SPECIAL EDUCATION (SPED)

SPED 201 Introduction to Special Education
Crosslisted with: SPED 201H
Description: Introduction to basic concepts related to the education of exceptional learners. Historical factors, legislative statutes, and instructional models.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 362; SPED 407; SPED 414, SPED 814, SPED 414H; SPED 454; SPED 461; SPED 820

SPED 201H Introduction to Special Education
Description: Introduction to basic concepts related to the education of exceptional learners. Historical factors, legislative statutes, and instructional models.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 362; SPED 407; SPED 414, SPED 814, SPED 414H; SPED 454; SPED 461; SPED 820

SPED 212 Assessment Techniques for Diverse Learners
Crosslisted with: SPED 212H
Description: The role of general education teachers in the primary purposes of assessment of learners with diverse needs. Knowledge and experience with interpreting norm-referenced test information as related to planning educational programs. Use of assessment information for instructional planning and evaluation. Testing accommodations and classroom grading.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 406, SPED 806, TEAC 806; SPED 406A, SPED 806A, TEAC 806A

SPED 212H Assessment Techniques for Diverse Learners
Crosslisted with: SPED 212
Description: The role of general education teachers in the primary purposes of assessment of learners with diverse needs. Knowledge and experience with interpreting norm-referenced test information as related to planning educational programs. Use of assessment information for instructional planning and evaluation. Testing accommodations and classroom grading.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 406, SPED 806, TEAC 806; SPED 406A, SPED 806A, TEAC 806A

SPED 310 Collaborative Practices
Description: Conceptual foundations, strategies and techniques for communicating effectively with educational personnel and parents. Roles of educational personnel in inclusive settings, pragmatic issues involved in designing and implementing collaborative efforts, techniques for increasing interpersonal problem solving, modes of communication, and skills for dealing with conflict and resistance.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 362 Early Childhood Special Education
Prerequisites: SPED 201; parallel SPED 496Y; CYAF 374 or 474 or parallel; admission to the Inclusive Early Childhood Education major (IECE) or permission of instructor and/or adviser.
Description: Teaching and caring for children under age five with specific disabilities. Design of Individualized Education Plans (IEP's) and strategies for teaching and learning in natural, child-interest routines and activities in classroom settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 397 Professional Practicum Experience III
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

SPED 397D Professional Practicum Experience III Unified Primary K-3
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

SPED 401A Accommodating Exceptional Learners in the Elementary School Classroom
Crosslisted with: SPED 801A
Description: Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and evaluating; managing the academic and social behaviors of a range of exceptional and other at-risk learners in the elementary school.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 406A Accommodating Exceptional Learners in the Elementary School Classroom
Crosslisted with: SPED 806A
Description: Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and evaluating; managing the academic and social behaviors of a range of exceptional and other at-risk learners in the elementary school.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
SPED 401B Accommodating Exceptional Learners in the Secondary School Classroom
Crosslisted with: SPED 801B
Description: Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and evaluating; managing the academic and social behaviors of a range of exceptional and other at-risk learners in the secondary school.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 403 Seminar: Mildly Handicapped
Description: Concepts, instructional strategies, and attitudes related to the education of exceptional learners. Peer- and instructor-generated topics that are relevant to the student teaching experience. SPED 403 is ‘Pass/No Pass only’.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 10 Integrated Product

SPED 405 Code-based Reading Instruction
Crosslisted with: SPED 805
Description: Direct, systematic, multi-sensory techniques for teaching reading, writing and spelling to students who have severe reading problems.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 6
Format: LEC

SPED 405A Reading Center Practicum I
Crosslisted with: SPED 805A
Description: Teaching and/or tutoring experience evaluating and instructing students with reading problems in a Reading Center. Assessment, lesson planning and teaching using direct instruction, code-based instructional strategies.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: FLD

SPED 406 Reading and Writing Disabilities: Adolescents
Crosslisted with: SPED 806, TEAC 806
Prerequisites: SPED 212/812, and (TEAC 441 required for undergraduate students only). Parallel SPED 406A/806A.
Description: Theory and techniques for assessing and teaching word identification, vocabulary, comprehension and writing skills in grades 7 to 12.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

SPED 406A Reading Center Practicum II
Crosslisted with: SPED 806A, TEAC 806A
Prerequisites: SPED 400/800, 212/812, and (TEAC 441 required for undergraduate students only). Taken parallel with SPED 406/806
Description: Teaching and/or tutoring experience evaluating and instructing students with reading problems in a Reading Center. Assessment, instructional planning, delivery of instruction, writing diagnostic reports and parent communication. SPED 406A/806A requires two hours per week in a Reading Center.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LAB

SPED 407 Foundations of Secondary Special Education
Prerequisites: SPED 201
Description: Provide future special education teachers with both the historical timeline and current legislation regarding services for students with mild/moderate disabilities. Chronological events and legal mandates that public schools must reinforce to provide an equal education for all students.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 408 Methods and Instruction for Secondary Special Education
Crosslisted with: SPED 808
Prerequisites: Special Education Professional Semester and SPED 407 or 807.
Description: Instill practices of “Explicit Instruction” and a framework for instructional planning. Provide a practicum experience for future teachers to practice their knowledge and skills on a weekly basis in a secondary school setting.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 414 Instructional Methods for Students with Mathematics Learning Disabilities
Crosslisted with: SPED 814, SPED 414H
Prerequisites: SPED 201; sophomore standing
Description: Provides knowledge and skills for teaching mathematics to those with mathematics learning disabilities (or difficulties). Focuses on the potential causes and characteristics of mathematics learning disabilities, emphasizes various evidence-based instructional procedures and their applications in critical domains, provides introduction to formal and informal assessments in mathematics, and applying data-based decision-making to guide instruction.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Offered: FALL/SPR
SPED 414H Instructional Methods for Students with Mathematics Learning Disabilities
Crosslisted with: SPED 414, SPED 814
Prerequisites: SPED 201; sophomore standing
Description: Provides knowledge and skills for teaching mathematics to those with mathematics learning disabilities (or difficulties). Focuses on the potential causes and characteristics of mathematics learning disabilities, emphasizes various evidence-based instructional procedures and their applications in critical domains, provides introduction to formal and informal assessments in mathematics, and applying data-based decision-making to guide instruction.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Offered: FALL/SPR

SPED 415 Reading and Writing Disabilities: Elementary Students
Crosslisted with: SPED 815
Prerequisites: SPED 201, TEAC 311, TEAC 313 for elementary education majors; SPED 201, SPED 212, and SPED 414 (or equivalent) for SPED majors. Must be taken with: SPED 415A/815A.
Description: Theory and techniques for assessing and teaching early literacy skills in small groups and one-on-one for children who struggle with literacy. For SPED 415 - Priority will be given to students who will be student teaching the following semester.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

SPED 415A Practicum in Reading and Writing Disabilities-Elementary
Crosslisted with: SPED 815A
Prerequisites: SPED 201, TEAC 311, 313 for elementary education majors; SPED 201, 212, and 414 (or equivalent) for SPED majors. Must be taken with: SPED 415/815
Description: This reading and writing practicum is taken at the same time as SpEd 415 or SpEd 815.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LAB

SPED 434 Introduction to Special Vocational Needs
Crosslisted with: SPED 834
Description: A foundational course emphasizing the characteristics and identification of special needs learners in vocational settings. Determines needs, interests, and abilities of these students.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 436 Career Education for the Special Needs Student
Crosslisted with: SPED 836
Description: Philosophical and practical base of career education as it relates to special needs students. Career education units developed for infusion into subject areas.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 454 Behavior Management
Prerequisites: SPED 201; TEAC 297A or EDPS 297; Sophomore standing
These courses may not be taken concurrently with SPED 454, they must be completed prior to taking SPED 454.
Description: Strategies and techniques for the management of challenging behaviors displayed by school-age children. Reciprocal nature of human behavior and environment. Functional analyses of behavior problems, strategies for preventing behavior problems, techniques for increasing prosocial behavior, non-aversive procedures for decreasing problematic behavior, and methods for teaching children self-management. These courses may not be taken concurrently with SPED 454, they must be completed prior to taking SPED 454.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 461 Early Intervention Principles & Practices for Infants/Toddlers with Developmental Delays/Disabilities
Prerequisites: SPED 201, CYAF 271 and admission to the Inclusive Early Childhood Education major; prefer CYAF 380 completed or taken simultaneously
Description: Overview of etiology, characteristics and developmental implications of selected conditions related to developmental disabilities. Design and delivery of Individualized Family Service Plans through routine-based interviews, observation of children in natural learning environments, activity/routine-based intervention and supports an home-visiting services.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 472 Educating Students with Sensory Disabilities
Description: Education of the hearing and vision impaired including history of, professional roles in, and educational programming within this field. Social/psychological theories as related to the vision hearing impaired. Patterns of social/emotional development, psychological characteristics, issues of family stress and social adaptation and discussion of counseling techniques.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 480 Educating Students with Intellectual and Developmental Disabilities
Crosslisted with: SPED 880
Description: Concepts related to history, definitions, identification, etiology, and assessment of students with intellectual impairments and developmental disabilities. Examine attitudes, assumptions, and stereotypes concerning persons with intellectual impairments and other developmental disabilities. Instructional methods, adaptations and teaming to provide individualized interventions and include students in least restrictive environments/general education settings. Applied assignments will be conducted in field experience and student teaching.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
SPED 493 Workshop Seminar  
Credit Hours: 1-12  
Min credits per semester: 1  
Max credits per semester: 12  
Max credits per degree: 12  
Format: LEC

SPED 495 Independent Study in Special Education  
Description: Special research or reading project under direction of a staff member in the department.  
Credit Hours: 1-3  
Min credits per semester: 1  
Max credits per semester: 3  
Max credits per degree: 6  
Format: IND

SPED 496E Field Experience: General Special Education  
Credit Hours: 1-6  
Min credits per semester: 1  
Max credits per semester: 6  
Max credits per degree: 12  
Format: FLD

SPED 496M Directed Field Experience: Mild/Moderate  
Credit Hours: 1-6  
Min credits per semester: 1  
Max credits per semester: 6  
Max credits per degree: 12  
Format: FLD

SPED 496Y Directed Field Experience: Inclusion  
Credit Hours: 1-6  
Min credits per semester: 1  
Max credits per semester: 6  
Max credits per degree: 12  
Format: FLD

SPED 497M Practicum: Mild/Moderate  
Prerequisites: Admission by application only  
Credit Hours: 3-12  
Min credits per semester: 3  
Max credits per semester: 12  
Max credits per degree: 12  
Format: FLD

SPED 497Q Student Teaching with Infants and/or Preschool Children with Disabilities  
Description: Final supervised field experience in the public schools with young children who have disabilities under age 5. Minimum 10 weeks, full-time placement.  
Credit Hours: 1-5  
Min credits per semester: 1  
Max credits per semester: 5  
Max credits per degree: 5  
Format: FLD

SPED 499H Honors Thesis  
Description: Conduct a scholarly research project and write a University Honors Program or undergraduate thesis.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: IND