SPECIAL EDUCATION (SP ED)

Courses primarily for undergraduates:

SP ED 250: Education of the Exceptional Learner in a Diverse Society
(3-0) Cr. 3. F.S.
Prereq: C I 204
An overview of students with diverse learning needs, including legal foundations. Emphasis on early identification, educational programming, services and strategies, and preparation for community living in a heterogeneous society.
Meets U.S. Diversity Requirement

SP ED 330: Introduction to Instruction for Students with Mild/Moderate Disabilities
(3-0) Cr. 3. F.
Prereq: SP ED 250, concurrent enrollment in C I 280I, C I 377
Educational services and programming for students with mild/moderate disabilities examined from an historical perspective. Current trends, issues, impact of federal and state laws, and identification procedures. Characteristics of students with mild/moderate disabilities.

SP ED 334: Teaching Exceptional Learners in the General Classroom
(3-0) Cr. 3. F.
Prereq: Concurrent enrollment in SP ED 330
Evidence-based teaching strategies and instructional accommodations for inclusive education. Emphasis on managing challenging behavior.

SP ED 355: Classroom Assessment in Inclusive Primary Settings
(2-0) Cr. 2. F.S.
Prereq: Concurrent enrollment in SP ED 355; C I 433, C I 439, C I 468I
Examination and application of strategies for determining special educational needs, planning and evaluating instructional programs, and monitoring student progress.

SP ED 365: Classroom Assessment for Special Education
(3-0) Cr. 3. S.
Prereq: Concurrent enrollment in SP ED 455; C I 433, C I 439, C I 468I
Formal and informal diagnostic instruments. Determination of special education needs. Planning, adaptation, and formative evaluation of instructional programs for students with mild/moderate disabilities.

SP ED 368: Teaching in Inclusive Primary Settings
(1-0) Cr. 1. F.S.
Prereq: Concurrent enrollment in C I 377, C I 438, C I 468F, C I 468G
Federal and state law. Service delivery models. Issues related to providing instruction that meets the needs of diverse learners in inclusive primary settings.

SP ED 401: Teaching Secondary Students with Exceptionalities in General Education
(3-0) Cr. 3. F.S.
Overview of characteristics and needs of exceptional children/youth and appropriate service delivery options. Legal foundations for special education. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents.

SP ED 416: Supervised Student Teaching
Cr. arr. F.S.
Prereq: Full admission to teacher education, senior classification, elementary education major; SP ED 330, SP ED 334, SP ED 365, SP ED 436, SP ED 439, C I 280I, C I 452
Reservation required.

SP ED 436: Instructional Methods for Students with Mild/Moderate Disabilities
(3-0) Cr. 3. S.
Prereq: C I 245, concurrent enrollment in SP ED 365
Evidence-based instructional strategies/techniques in academic areas and materials for individual instruction and classroom management for elementary students with mild/moderate disabilities.

SP ED 455: Instructional Methods for Inclusive Primary Settings
(2-0) Cr. 2. F.S.
Prereq: Concurrent enrollment in SP ED 355; C I 433, C I 439, C I 468I
Evidence-based instructional strategies and techniques in academic areas that support the learning of students with diverse learning needs. Emphasis on accommodations and alternative teaching strategies to meet individual student needs.

SP ED 459: Pre-Student Teaching Experience III: Mild/Moderate Disabilities
(0-2) Cr. 1. F.
Prereq: SP ED 330, SP ED 339, SP ED 365, SP ED 436; admission to teacher education.
Observation and involvement with students with mild/moderate disabilities in school settings. Concurrent enrollment in Sp Ed 460. 1/2 day of time needed. Clinical Experience Level 3. Offered on a satisfactory-fail basis only.

SP ED 460: Special Education Seminar
(1-0) Cr. 1. F.
Prereq: SP ED 436, concurrent enrollment in SP ED 459
Application of evidence-based instructional strategies/techniques in academic and behavioral areas with students who have mild/moderate disabilities. Discussion of professional practices.

SP ED 464: Collaborative Partnerships in Special Education
(3-0) Cr. 3. F.
Prereq: SP ED 365, SP ED 436
Collaborative skills used in education of students with mild/moderate disabilities. Includes collaboration between general and special education teachers, parents, paraeducators, and other education professionals and agencies.

SP ED 490: Independent Study
Cr. 1-5. F.S.
Prereq: 12 credits in elementary education, permission of department chair

Courses primarily for graduate students, open to qualified undergraduates:

SP ED 401: Teaching Secondary Students with Exceptionalities in General Education
(3-0) Cr. 3. F.S.
Overview of characteristics and needs of exceptional children/youth and appropriate service delivery options. Legal foundations for special education. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents.
SP ED 501: Teaching Secondary Students with Exceptionalities in General Education
(3-0) Cr. 3. SS.
Prereq: Baccalaureate degree
Overview of characteristics and needs of exceptional children/youth and appropriate service delivery options. Legal foundations for special education. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students complete a literature review on a topic related to students with exceptionalities and their content area.

SP ED 510: Foundations in Mild/Moderate Disabilities
(3-0) Cr. 3. S.
Prereq: SP ED 501 or equivalent
Historical and legal foundations for special education. Characteristics, prevalence, and etiology of mild/moderate disabilities. Historical and contemporary models of programming for students with disabilities.

SP ED 511: Foundations of Behavior Disorders and Learning Disabilities
(3-0) Cr. 3. S.
Prereq: Sp Ed 501 or equivalent
Study of theory, characteristics, and special education service delivery models to students with moderate/severe behavior/learning disabilities in the public schools and residential settings.

SP ED 515: Assessment of Children and Youth with Disabilities
(3-0) Cr. 3. F.
Prereq: SP ED 510 or SP ED 511
Formal and informal methods of assessment for identification/eligibility, IEP development, and progress monitoring. Formative evaluation of academic and behavioral skills, including curriculum-based measurement and functional behavioral assessment.

SP ED 517: Research Review
(2-0) Cr. 2. SS.
Prereq: RESEV 550, SP ED 515
Critical review of recent research in education and related behavioral sciences as applied to education of students with disabilities. Examination of multiple research methodologies.

SP ED 520: Evidence-based Practices for Mild/Moderate Disabilities
(3-0) Cr. 3.
Prereq: SP ED 510, SP ED 515
Evidence-based instructional methods for meeting the academic and behavioral needs of students with mild/moderate disabilities. Includes methods, strategies, and behavior management techniques appropriate for students with mild or moderate disabilities.

SP ED 530: Evidence-based Practices in Behavior Disorders
(3-0) Cr. 3. S.
Prereq: SP ED 511, SP ED 515
Current research on evidence-based interventions designed to improve the behavior and social skills of students with moderate/severe behavior disorders. Particular emphasis on positive behavioral supports and behavior change strategies.

SP ED 540: Evidence-based Practices in Learning Disabilities
(3-0) Cr. 3. S.
Prereq: SP ED 511, SP ED 515
Current research on evidence-based interventions designed to improve the academic performance of students with moderate/severe learning disabilities. Particular emphasis on methods for improving reading, written expression, and mathematics, as well as performance in content-area instruction.

SP ED 553: Teaching Struggling Adolescent Readers
(Cross-listed with C I). (3-0) Cr. 3. SS.
Prereq: Teaching license
Instructional strategies for enhancing the fluency, vocabulary and comprehension of struggling adolescent readers. Attention to content-area reading materials and strategies.

SP ED 555: Career Education and Transition for Youth with Disabilities
(2-0) Cr. 2. SS.
Prereq: SP ED 510 or SP ED 511
Examination of the academic, personal, social, employability, and daily living skills needed for a satisfactory adult life. Exploration of curricula, programs, and services to meet these needs.

SP ED 560: Classroom Management/Behavior Support
(3-0) Cr. 3. F.
Prereq: Teaching license
Emphasis on positive behavioral supports and understanding behavior and its context through a functional behavioral approach. Design and development of carefully planned behavioral intervention programs for groups and individual students in general and special education settings.

SP ED 564: Collaborative Consultation
(3-0) Cr. 3. F.
Prereq: SP ED 515, SP ED 520 or SP ED 530 or SP ED 540
Models of consultation. Characteristics and methods to promote effective collaboration with families, paraprofessionals, other school personnel, and representatives of other agencies. Includes specific attention to IEP development as a collaborative process.

SP ED 565: Role of the Consultant
(1-0) Cr. 1.
Prereq: SP ED 564
Explore role of the educational consultant in different settings (state department, area education agency, school district, private). Examine roles in relationship to models (mental health, collaborative, organization).

SP ED 567: Teaching Mathematics to Struggling Secondary Learners
(Cross-listed with C I). (3-0) Cr. 3.
Prereq: Secondary teaching experience
Instructional methods and assessment techniques for secondary students struggling to learn mathematics. Particular emphasis on current research, practices, and trends in mathematics interventions for at-risk students and students with disabilities.

SP ED 570: Systems-level Supports for Youth with Behavior and Learning Disabilities
(3-0) Cr. 3. SS.
Prereq: SP ED 511
Overview of support systems (education, juvenile justice, mental health, communities) that serve students with special education needs. Working with and supporting families.
SP ED 590: Special Topics  
Cr. 1-5. F.S.  
Prereq: 15 credits in education, permission of department chair

SP ED 591: Supervised Field Experience  
(0-2) Cr. 1-6. F.S.  
Prereq: 15 graduate credits in special area, admission to the graduate program in special education  
Supervised on-the-job field experience in special areas.

SP ED 591G: Supervised Field Experience: Mild/Moderate Disabilities, K-8  
(0-2) Cr. 1-6. F.S.  
Prereq: 15 graduate credits in special area, admission to the graduate program in special education  
Supervised on-the-job field experience in special areas.

SP ED 591H: Supervised Field Experience: Mild/Moderate Disabilities, 5-12  
(0-2) Cr. 1-6. F.S.  
Prereq: 15 graduate credits in special area, admission to the graduate program in special education  
Supervised on-the-job field experience in special areas.

SP ED 591K: Supervised Field Experience: Behavior Disorders/Learning Disabilities, Ages 5-21  
(0-2) Cr. 1-6. F.S.  
Prereq: 15 graduate credits in special area, admission to the graduate program in special education  
Supervised on-the-job field experience in special areas.

SP ED 591L: Supervised Field Experience: Special Education, Non-licensure  
Cr. 1-6. F.S.  
Prereq: 15 graduate credits in special area, admission to the graduate program in special education  
Supervised on-the-job field experience in special areas.

SP ED 599: Creative Component  
Cr. 1-5. F.S.SS.  
Prereq: 15 credits in education

Courses for graduate students:

SP ED 615: Seminar  
(1-0) Cr. 1. Repeatable, maximum of 2 credits.  
Selected topics in special education. Analysis of current special education research. Evaluation of impact upon the profession. Implications for additional research.

SP ED 699: Research  
Cr. arr.  
Prereq: 15 credits in education