

SPECIAL EDUCATION (SP ED)

Any experimental courses offered by SP ED can be found at:

registrar.iastate.edu/faculty-staff/courses/explistsings/ (<http://www.registrar.iastate.edu/faculty-staff/courses/explistsings/>)

Courses primarily for undergraduates:

SP ED 250: Education of the Exceptional Learner in a Diverse Society

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

Prereq: EDUC 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.

SP ED 330: Introduction to Instruction for Students with Mild/Moderate Disabilities

(3-0) Cr. 3. F.

Prereq: SP ED 250 and EDUC 280I, Concurrent enrollment in EDUC 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: Admitted to Educator Preparation Program; Concurrent enrollment in SP ED 330

Evidence-based strategies for inclusive education. Emphasis on principles of behavior, classroom management, differentiation, and accommodations.

SP ED 365: Classroom Assessment for Special Education

(3-0) Cr. 3. S.

Prereq: Admitted to Educator Preparation Program; SP ED 330; EDUC 377

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.

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, strategies to address challenging behaviors, and collaboration among professionals and families.

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), EDUC 377, EDUC 438; admission to Educator Preparation Program ; concurrent enrollment in SP ED 458, EDUC 433, EDUC 439, EDUC 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.

SP ED 416: Supervised Student Teaching

Cr. arr. F.S.

Prereq: Admitted to Educator Preparation Program, senior classification, elementary education major; SP ED 330, SP ED 334, SP ED 365, SP ED 436, SP ED 439, EDUC 280I, EDUC 452

Reservation required.

SP ED 436: Instructional Methods for Students with Mild/Moderate Disabilities

(3-0) Cr. 3. S.

Prereq: Admitted to Educator Preparation Program: EDUC 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: EDUC 377, EDUC 438; Admitted to Educator Preparation Program

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; Admitted to Educator Preparation Program

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, families, paraeducators, and other education professionals and agencies.

SP ED 490: Independent Study

Cr. 1-5. Repeatable. F.S.

Prereq: 12 credits in Elementary Education

Topics vary.

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: Admitted to Educator Preparation Program; 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 EDUC). (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 EDUC). (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. Identify resources to work with and support families.

SP ED 590: Special Topics
Cr. 1-5. F.S.

Prereq: 6 credits in Education

Topics vary.

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