical issues in supporting autistic students in the inclusive setting as well as other educational settings.

Prerequisite: SPE 511, SPE 546, SPE 552, and SPE 556

SPE 572: Foundations of Transition: Policies and Best Practices (3 credits)

The course provides individuals with an overview of transition planning, services, and supports. Historical legal foundations are highlighted along with the rights and responsibilities of the individual, families, and community agencies in the transition planning. Individuals will be exposed to the domains of successful transition, including employment, community involvement and continuous learning. Best practices in transition planning and implementation will be explored in depth.

SPE 573: Transition Assessment, Planning, and Programming (3 credits)

Within this course individuals are exposed to planning, administering, and analyzing age-appropriate, culturally-responsive, and individualized assessments. IDEIA transition assessment requirements will be explored. Individuals will practice using assessment data to plan appropriate transition programming for students with disabilities.

**SPE 574: Individualized Transition Planning: Person-Centered Planning
(3 credits)**

This course exposes the individual to best practices in postsecondary education, integrated employment, independent living, and community participation. Individuals will practice identifying social skills training options, positive behavioral supports, assistive technology as related to transition goals, and strategies for developing self-determination skills across all settings.

SPE 575: Transition Supports: Effec Collab Between Schools and Cmty Agencies (3 credits)

Within this course, individuals will be exposed to collaboration strategies for active participation of students and families in IEP development, transition education and services, and support networks. This importance of developing partnerships with employers, institutes of higher education, public agencies, and community service agencies will be explored. Individuals will realize the critical importance of providing technical assistance and professional development to school personnel.

SPE 576: Field-Based Practicum & Seminar for Transition Specialist Endorsement (3 credits)

Students will complete their 150-hour practicum (100 hours must be completed in a Massachusetts public school, approved private special education school, educational collaborative AND 50 hours of the remaining field-based hours completed in a community-based center). In addition, during the seminar portion of this course students will discuss and reflect upon their 150 field-based experience working with students with disabilities in relation to transition planning and services. Students will discuss appropriate curriculum, pedagogy, subject matter knowledge, and critical issues in supporting students with disabilities through effective transition services through young adulthood.

Prerequisite: SPE 572, SPE 573, SPE 574, SPE 575