SPED 201 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
Grading Option: Graded with Option
Prerequisite for: SPED 310; SPED 362; SPED 407; SPED 454; SPED 461; SPED 472
SPED 212 Assessment Techniques for Diverse Learners
Description: Emphasis on knowledge and experience with interpreting norm-referenced, criterion-referenced, curriculum-based, and other data sources in making educational decisions. Use of assessment data for instructional planning and evaluation. Knowledge of the range of assessments used by other professionals in making educational decisions.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
SPED 310 Collaborative Practices
Prerequisites: SPED 201.
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
Grading Option: Graded with Option
SPED 362 Early Childhood Special Education
Prerequisites: SPED 201; parallel SPED 397; CYAF 374 or 474 or parallel; admission to the Inclusive Early Childhood Education major (IECE)
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
SPED 397 Professional Practicum Experience III
Prerequisites: Admission to Teacher Education Program.
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
Grading Option: Pass No Pass
SPED 401A Accommodating Exceptional Learners in the Elementary School Classroom
Crosslisted with: SPED 801A
Prerequisites: Admission to the Teacher Education program. Co-enrollment in TEAC 308 or 311.
Notes: Must be taken concurrently with a practicum course
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 accommodating academic and behavior 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
Grading Option: Graded with Option
Prerequisite for: SPED 472
SPED 401B Accommodating Exceptional Learners in the Secondary School Classroom
Crosslisted with: SPED 801B
Prerequisites: Admission to the Teacher Education program.
Notes: Must be taken concurrently with a practicum course
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 accommodating academic and behavior 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
Grading Option: Graded with Option
Prerequisite for: SPED 472
SPED 472
Crosslisted with: SPED 497
Prerequisites: Parallel with SPED 497
Notes: Parallel with SPED 497
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.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Pass No Pass
Offered: FALL/SPR
ACE: ACE 10 Integrated Product
SPED 406 Reading and Writing Disabilities: Adolescents
Crosslisted with: SPED 806, TEAC 806
Prerequisites: SPED 212 and TEAC 441 (required for undergraduate students only). Parallel with 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
Grading Option: Graded with Option
SPED 406A Reading Center Practicum II
Crosslisted with: SPED 806A, TEAC 806A
Prerequisites: SPED 212 and TEAC 441 (required for undergraduate students only). Parallel with SPED 406/806.
Notes: Requires two hours per week in a Reading Center.
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.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Grading Option: Graded with Option
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 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
Grading Option: Graded with Option
SPED 408 Methods and Instruction for Secondary Special Education
Crosslisted with: SPED 808
Notes: This course is taken concurrently with a practicum experience.
Description: Principles of Classroom Instruction That Works and Explicit Instruction are instilled as a framework for instructional planning at the secondary level. Co-teaching with content teachers and transitional planning for secondary students with disabilities will also be addressed.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
SPED 414 Instructional Methods for Students with Mathematics Learning Disabilities
Crosslisted with: SPED 814
Prerequisites: SPED 201; sophomore standing
Description: Understanding characteristics of students with math learning disabilities and potential causes. Evidence-based instructional strategies in math for teaching students with math learning disabilities and those who are at-risk.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
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, TEAC 416A, TEAC 416B, TEAC 397D for inclusive early childhood education majors; SPED 201, SPED 212, and SPED 414 (or equivalent) for SPED majors. Must be taken with: SPED 415A/815A.
Notes: Priority will be given to students who will be student teaching the following semester.
Description: Theory and techniques for assessing and teaching early literacy skills in small groups and one-on-one for children who struggle with literacy.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Grading Option: Graded with Option
SPED 415A Practicum in Reading and Writing Disabilities-Elementary
Crosslisted with: SPED 815A
Prerequisites: SPED 201, TEAC 311, TEAC 313 for elementary education majors; SPED 201, TEAC 416A, TEAC 416B, TEAC 397D for inclusive early childhood education majors; SPED 201, SPED 212, and SPED 414 (or equivalent) for SPED majors. Must be taken with: SPED 415/815.
Notes: Priority will be given to student who will be student teaching the following semester.
Description: This reading and writing practicum is taken parallel with as SPED 415 or SPED 815
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Grading Option: Graded
Prerequisite for: SPED 415, SPED 815; SPED 415A, SPED 815A
SPED 454 Behavior Management
Prerequisites: SPED 201; TEAC 297A or EDPS 297; Sophomore standing
Notes: These courses may not be taken concurrently with SPED 454, they must be completed prior to taking SPED 454.
Description: Techniques for managing children's challenging behaviors. Functional assessment of behavior problems, strategies for preventing behavior problems, techniques for increasing prosocial behavior, and non-aversive procedures for decreasing problematic behavior.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
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; CYAF 380 or parallel
Description: Methods course in early intervention. Major topics include: foundations in early intervention, early childhood developments and impairment; the development and implementation of individual family service plans (including assessments), home visiting, program transitions, and the use of culturally sensitive practices while working with families. Includes a variety of field experiences.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
SPED 472 Educating Students with Sensory Disabilities
Prerequisites: SPED 201 or SPED 401A/801A or SPED 401B/801B
Description: Education of students who are visually impaired and/or deaf or hard of hearing. Examine history, attitudes, assumptions, and stereotypes of persons with sensory disabilities. Explore social/emotional development, family dynamics, language and learning. Discuss instructional methods, adaptations and modifications.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
Offered: FALL

SPED 480 Educating Students with Low-Incidence Disabilities
Description: Provide a broad overview of the psychological, social, and educational aspects of low-incidence disabilities, including autism, physical disabilities, intellectual disabilities, various degrees of vision and hearing loss, and multiple disabilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

SPED 494 Independent Study
Crosslisted with: SLPA 494, SLPA 894, SPED 894
Prerequisites: Prior arrangements with faculty member and permission.
Description: Individual or group projects that are extensions of course work, such as preparation of teaching materials, review of literature, observation/exploration of practices, design of curricular or clinical tools. Topic, scope and grading parameters are under guidance of a department faculty member, but topic can be student-initiated. These projects are generally relevant to the student's professional practice and advance the student's and possibly others' knowledge on a topic. Such projects may result in professional presentations.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 6
Grading Option: Graded with Option

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
Grading Option: Pass No Pass

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
Grading Option: Pass No Pass

SPED 496Y Directed Field Experience: Inclusion
Prerequisites: Permission.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Grading Option: Pass No Pass

SPED 497 Student Teaching
Description: Practice skills and ideas introduced in the content and methods courses of the undergraduate degree program. Demonstrate independence and competence in planning, implementing, and delivering assessment and instruction in educational settings.
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Grading Option: Pass No Pass

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
Grading Option: Pass No Pass

SPED 497Q Student Teaching with Infants and/or Preschool Children with Disabilities
Prerequisites: Completion of all courses and pre-student teaching practica in the Inclusive Early Childhood Education major.
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
Grading Option: Pass No Pass

SPED 497T Student Teaching Multicultural
Crosslisted with: NUTR 497Z, TEAC 497Z
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Grading Option: Pass No Pass

SPED 498 Research Other than Thesis
Crosslisted with: SPED 898
Description: Individual or group project designed to help students develop understandings, skills, and outlooks that would allow them to conduct original, independent research in the future. Topic of research may be related to the instructor's current research projects or area of study or a topic of interest to the student for pilot work; approval of the topic/project is at the discretion of the instructor.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
SPED 499H Honors Thesis
Prerequisites: Good standing in the University Honors Program or by invitation.
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
Grading Option: Graded