

# 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 or C I 205*

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.

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, including issues related to challenging behavior.

## 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 401: Teaching Secondary Students with Exceptionalities in General Education

(3-0) Cr. 3. F.S.

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, and collaboration among professionals and parents.

## SP ED 405: Assessment and Instructional Methods in Inclusive Primary Settings (K-3)

(4-0) Cr. 4. F.S.

*Prereq: SP ED 250 (or equivalent), C I 377, C I 438; admission to teacher education; concurrent enrollment in SP ED 458, C I 433, C I 439, C I 468I.*

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. Concurrent enrollment in SP ED 458, C I 433, C I 439, C I 468I.

## 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 in academic areas, as well as class, group, and individual behavior management for elementary students with mild/moderate disabilities.

## SP ED 458: Pre-Student Teaching Experience III: Mild/Moderate Disabilities in Primary Grades (K-3)

(0-2) Cr. 1. F.S.

*Prereq: C I 377, C I 438; admission to teacher education*

Observation and involvement with students with mild/moderate disabilities in the primary grades (K-3). Concurrent enrollment in SP ED 405. Half a day of time needed. Clinical Experience Level 3. Offered on a satisfactory-fail basis only.

## SP ED 459: Pre-Student Teaching Experience III: Mild/Moderate Disabilities

(0-2) Cr. 1. F.

*Prereq: SP ED 330, SP ED 334, 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. Repeatable. 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*

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.

**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*

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 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.

**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 Adolescent Readers with Reading Difficulties**

(Cross-listed with C I). (3-0) Cr. 3. SS.

*Prereq: Teaching license or senior status*

Instructional strategies for enhancing the fluency, vocabulary and comprehension of adolescents with reading difficulties. Attention to content-area reading materials and strategies.

**SP ED 555: Career Education and Transition for Youth with Disabilities**  
(3-0) Cr. 3. 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*

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.

**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*