

# SPECIAL EDUCATION (SPED)

## SPED 2010 Practicum In Special Education

[3 credit hours]

Lecture and fieldwork, consisting of a minimum of 15 clock hours as assistant in each of two placements for persons with disabilities (total of 30 hours)

## SPED 2040 Perspectives In The Field Of Exceptionalities

[3 credit hours]

Synthesis of the cross-categorical components required of special education. Issues addressed: causes and characteristics for disabling conditions and issues related to persons with disabilities, i.e., identification, intervention strategies, educational settings. Role of professionals in the field of special education.

**Term Offered:** Spring, Summer, Fall

## SPED 2900 Early Seminar Special Education

[1-5 credit hours]

Seminar provides students with the opportunity to explore, as a group, specific topics with a faculty member. Current issues in the area of Special Education will be the focus.

## SPED 2910 Cultural Diversity And Disabilities

[1 credit hour]

This is a linking seminar with the urban studies or public administration dual majors. The purpose is to integrate the two majors. Students will learn the relation of cultural diversity and special education. Theoretical as well as pragmatic positions will be discussed.

## SPED 2990 Independent Study In Special Education

[1-5 credit hours]

Designed to provide the student with the opportunity to explore special interests through individual study.

## SPED 3130 Linguistic Analysis

[3 credit hours]

Identification and evaluation of language usage. Course focuses upon development of competence for the analysis of semantic and syntactic components of language. Some pragmatic analysis is included. Lab required.

**Term Offered:** Spring, Fall

## SPED 3350 Child, Family, Public Policy

[3 credit hours]

## SPED 3380 Field Experience: Specialized Childhood Dimensions of Education

[2 credit hours]

## SPED 3670 American Sign Language I

[3 credit hours]

Principles of manual communication. Course builds an expressive and receptive vocabulary of at least 1,000 signs in American Sign Language (ASL) and Pidgin Signed English. Ten hours of lab required.

**Term Offered:** Summer, Fall

## SPED 3680 American Sign Language II And Basics Of Interpreting

[3 credit hours]

Emphasis on fluency development in manual communication. Study of various models of interpreting and transliterating processes.

**Prerequisites:** SPED 3670 with a minimum grade of D-

**Term Offered:** Spring, Summer

## SPED 3690 American Sign Language III

[4 credit hours]

American Sign Language III is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Student will gain knowledge and skill in applying approximately 900 additional vocabulary words. Students will advance in the complexity of sentence structure and grammatical structures including classifiers, specifier, verb modulations and aspects, special referencing, pluralizations and the importance of facial expressions.

**Prerequisites:** SPED 3680 with a minimum grade of D-

**Term Offered:** Summer, Fall

## SPED 3700 American Sign Language IV

[4 credit hours]

American Sign Language IV is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Student will gain knowledge and skill in applying approximately 900 additional vocabulary words.

**Prerequisites:** (SPED 3670 with a minimum grade of C and SPED 3680 with a minimum grade of C and SPED 3690 with a minimum grade of C)

**Term Offered:** Spring, Summer

## SPED 3850 Braille I

[3 credit hours]

Basic course in both reading and writing literary Braille; practical application of this medium to teaching.

## SPED 3860 Braille II And Other Media For The Blind And Visually Impaired

[3 credit hours]

Covered in this course will be reading and writing and advanced literary Braille, nemeth code and other nee

## SPED 4010 Atypical Development In Early Childhood: Implications For Development

[3 credit hours]

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development.

## SPED 4030 Educating Students With Disabilities In The Middle Grades

[3 credit hours]

Focus on the teacher's role in middle age grade classrooms in the development and modification of environment curriculum and instruction to enable students with disabilities to be educated within an inclusive educational environment. Course must be taken concurrently with CI 4200.

**Prerequisites:** Upper Division with a score of 1

## SPED 4060 Specialized Intervention In Infancy And Early Childhood

[3 credit hours]

Atypical infant, toddler and early childhood development examined. Intervention strategies in home, school and specialized environments, which are family-centered and developmentally appropriate, will be addressed. Forty (40) clock hour practicum required.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Fall

**SPED 4070 Curriculum Models and Intervention Strategies in Early Childhood Special Education**

[3 credit hours]

Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base and appropriate curriculum models will be explored.

**Prerequisites:** CIEC 3200 with a minimum grade of D-

**SPED 4080 Curriculum Adaptations & Strategies In Early Childhood Education**

[3 credit hours]

Curriculum models and intervention strategies which facilitate the cognitive, academic, social, language, self-help and lay skills of children with disabilities in preschool and primary grades will be examined.

**Prerequisites:** Upper Division with a score of 1 and CIEC 3200 with a minimum grade of D- and CIEC 4340 with a minimum grade of D-

**Term Offered:** Spring, Fall

**SPED 4100 Practicum in Special Education**

[1 credit hour]

Practicum is a supervised opportunity for students to gain experience in the classroom and other settings that provide direct instruction to children and youth with disabilities. Techniques designed to increase task engagement/learning and facilitate inclusion of students with special needs into the general education classroom will be explored and practiced. These experiences assist students in acquiring the knowledge and skills needed to function well as an educator in a changing and diverse society. Further, activities will assist students in acquiring knowledge of the field of special education and related areas of inquiry; an understanding of learners and learning processes; knowledge of effective instructional technology necessary for professional practice; human relations skills needed to work effectively in both professional and community roles; commitment to active, ethical involvement in the community and in the teaching profession; and knowledge of professional ethical and legal issues affecting educators.

**Prerequisites:** Upper Division with a score of 1

**Corequisites:** SPED 4110, SPED 4120, SPED 4370

**Term Offered:** Spring, Fall

**SPED 4110 Curriculum And Methodology For Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on community-referenced functional curricula approaches to teaching students with moderate educational needs. Topics include inclusionary activities, community-based instruction, social skills.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Spring, Fall

**SPED 4120 Curriculum And Methodology For Students With Intensive Educational Needs**

[3 credit hours]

Examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with intensive educational needs. A transdisciplinary team approach is explored.

**Prerequisites:** SPED 4110 with a minimum grade of D- and SPED 4240 with a minimum grade of D-

**Corequisites:** SPED 4100

**Term Offered:** Spring

**SPED 4170 Working With Adults With Disabilities In Community Setting**

[3 credit hours]

An in-depth study of strategies for linking youth and adults with disabilities to avenues leading to productive and fulfilling employment and community living. Special emphasis will be on supported/customized employment and the development of successful business partnerships to create jobs and careers for youth and adults with disabilities.

**Term Offered:** Fall

**SPED 4210 AAC for Young Children with Disabilities**

[3 credit hours]

This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting.

**Term Offered:** Summer, Fall

**SPED 4220 Diagnostic And Prescriptive Teaching Students With Disabilities**

[4 credit hours]

Exploration of the development of visual, auditory and tactile-kinesthetic learning modalities and implications for social and academic learning with curricular consideration for math and language arts. Field experience required.

**SPED 4230 Field Practicum For Diagnostic And Prescriptive Teaching**

[2 credit hours]

Provides opportunities for field experience to use and refine the teaching of basic skills presented in SPED 4220. Eighty hours of field required.

Must be taken concurrently with SPED 4220.

**SPED 4240 Teaching Phonics, Contextual Reading And Writing To Learners With Special Needs**

[3 credit hours]

Methods for teaching reading and writing to diverse learners. Emphasis on individualized and small-group approach using structured, explicit phonics in a balanced literacy program.

**Corequisites:** SPED 4100

**Term Offered:** Spring, Summer, Fall

**SPED 4250 Teaching Career And Vocational Skills To Youths With Disabilities**

[3 credit hours]

This course is designed to teach the prospective teacher the necessary skills to enhance transition from school to adult life for students with special needs. The course will cover several issues in the area of transition, including best practices, interagency collaboration, as well as application in developing a transition plan and summary of performance for young adults with disabilities.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Fall

**SPED 4260 Family And Professional Partnership In Special Education**

[3 credit hours]

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Summer, Fall

**SPED 4270 Team Models and Community Networking**

[3 credit hours]

This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education.

**Prerequisites:** CIEC 3200 with a minimum grade of D-

**Term Offered:** Spring

**SPED 4310 Learning And Behavior Problems Of Children**

[4 credit hours]

The purpose of this course is to present causes and characteristics of learning and behavioral problems. Emphasis of course: (a)theoretical models and considerations, (b)techniques of instruction and (3) the IEP.

**SPED 4320 Field Practicum For Learning And Behavior Problems**

[1 credit hour]

Provides opportunities to use, refine and implement strategies for working with persons with specific learning disabilities presented in SPED 4310. Forty hours of field required. Taken concurrently with SPED 4310.

**SPED 4330 Child Study Institute: Ebd**

[1 credit hour]

Provides educational settings for preservice teachers to practice effective behavioral/academic managing of children and youth experiencing emotional stress/trauma. Thirty hours of field required.

**SPED 4340 Effective Management Of Students With Special Needs In Educational Settings**

[3 credit hours]

Techniques for managing student behavior. Topics include analyzing environments and problems, implementing and evaluating interventions, data collection and analysis, and handling aggression and noncompliance. Case-backed approach. Integrated field component required.

**Prerequisites:** Upper Division with a score of 1 and SPED 4110 with a minimum grade of D- and SPED 4240 with a minimum grade of D-

**Term Offered:** Spring

**SPED 4350 Advanced Methods In Learning Disabilities**

[3 credit hours]

An in-depth study of instructional methods and strategies for persons with learning disabilities. The focus will be on organization, study skills and self-advocacy strategies.

**SPED 4360 Clinical Practice In Specific Learning Disabilities**

[1 credit hour]

Provides students with supervised practice in developing and implementing learning strategies and study skills for persons with learning problems. Required 15 hours instructional practice with weekly meetings with supervisors/instructors.

**SPED 4370 Curriculum And Methods For Students With Mild Educational Needs**

[3 credit hours]

Study of causes and characteristics of mild disorders. Discussion will be on theoretical considerations as well as intervention approaches pertinent to the school and clinic setting. Taken concurrently with SPED 4100 and SPED 4110.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Spring

**SPED 4450 Methods of Teaching Students With Emotional Disturbance**

[3 credit hours]

This course provides evaluation and application techniques of research-based methodologies for teaching students with emotional disturbance in school-based settings within the least restrictive environment.

**Prerequisites:** SPED 4340 with a minimum grade of D-

**Term Offered:** Fall

**SPED 4480 Integrated Field Experience: Best Practice**

[5 credit hours]

**SPED 4510 Instruction Of Students With Physical And Other Health Impairments**

[3 credit hours]

Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternative response modes will be discussed.

**SPED 4600 Professional Reflective Seminar**

[3 credit hours]

This seminar is taken concurrently with student teaching/internship. Students will evaluate their behavior in relation to the classroom environment. The students will develop alternative strategies in the educational setting.

**Prerequisites:** Upper Division with a score of 1

**Term Offered:** Spring, Fall

**SPED 4620 Linguistic Diversity Issues In Speech-Language Pathology**

[1 credit hour]

Explores the relationship of disorders of communication with the concept of community language as it impacts language development in children.

**SPED 4630 Collaboration For The Speech-Language Pathologist**

[1 credit hour]

Develops an understanding of the roles and expertise of the professionals; enhances skills which benefit the communicatively disordered client by contributing to diagnostic and intervention terms.

**Prerequisites:** Upper Division with a score of 1

**SPED 4700 Meet Needs Young Children Disabilities**

[9 credit hours]

This 9 semester-hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and focuses on knowledge and skills that general early childhood teachers must have to work with young children between the ages of birth to 5 years who have disabilities.

**Prerequisites:** CIEC 4600 with a minimum grade of D- and CIEC 4610 with a minimum grade of D-

**Corequisites:** SPED 4710

**Term Offered:** Spring

**SPED 4710 Field Meet Needs Young Children Disabilities**

[7 credit hours]

Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities for young children with special needs (infants, toddlers, or preschoolers). This field experience is part of the non-licensure "Fast-Track" ECE program.

**Prerequisites:** CIEC 4600 with a minimum grade of D- and CIEC 4610 with a minimum grade of D-

**Corequisites:** SPED 4700

**Term Offered:** Spring

**SPED 4800 Introduction to Vision Impairment and Blindness**

[3 credit hours]

This course covers the anatomy and physiology of the eye, visual impairments and their implication for learning, working and independent living, as well as general issues and concepts related to blindness, the blind and the visually impaired.

**Prerequisites:** SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D- and Upper Division with a score of 1

**SPED 4810 Implications Of Low Vision**

[3 credit hours]

This course covers low vision conditions as well as instruction of persons with low vision. Advantages and disadvantages of specialized equipment are discussed alongside strategies for instruction. Rehearsal with the equipment is required.

**Prerequisites:** SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

**Term Offered:** Summer

**SPED 4820 Introduction to Research in Vision**

[3-5 credit hours]

Exposes undergraduate vision students to basic research skills and enables them to conduct research in areas of interests.

**Prerequisites:** SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

**SPED 4830 Assessment in Vision**

[3-5 credit hours]

Covers general assessment in special education but emphasizes assessment vision. This emphasis allows students to critique and administer vision assessment tools.

**Prerequisites:** SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

**SPED 4870 Education Of The Blind And Visually Impaired**

[3 credit hours]

The course focuses on methods of instruction of the blind and visually impaired in different settings; cultural diversity, instruction of the blind with additional disabilities, and various types of assessments and methodologies for curriculum adaptation are addressed.

**Prerequisites:** SPED 2910 with a minimum grade of D- and SPED 2040 with a minimum grade of D-

**SPED 4880 Independence Skills and Technologies for the Blind and Visually Impaired**

[3 credit hours]

This course focuses on the general independence of persons who are blind or visually impaired. Covered are skills and strategies for independent living, adaptive technology, and orientation and mobility skills for the blind and visually impaired.

**Prerequisites:** SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D- and Upper Division with a score of 1

**Term Offered:** Summer

**SPED 4900 Seminar In Special Education**

[1-5 credit hours]

Seminar provides students with the opportunity to explore, as a group, specific topics with a faculty member. Current issues in the area of Special Education will be the focus.

**Term Offered:** Spring, Summer, Fall

**SPED 4910 Directed Research In Special Education**

[1-5 credit hours]

Directed research provides students the opportunity to explore specific topics and develop individual research with a faculty member. Current questions in the area of Special Education will be the focus.

**SPED 4920 Readings In Special Education**

[1-5 credit hours]

Individual Readings is designed to provide students with opportunities to examine literature related to specific issues. The student works under the direction of staff in the Department of Special Education Services.

**SPED 4930 Internship/Student Teaching In Special Education**

[9 credit hours]

This course provides undergraduate pre-service special education interventionists with a full-time student teaching experience with students with disabilities. Teaching experiences may occur in classrooms found within the continuum of placements, ranging from (not limited to) general education with consult to special schools. Full responsibility for the classroom is expected by the end of the student teaching experience.

**Prerequisites:** Upper Division with a score of 1 and SPED 4370 with a minimum grade of C or SPED 4120 with a minimum grade of C

**Corequisites:** SPED 4600

**Term Offered:** Spring, Fall

**SPED 4940 Internship/Externship In Special Education**

[4-12 credit hours]

Provides advanced undergraduate students with supervised practicum experiences at off-campus site, including schools, hospitals, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**Prerequisites:** Upper Division with a score of 1

**SPED 4980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for undergraduate majors in special education or majors in related fields covering an important area of special education. Student may repeat this course under different section numbers.

**Term Offered:** Spring, Summer, Fall

**SPED 4990 Independent Study - Special Education**

[1-5 credit hours]

Individual study provides students with opportunities to work individually on issues under the direction of department of Special Education Services faculty. The student meets with instructor without formal classes.

**Term Offered:** Spring, Summer, Fall