

# 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;*

*Admitted to the Educator Preparation Program.*

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.

*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.

## **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; admitted to the 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*