**SPECIAL EDUCATION (SPED)**

**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  
Format: LEC  
**Prerequisite for:** SPED 362; SPED 407; SPED 454; SPED 461; SPED 820

**SPED 212 Assessment Techniques for Diverse Learners**  
**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**  
**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  
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**  
**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  
Format: LEC  
Crosslisted with: SPED 405

**SPED 401B Accommodating Exceptional Learners in the Secondary School Classroom**  
**Prerequisites:** Admission to the Teacher Education Program; EDPS 362; one methods course; or permission.  
**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 401B Accommodating Exceptional Learners in the Secondary School Classroom**  
**Crosslisted with:** SPED 801A  
**Prerequisites:** Admission to the Teacher Education Program; EDPS 362; one methods course; or permission.  
**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**  
**Prerequisites:** SPED 201; or permission.  
**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  
**Prerequisites:** Parallel SPED 405A/805A.  
**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
Prerequisites: Permission.
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
Notes: SPED 406A/806A 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
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
Prerequisite for: SPED 408, SPED 808

SPED 408 Methods and Instruction for Secondary Special Education
Crosslisted with: SPED 808
Prerequisites: Special Education Professional Semester and SPED 407 or 807.
Description: Instills 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
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.
Notes: For SPED 415 - 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
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, SPED 212, and 414 (or equivalent) for SPED majors.
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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Max credits per semester</th>
<th>Max credits per degree</th>
<th>Format</th>
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<tbody>
<tr>
<td>SPED 434</td>
<td>Introduction to Special Vocational Needs</td>
<td>A foundational course emphasizing the characteristics and identification of special needs learners in vocational settings. Determines needs, interests, and abilities of these students.</td>
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<td>LEC</td>
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<td>SPED 436</td>
<td>Career Education for the Special Needs Student</td>
<td>Crosslisted with: SPED 836. Prerequisites: SPED 434/834 or permission.</td>
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<td>SPED 445</td>
<td>Behavior Management</td>
<td>Prerequisites: SPED 201; TEAC 297A or EDPS 297; Sophomore standing. Notes: These courses may not be taken concurrently with SPED 445, 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.</td>
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<td>SPED 446</td>
<td>Early Intervention Principles &amp; Practices for Infants/Toddlers with Developmental Delays/Disabilities</td>
<td>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.</td>
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<td>SPED 447</td>
<td>Educating Students with Sensory Disabilities</td>
<td>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.</td>
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<td>LEC</td>
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<td>SPED 450</td>
<td>Educating Students with Intellectual and Developmental Disabilities</td>
<td>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.</td>
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<td>LEC</td>
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<td>SPED 462</td>
<td>Field Experience: General Special Education</td>
<td>Credit Hours: 1-6. Min credits per semester: 1. Max credits per semester: 6. Max credits per degree: 12. Format: FLD.</td>
<td>1-6</td>
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<td>SPED 463</td>
<td>Directed Field Experience: Mild/Moderate</td>
<td>Credit Hours: 1-6. Min credits per semester: 1. Max credits per semester: 6. Max credits per degree: 12. Format: FLD.</td>
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<td>6</td>
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<td>SPED 465</td>
<td>Practicum: Mild/Moderate</td>
<td>Credit Hours: 3-12. Min credits per semester: 3. Max credits per semester: 12. Max credits per degree: 12. Format: FLD.</td>
<td>3-12</td>
<td>3</td>
<td>12</td>
<td>FLD</td>
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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
Format: FLD

SPED 497Z 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
Format: FLD

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
Format: IND