

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 455; 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: SP ED 330; C I 377

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 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