

# SPECIAL EDUCATION (SPED)

Courses primarily for undergraduates:

## **SPED 2100X: Disability in a Diverse Society**

Credits: 3.

Disability does not discriminate on the basis of gender, ethnicity, SES, religion, or sexual preferences. Disability is the only group anyone can join at any time. This course is designed to increase awareness, sensitivity, and understanding of the individual, social-cultural, policies, and legal aspects of disability in our society. During the course, students will explore and analyze personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society. Meets U.S. Cultures and Communities Requirement. (Typically Offered: Fall, Spring, Summer)

## **SPED 2500: Education of the Exceptional Learner**

Credits: 3. Contact Hours: Lecture 3.

An overview of students with diverse learning needs, including students with disabilities, English Learners, students who are at risk, and gifted learners. Emphasis is on early identification; educational programming and implications; and legal foundations. Includes Individual Education Programs, Least Restrictive Environment, Functional Behavioral Assessment, and Behavior Intervention Plans. (Typically Offered: Fall, Spring)

## **SPED 3300: Introduction to Instruction for Students with Mild/Moderate Disabilities**

Credits: 3. Contact Hours: Lecture 3.

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. (Typically Offered: Fall)

## **SPED 3340: Teaching Exceptional Learners in the General Classroom**

Credits: 3. Contact Hours: Lecture 3.

Evidence-based strategies for inclusive education. Emphasis on principles of behavior, classroom management, differentiation, and accommodations. (Typically Offered: Fall)

## **SPED 3650: Classroom Assessment for Special Education**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Admitted to the Educator Preparation Program*

Formal and informal academic and behavioral assessment. Determination of special education needs. Planning, adaptation, and formative evaluation of instructional programs for students with mild/moderate disabilities. (Typically Offered: Fall, Spring)

## **SPED 4010: Teaching Secondary Students with Exceptionalities in General Education**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Admitted to the Educator Preparation Program*

Characteristics and needs of youth with exceptionalities, including appropriate service delivery options. Emphasis on legal foundations, co-teaching models, differentiated instruction, accommodations for instruction and assessment, strategies to address challenging behaviors, and collaboration among professionals and families. Includes Individual Education Programs, Least Restrictive Environment, Functional Behavioral Assessment, and Behavior Intervention Plans. (Typically Offered: Fall, Spring)

## **SPED 4050: Assessment and Instructional Methods in Inclusive Primary Settings (K-3)**

Credits: 4. Contact Hours: Lecture 4.

Examination and application of strategies to determine special educational needs, planning and evaluating instructional programs, and monitoring student progress. Evidence-based instructional strategies in academic and social areas that support learning of students with diverse learning needs. Emphasis on accommodations and alternative teaching strategies to meet individual student needs. (Typically Offered: Fall, Spring)

## **SPED 4160: Supervised Student Teaching**

Credits: 1-30. Repeatable.

*Prereq: Admitted to the Educator Preparation Program*

Reservation required. (Typically Offered: Fall, Spring)

## **SPED 4360: Instructional Methods for Students with Mild/Moderate Disabilities**

Credits: 3. Contact Hours: Lecture 3.

Evidence-based instructional strategies in academic areas, as well as class, group, and individual behavior management for elementary students with mild/moderate disabilities. (Typically Offered: Spring)

## **SPED 4580: Pre-Student Teaching Experience III: Mild/Moderate Disabilities in Primary Grades (K-3)**

Credits: 1. Contact Hours: Laboratory 2.

*Prereq: Admitted to the Educator Preparation Program*

Observation and involvement with students with mild/moderate disabilities in the primary grades (K-3). Concurrent enrollment in SPED 4050. Half a day of time needed. Clinical Experience Level 3. Offered on a satisfactory-fail basis only. (Typically Offered: Fall, Spring)

**SPED 4590: Pre-Student Teaching Experience III: Mild/Moderate Disabilities**

Credits: 1.

*Prereq: Admitted to the Educator Preparation Program*

Observation and involvement with students with mild/moderate disabilities in school settings. Concurrent enrollment in SPED 4600. 1/2 day of time needed. Clinical Experience Level 3. Offered on a satisfactory-fail basis only. (Typically Offered: Fall)

**SPED 4600: Special Education Seminar**

Credits: 1. Contact Hours: Lecture 1.

*Prereq: SPED 4360, concurrent enrollment in SPED 4590*

Application of evidence-based instructional strategies/techniques in academic and behavioral areas with students who have mild/moderate disabilities. Discussion of professional practices. (Typically Offered: Fall, Spring, Summer)

**SPED 4640: Collaborative Partnerships in Special Education**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: SPED 3650 and SPED 4360*

Collaborative skills used in education of students with mild/moderate disabilities. Includes collaboration between general and special education teachers, families, para-educators, and other education professionals and agencies. Development of Individual Education Programs for students with mild/moderate disabilities. (Typically Offered: Fall)

**SPED 4900: Independent Study**

Credits: 1-5. Repeatable.

*Prereq: Instructor Permission for Course*

Topics vary. (Typically Offered: Fall, Spring)

**Courses primarily for graduate students, open to qualified undergraduates:**

**SPED 5010: Teaching Secondary Students with Exceptionalities in General Education**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Characteristics and needs of exceptional children/youth, including appropriate service delivery options. Emphasis on legal foundations, co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Includes Individual Education Programs, Least Restrictive Environment, Functional Behavioral Assessment, and Behavior Intervention Plans. (Typically Offered: Summer)

**SPED 5100: Foundations in Mild/Moderate Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

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. (Typically Offered: Spring)

**SPED 5110: Foundations of Behavior Disorders and Learning Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Theory, characteristics, and special education service delivery models to students with moderate/severe behavior/learning disabilities in the public schools and residential settings. (Typically Offered: Spring)

**SPED 5150: Assessment of Children and Youth with Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Formal and informal methods of assessment for identification/eligibility and progress monitoring. Formative evaluation of academic and behavioral skills, including curriculum-based measurement and functional behavioral assessment. (Typically Offered: Fall)

**SPED 5200: Evidence-based Practices for Mild/Moderate Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Evidence-based strategies for meeting the academic and behavioral needs of students with mild/moderate disabilities, including instructional and behavior management strategies appropriate for students with mild or moderate disabilities. (Typically Offered: Fall, Spring, Summer)

**SPED 5300: Evidence-based Practices in Behavior Disorders**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

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. (Typically Offered: Spring)

**SPED 5400: Evidence-based Practices in Learning Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

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. (Typically Offered: Spring)

**SPED 5530: Teaching Adolescent Readers with Reading Difficulties**

(Cross-listed with EDUC 5530).

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Instructional strategies for enhancing the fluency, vocabulary and comprehension of adolescents with reading difficulties. Attention to content-area reading materials and strategies. (Typically Offered: Fall, Spring)

**SPED 5550: Career Education and Transition for Youth with Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Examination of the academic, personal, social, employability, and daily living skills. Exploration of assessments, curricula, programs, and services to meet these needs. (Typically Offered: Summer)

**SPED 5600: Classroom Management/Behavior Support**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

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. (Typically Offered: Fall)

**SPED 5640: Collaborative Consultation**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Characteristics and methods to promote effective collaboration and/or consultation with families, paraprofessionals, other school personnel, and representatives of other agencies. Role of consultants/collaborators in various settings. Includes specific attention to IEP development as a collaborative process. (Typically Offered: Fall)

**SPED 5670: Teaching Secondary Learners with Mathematics Difficulties**

(Cross-listed with EDUC 5670).

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

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.

**SPED 5700: Systems-level Supports for Youth with Behavior and Learning Disabilities**

Credits: 3. Contact Hours: Lecture 3.

*Prereq: Graduate Standing or Permission of Instructor*

Overview of support systems (education, juvenile justice, mental health, communities) that serve students with special education needs. Identify resources to work with and support families. (Typically Offered: Summer)

**SPED 5900: Special Topics**

Credits: 1-5. Repeatable.

*Prereq: Instructor Permission for Course*

Topics vary. (Typically Offered: Fall, Spring)

**SPED 5910G: Supervised Field Experience: Mild/Moderate Disabilities, K-8**

Credits: 1-6. Repeatable.

*Prereq: Graduate Standing or Permission of Instructor*

Supervised on-the-job field experience in special areas. (Typically Offered: Fall, Spring, Summer)

**SPED 5910H: Supervised Field Experience: Mild/Moderate Disabilities, 5-12**

Credits: 1-6. Repeatable.

*Prereq: Graduate Standing or Permission of Instructor*

Supervised on-the-job field experience in special areas. (Typically Offered: Fall, Spring, Summer)

**SPED 5910K: Supervised Field Experience: Behavior Disorders/Learning Disabilities, Ages 5-21**

Credits: 1-6. Repeatable.

*Prereq: Instructor Permission for Course*

Supervised on-the-job field experience in special areas. (Typically Offered: Fall, Spring, Summer)

**SPED 5910L: Supervised Field Experience: Special Education, Non-licensure**

Credits: 1-6. Repeatable.

*Prereq: Graduate Standing or Permission of Instructor*

Supervised on-the-job field experience in special areas. (Typically Offered: Fall, Spring, Summer)

**SPED 5990: Creative Component**

Credits: 1-5. Repeatable.

*Prereq: Instructor Permission for Course*

(Typically Offered: Fall, Spring, Summer)

**Courses for graduate students:****SPED 6900: Advanced Special Topics**

Credits: 1-5. Contact Hours: Lecture 5.

Repeatable, maximum of 4 times.

Guided reading and/or study on special topics of an advanced nature.

(Typically Offered: Spring, Summer)

**SPED 6990: Research**

Credits: 1-30. Repeatable.

*Prereq: Instructor Permission for Course*