Special Education Courses (SPED)

Courses

SPED 3150 (220:150). Meeting the Needs of Diverse Learners in Classrooms — 2 hrs.
Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. Physical Education majors will be waived from SPED 3150 (220:150). Prerequisite(s): EDPSYCH 2030 (200:030). (Fall and Spring)

Current issues in the education of students with visual impairments. Topics will include current research, historical context, students with additional disabilities and the impact of visual impairments on children and their families. Prerequisite(s): junior standing. (Variable)

SPED 4126/5126 (220:126g). Braille Learning and Tactile Communication I — 3 hrs.
Addresses issues in braille learning, literacy codes, and other methods of preparing braille materials along with instructional methods and strategies. Prerequisite(s): junior standing. (Variable)

Overview of the field of visual impairments including types of services, placements, and instructional strategies along with legal, demographic, psychological, and historical perspectives of education for students with visual impairments. Hands-on experience through demonstration and simulation provides student with understanding and knowledge of educating students with visual impairments. Covers educational implications of students who are blind, as well as those who have low vision. Prerequisite(s): junior standing. (Variable)

Focus on theory and learning of basic orientation and mobility skills and techniques by students with visual impairments. Students will gain understanding and knowledge about practical methods used for concept development, orientation skills, basic travel skills and techniques, and safe travel. Covers sighted guide techniques, electronic travel aids, and introduction to cane travel. Prerequisite(s): junior standing. (Variable)

Covers assessment issues of students with visual impairments and instructional strategies applicable to students with visual impairments in all subject areas. Focus on expanded core curriculum for students with visual impairments. In conjunction with student teaching, provides students with opportunity to apply learned methods to teach students with visual impairments and assessment and instruction needs in real-life situations. Prerequisite(s): SPED 4132/5132 (220:132g); junior standing. (Variable)

Focus on basic structure of the eye and the visual system. Evaluation of the educational needs of specific visual disabilities along with assessment instruments and techniques, including discussion of functional vision assessment. Other topics include research in technology relevant to reading and writing with optical and non-optical devices, psycho-social implications of low vision conditions, curricular materials appropriate for students with low vision, and interpretation of ocular reports presented for specific visual disabilities. Prerequisite(s): SPED 4132/5132 (220:132g); junior standing. (Variable)

SPED 4140/5140 (220:140g). Services to Families with Infants and Toddlers with Disabilities — 3 hrs.
Working with families of infants and toddlers with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Fall)

SPED 4141/5141 (220:141g). Including Young Children with Special Needs Into the General Education Programs — 3 hrs.
Advanced best practices for educating young children with diverse learning needs in the general education classroom. Prerequisite(s): SPED 3150 (220:150); SPED 4192/5192 (220:192g) (tutorial); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Fall and Spring)

SPED 4142/5142 (220:142g). Classroom Instructional Management for Students with Disabilities (K-8) — 3 hrs.
Designed to develop the instructional and behavioral management competencies required to teach K-8 students with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Fall and Spring)

SPED 4143/5143 (220:143g). Classroom Instructional Management for Students with Disabilities (5-12) — 3 hrs.
Designed to develop the instructional and behavioral management competencies required to teach students in grades 5-12 with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Spring)

Methods of designing and implementing appropriate curriculum and supports for children aged birth to three, with an emphasis on children who display special developmental needs and challenges. Prerequisite(s): ELEMECML 4151/5151 (210:151g); junior standing. Corequisite(s): ELEMECML 4121/5121 (210:121g); ELEMECML 4122/5122. (Fall, Spring, Summer)

SPED 4146/5146 (220:146g). Designing Curriculum & Instruction - Elementary Students Mild/Moderate Disabilities (K-8) — 3 hrs.
Deals with pragmatic knowledge about assessment, methodologies, techniques, and technology related specifically for group instruction of K-8 students with mild/moderate disabilities. Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g) (or concurrent enrollment); SPED 4170/5170 (220:170g); SPED 4174/5174 (220:174g); SPED 4176/5176; LITED 3115 (230:115); MATH 3203 (800:134) (or approved elementary Mathematics methods course); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181/5181; SPED 4192/5192 (220:192g) (Field Experience Differentiated Practicum 2). (Fall and Spring)
SPED 4147/5147 (220:147g). Designing Curriculum & Instruction - Secondary Students with Mild/Mod Disabilities (5-12) — 3 hrs.
Deals with pragmatic knowledge about assessment, methodologies, techniques, and technology related specifically for group instruction of students in grades 5-12 with mild/moderate disabilities. Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g) (or concurrent enrollment); SPED 4170/5170 (220:170g); SPED 4174/5174 (220:174g); SPED 4176/5176; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181/5181; SPED 4192/5192 (220:192g) (Field Experience Practicum 2). (Spring)

SPED 4151/5151 (220:151g). Educational and Post-School Transition Programming for Individuals with Disabilities — 3 hrs.
This course will promote understandings of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for individuals with disabilities. Prerequisite(s): SPED 3150 (220:150); SPED 4170/5170 (220:170g); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181/5181; SPED 4192/5192 (220:192g) (Field Experience Practicum 1). (Fall and Spring)

SPED 4152/5152 (220:152g). Community Resources for Special Education — 3 hrs.
Study of cooperation and coordination of the school and other agencies serving persons with disabilities, including various programs and services provided by governmental and private organizations. Prerequisite(s): SPED 3150 (220:150); junior standing; consent of instructor. (Variable)

SPED 4153/5153 (220:153g). Introduction to Assistive Technology for Instruction — 3 hrs.
Designed to familiarize current and future educators in related exceptional education service personnel with educational and assistive technologies (AT) used to support individuals with a range of exceptional education needs. Provides information regarding legal aspects of AT and an orienting framework for evaluating the need for and success of AT. Prerequisite(s): SPED 3150 (220:150); junior standing. (Spring)

SPED 4160/5160. Coordination Techniques in Cooperative Work-based Learning Programs — 3 hrs.
This course is designed to develop knowledge of work experience models and coordination technique skills for educators providing and evaluating work-based learning for youth with disabilities. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g); junior standing. (Variable)

Current issues in the education of students with severe disabilities, including historical context, etiology, and impact on the children and family. Prerequisite(s): SPED 3150 (220:150); junior standing. (Fall)

SPED 4170/5170 (220:170g). Educational Management in Special Education — 3 hrs.
Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisite(s): SPED 3150 (220:150); SPED 4176/5176 (or concurrent enrollment); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4174/5174 (220:174g); SPED 4192/5192 (220:192g) (Field Experience Practicum I). (Fall and Spring)

SPED 4174/5174 (220:174g). Specialized Assessment and Instruction for Students with Disabilities — 3 hrs.
Collection and use of educational data to assess and teach students with diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development. Prerequisite(s): SPED 3150 (220:150); SPED 4176/5176 (or concurrent enrollment); MEASERS 3150 (250:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4174/5174 (220:174g); SPED 4192/5192 (220:192g) (Field Experience Practicum 1). (Fall and Spring)

SPED 4176/5176. Issues and Applications in Special Education — 3 hrs.
This course will explore issues in special and inclusive education, with a focus on law and legal issues, assistive technology, and related educational issues centering on identification, assessment, intervention, characteristics, advocacy, and educational implications/teaching strategies for individuals with exceptional learning needs. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. (Fall and Spring)

SPED 4180/5180. Interdisciplinary Study of Disability — 3 hrs.
Prerequisite(s): junior standing. (Fall and Spring)

SPED 4181/5181. Creating and Sustaining Positive Inclusive Learning Environments (K-12) — 3 hrs.
Development of professional behaviors characterized by positive personal interactions with others and effective skills for interdisciplinary collaboration. Strategies for collaborating with parents, administrators, teachers, and paraprofessional colleagues, as well as community and support services personnel to create and sustain positive inclusive learning environments. Students will engage in problem-solving, learn small group, whole class, and school-wide management competencies required to teach and support students with disabilities (K-12). Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g) (or concurrent enrollment); SPED 4170/5170 (220:170g); SPED 4174/5174 (220:174g); SPED 4176/5176; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g) and one of the following: SPED 4146/5146 (220:146g) or SPED 4147/5147 (220:147g) or SPED 4183/5183 (220:183g). (Fall and Spring)

SPED 4183/5183 (220:183g). Designing Curriculum and Instruction for Students with Intellectual Disabilities (K-12) — 3 hrs.
Instructional methods, materials, and assessment for students with intellectual disabilities; emphasis on creating access to curriculum and supporting students within the inclusive classroom. Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g) (or concurrent enrollment); SPED 4170/5170 (220:170g); SPED 4174/5174 (220:174g); SPED 4176/5176; LITED 3115 (230:115); MATH 3203 (800:134) (or approved elementary Mathematics methods course); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181/5181; SPED 4192/5192 (220:192g) (Field Experience Differentiated Practicum 2). (Spring)

SPED 4184/5184 (220:184g). Professional Interdisciplinary Relationships in Special Education I — 3 hrs.
Development of professional behaviors characterized by positive personal interaction with others and effective team skills. Strategies for collaborating with parents, regular and special educators, paraprofessionals, and other individuals in the educational program.
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Prerequisite(s): SPED 3150 (220:150); junior standing. (Fall and Spring)

SPED 4185/5185 (220:185g). Readings in Special Education — 1-2 hrs.
Reading and discussion of current methodological developments and innovations in special education. May be repeated once for maximum of 2 hours. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPED 4187/5187 (220:187g). Teaching Preschool and Elementary Students with Severe Disabilities — 3 hrs.
Instructional methods, materials, and assessment for students with severe disabilities in the inclusive classroom. Emphasis on strategies for supporting students with significant needs in the general education classroom. Prerequisite(s): SPED 4167/5167 (220:167g) or consent of instructor; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g) or consent of instructor. (Spring)

SPED 4192/5192 (220:192g). Experience in Special Education — 1-12 hrs.
Supervised assessment and teaching experience in special education as listed in the Schedule of Classes. May be repeated in different areas for up to 12 hours. Offered credit/no credit option only. Section on Early Childhood, Birth-3 may be taken for 1-3 hours, and is graded credit. Prerequisite(s): junior standing; consent of instructor. Registration requires full admission to the Teacher Education Program. (Fall and Spring)

Emphasis on the psychological and behavioral considerations involved in successfully forming and maintaining a collaborative consulting relationship. In-depth topics include self-management, personality style and versatility, starting the relationship, and establishing one's role with the group and individual. (Fall)

Provides in-depth understanding and beginning execution of a systematic model of collaborative consulting including four processes or sets of procedures for carrying out the model. Emphasis on planning, problem clarification and analysis, teaching and teacher strategy, presenting solutions, and dealing with teacher concerns and fears. (Spring)

Assessment and application of techniques for professionals working with adolescents or adults with disabilities. Designed for those interested in vocational and transition programming for individuals with disabilities. Prerequisite(s): SPED 4151/5151 (220:151g) or consent of instructor. (Variable)

Provides preparation in pedagogical, curricular, and professional collaboration practices, and provides knowledge of empirical, legal, and historical considerations integral to the accommodation of all learners into the general education classroom. Prerequisite(s): graduate standing. (Variable)

Provides information and conceptual understanding of legislative, executive, and judicial action affecting special education programs for children and youth with disabilities. Prerequisite(s): graduate standing. (Fall and Spring)

SPED 6278 (220:278). Administration of Special Education — 3 hrs.
Prepares administrators to plan programs for various areas of special education, select and evaluate personnel, provide instructional materials, interpret the program to the community, and be informed concerning legal provisions for special education. (Variable)

May be repeated on different topics for maximum of 9 hours. Prerequisite(s): SPED 4183/5183 (220:183g) or SPED 4187/5187 (220:187g); SPED 4192/5192 (220:192g). (Fall)

Requires written consent of department. May be repeated for maximum of 9 hours. (Fall and Spring)

SPED 6293 (220:293). Qualitative Research in Special Education — 3 hrs.
In-depth methodological understanding of qualitative research and the opportunity to conduct qualitative research projects in special educational settings. Prerequisite(s): MEASRES 6205 (250:205). (Fall)

In-depth understanding of single-subject methodology for conducting applied research projects in educational settings. Participation in an applied research project with emphasis on the relationship between applied research and best practices in teaching persons with disabilities. (Spring)

May be repeated for maximum of 6 hours. Prerequisite(s): consent of department. (Fall and Spring)

SPED 7301. Internship in Special Education Administration — 3 hrs.
Advanced supervised field-based experience to future develop administrative skills. Prerequisite(s): consent of instructor. (Spring)

Offered by department for specialized work. May be repeated. Prerequisite(s): consent of instructor. (Variable)