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)

SPED 4140/5140 (220:140g). Services to Families with Infants and/or Toddlers with Developmental Delays or Disabilities — 3 hrs.
Provides information and methods for working collaboratively with interagency personnel to support families and their infants and/or toddlers experiencing developmental delays or disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Prerequisites should be waived for students from the Department of Communication Sciences and Disorders. Corequisite(s): SPED 4192/5192 (220:192g) (d). This corequisite waived for students from the Department of Communication Sciences and Disorders. (Fall and Spring)

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); junior standing. Registration requires full admission to the Teacher Education Program. Prerequisites waived for students in the Department of Communication Sciences and Disorders. Corequisite(s): SPED 4192/5192 (220:192g) (e). This corequisite waived for students from the Department of Communication Sciences and Disorders. (Fall)

SPED 4145/5145. 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 4150/5150. Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues — 3 hrs.
Introductory exploration of foundational issues and practices in special and inclusive education. Includes emphasis on 1) law and legal issues; 2) professional advocacy and related educational issues focused on identification, assessment, intervention, and characteristics; and 3) universal design and assistive technology 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 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); junior standing. Registration requires full admission to the Teacher Education Program. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4161/5161. Constructions of Behavior and Humanistic Supports — 3 hrs.
Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4162/5162; SPED 4163/5163. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4162/5162. 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); MEASRES 3150 (250:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4161/5161; SPED 4163/5163. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4163/5163. Field Experience in Special Education, Instruction and Management in Special Education (K-8) — 3 hrs.
Supervised foundational field experience practicum addressing specialized assessment, instruction and management in special education. Credit/no credit only. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4161/5161; SPED 4162/5162. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4171/5171. 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 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4172/5172 or SPED 4173/5173; SPED 4192/5192 (220:192g) (a) or SPED 4192/5192 (220:192g) (b) or SPED 4192/5192 (220:192g) (c) (as associated with the SPED 4172/5172 or 4173 co-requisite course and teaching focus area). Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Fall and Spring)

Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology. Prerequisite(s): SPED 3150 (220:150); SPED 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; LITED 3115 (230:115); MATH 3204 or approved elementary Mathematics methods
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course; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4171/5171; SPED 4192/5192 (220:192g) (a) Practicum in Instructional Strategist I K-8. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Fall and Spring)

SPED 4173/5173. Instructional Methods for Inclusive Learning (5-12) — 3 hrs.
Instructional methods, materials, and assessment for students with mild/moderate and significant disabilities in grades 5-12; emphasis on creating access to curriculum and supporting students within the inclusive classroom. Prerequisite(s): SPED 3150 (220:150); SPED 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; LITED 3115 (230:115) (or approved literacy methods course); MATH 3204 (or approved mathematics methods course); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4171/5171; SPED 4192/5192 (220:192g) (b) Practicum in Instructional Strategist I 5-12 OR SPED 4192 (c) Practicum in Instructional Strategist II: Intellectual Disabilities. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Spring)

SPED 4180/5180. Interdisciplinary Study of Disability — 3 hrs.
Presents an overview of the meaning and significance of disability in society and culture by viewing this phenomenon through an interdisciplinary framework. Students will investigate multiple perspectives on disability to address intriguing and important questions regarding: civil/human rights, bioethics, law and criminal justice, economics, education, and the role of disability in American/world history, the arts, film, literature, anthropology, and philosophy. Prerequisite(s): junior standing. (Spring)

SPED 4182/5182. 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 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 a maximum of 2 hours. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPED 4188/5188. 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)

SPED 4192/5192 (220:192g). Experience in Special Education — 1-12 hrs.
Supervised assessment and teaching experience in special and inclusive education. May be repeated in different areas for up to 12 hours. Offered credit/no credit option only. Prerequisite(s): junior standing. 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)

SPED 6285. Readings in Special Education.
Advanced topical independent reading course organized around current topics in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPED 6286. Studies in Special Education.
Topical advanced and independent studies course in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

Advanced seminar in special and inclusive education topics. May be repeated on different topics for a maximum of 9 hours. Prerequisite(s): graduate standing. (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
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Educational settings. Prerequisite(s): MEASRES 6205 (250:205).

(Fall)

**SPED 6295 (220:295). Single-Subject Research Applications — 3 hrs.**
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. Prerequisite(s) or corequisite(s): MEASRES 6205 (250:205). (Spring)

**SPED 6299 (220:299). Research — 2-3 hrs.**
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)

**SPED 7385. Readings in Special Education Leadership.**
Topical individualized advanced readings course in special education leadership topics as determined by instructor and student. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

**SPED 7386 (220:386). Studies in Special Education — 1-3 hrs.**
Offered by department for specialized work. May be repeated. Prerequisite(s): consent of instructor. (Variable)