Department of Early Childhood, Higher Education, and Special Education

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Department faculty members are experts in their fields as well as experts in preparing undergraduate and graduate students for successful careers in their chosen profession.

Degrees Offered


• BE in Special Education Intervention Specialist (http://utoledo-public.courseleaf.com/undergraduate/judith-herb-education/early-childhood-higher-education-special-education/be-special-education-intervention-specialist)

CIEC 3200 Early Childhood Education: Philosophy And Practice
[3 credit hours (0, 0, 3)]
The course emphasizes the role, attitude and characteristics of the effective teacher of young children.
Term Offered: Spring, Fall

CIEC 3250 Public Policy And Advocacy Issues In Early Childhood
[2 credit hours (2, 0, 0)]
Designed to heighten an awareness about the effect of public policy on young children, their educational opportunities and their parents and sensitize students to advocacy and its many manifestations.

CIEC 3310 Curriculum And Methods For Preschool Education
[4 credit hours (4, 0, 0)]
In-depth study of curriculum development, designing learning environments and anti-bias procedures for preschool children. Students will plan and implement learning activities in field placement.

CIEC 3320 Play And Learning
[3 credit hours (3, 0, 0)]
A study of the young child’s play and its relationship to learning. Students will design activities and a socio-dramatic play kit to facilitate play in assigned early childhood settings.

CIEC 3350 Child, Family & Public Policy In Early Childhood
[3 credit hours (3, 0, 0)]
This course is designed to establish awareness of public policy issues and advocacy techniques, knowledge of family systems, effective home/school communication and collaborative procedures.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CIEC 3380 Field Experience: Socio-Cultural Dimensions Of Education
[3 credit hours (0, 2, 3)]
This course is designed to explore the socio-cultural context of the school, family and community as important influences in learning. Students will be assigned to work with a family, gather data and information about their field sites and attend IEP and IFSP conferences.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CIEC 3600 Creating Effective Learning Environments
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the “Fast-Track” non-licensure program in ECE and explores foundational principles and research in curricula for children from infancy to age 5.
Corequisites: CIEC 3610
Term Offered: Spring, Summer, Fall

CIEC 3610 Field: Creating Effective Learning Environments
[7 credit hours (0, 0, 0)]
Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments for young children. This field experience is part of the non-licensure “Fast-Track” ECE program.
Corequisites: CIEC 3600
Term Offered: Spring, Summer, Fall

CIEC 3700 Early Literacy, Language, and Social Studies
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the “Fast-Track” non-licensure program in Early Childhood Education and provides an integrated study of social studies and literacy development and instructional practices in early childhood education.
Prerequisites: CIEC 3600 with a minimum grade of C and CIEC 3610 with a minimum grade of C
Corequisites: CIEC 3710
Term Offered: Spring

CIEC 3710 Field Early Literacy, Language and Social Studies
[7 credit hours (0, 0, 0)]
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 related to the learning of the literacy and social studies for young children. This field experience is part of the non-licensure “Fast-Track” ECE program.
Prerequisites: CIEC 3600 with a minimum grade of C and CIEC 3610 with a minimum grade of C
Corequisites: CIEC 3700
Term Offered: Spring

CIEC 3900 Ece Linking Seminar III
[1 credit hour (0, 0, 1)]
A culminating reading and discussion seminar that continues and intensifies the activities of earlier seminars (CIEC 1900 and 2900). Emphasis will be on transforming the content of the Humanities, Sciences and Social Sciences into appropriate Early Childhood curriculum.
CIEC 4070 Effective Teaching Practices, Pre-K To 3rd Grade
[3 credit hours (0, 2, 4)]
This course is designed to apply characteristics of best practice to curriculum development and implementation with adherence to the national and state curriculum standards as they apply to children, age 3 to 8, with diverse educational needs.
Prerequisites: Upper Division with a score of 1 and CIEC 3200 with a minimum grade of C and CIEC 4340 with a minimum grade of C
Term Offered: Spring, Fall

CIEC 4150 Setting The Stage For Early Childhood Learning: Inspirations From Reggio Emilia
[3 credit hours (0, 0, 15)]
This course will explore Reggio's philosophy of early childhood education and the numerous ways that children explore the "hundred languages." Reggio uses these languages (art, clay, wire, sculpture, light, shadow, etc.) as a way to help children represent their world and what they know about it.
Term Offered: Spring, Summer

CIEC 4340 Infant/Toddler Curriculum
[3 credit hours (0, 0, 3)]
Sequential development of the young child from birth to 3 years. Taken in conjunction with placement in early childhood setting, permitting opportunities to participate in the caregiving of infants/toddlers.
Term Offered: Spring, Summer, Fall

CIEC 4460 Science Methods For Early Childhood Education
[3 credit hours (2.5, 0, 0)]
This course is designed to help teachers of science in grades Pre-Kindergarten through third to understand the concepts, ideas and applications of science in the real world. Students will learn how scientific thinking involves collecting data, analyzing data, making decisions and taking action based on those decisions. Students will learn how to plan effective science experience for young children that cause them to explore environments and act upon their discoveries. Students will learn how to assess the scientific thinking of young children appropriately, using formal and informal strategies.
Prerequisites: CIEC 4480 (may be taken concurrently) with a minimum grade of C
Corequisites: CIEC 3380
Term Offered: Spring, Fall

CIEC 4480 Field Experience: Cohort I
[3 credit hours (0, 0, 3)]
This course aligns with all Cohort I coursework in the undergraduate Early Childhood Teacher Licensure Program.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CIEC 4550 Teaching Methods For Early Childhood Social Studies
[3 credit hours (3, 0, 0)]
In depth study of methods and materials for teaching social studies from pre-school to third grade. Implementation of early childhood curriculum with the context of current technology and the development of critical thinking skills.
Prerequisites: (CIEC 3200 with a minimum grade of C and EDP 3210 with a minimum grade of C)
Term Offered: Spring, Fall

CIEC 4600 Supporting ECE Science and Mathematics
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and explores the study of math and science teaching practices in preschool education (ages birth to five).
Prerequisites: CIEC 3700 with a minimum grade of C and CIEC 3710 with a minimum grade of C
Corequisites: CIEC 4610
Term Offered: Fall

CIEC 4610 Field Supporting ECE Science and Mathematics
[7 credit hours (0, 0, 0)]
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 related to the learning of mathematics and science for young children (infants, toddlers, or preschoolers). This field experience is part of the non-licensure "Fast-Track" ECE program.
Prerequisites: CIEC 3700 with a minimum grade of C and CIEC 3710 with a minimum grade of C
Corequisites: CIEC 4600

CIEC 4900 Internship/Student Teaching Seminar
[3 credit hours (0, 0, 3)]
A seminar designed to reflect on the student teaching experience and to enhance the student teacher's final preparation for employment. Professional issues, ethical behavior, resume and interview techniques and other processes and professional entry concerns. For early childhood student teachers.
Prerequisites: Upper Division with a score of 1
Corequisites: CIEC 4930
Term Offered: Spring, Fall

CIEC 4930 Internship/Student Teaching
[8-16 credit hours (0, 0, 0-16)]
Planned experience in public school classrooms under direction of University supervisor. Observation of teaching of experienced teacher; gradual acceptance of full responsibility by student teacher for planning, instruction, evaluation and related duties.
Prerequisites: Upper Division with a score of 1
Corequisites: CIEC 4900
Term Offered: Spring, Fall
CIEC 4950 Workshop I Early Childhood Education  
[1-5 credit hours (0, 0, 5)]  
Workshop developed around topics of interest and concern for preservice and in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.

CIEC 4980 Special Topics In Early Childhood Education  
[1-5 credit hours (0-5, 0, 0)]  
Topics of interest and concern to preservice, in-service and non-degree teachers within districts and community agencies served by the Center for Educational Development. May be included in an undergraduate degree program.  
Term Offered: Spring

CIEC 4990 Undergraduate Independent Study In Early Childhood Education  
[1-5 credit hours (0, 0, 5)]  
Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the Early Childhood faculty.  
Term Offered: Spring, Fall

SPED 2010 Practicum In Special Education  
[3 credit hours (0, 0, 5.5)]  
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 (3, 0, 0)]  
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 (0, 0, 5)]  
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 (0, 0, 1)]  
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 (0, 0, 5)]  
Designed to provide the student with the opportunity to explore special interests through individual study.

SPED 3130 Linguistic Analysis  
[3 credit hours (3, 0, 0)]  
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 (3, 0, 0)]

SPED 3380 Field Experience: Specialized Childhood Dimensions of Education  
[2 credit hours (0, 2, 3)]

SPED 3670 American Sign Language I  
[3 credit hours (0, 0, 3)]  
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 (3, 0, 0)]  
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 (0, 2, 2.5)]  
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 (0, 2, 2.5)]  
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 (2, 1, 0)]  
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 (3, 1, 0)]  
Covered in this course will be reading and writing and advanced literary Braille, nemeth code and other nee

SPED 4030 Educating Students With Disabilities In The Middle Grades  
[3 credit hours (3, 0, 0)]  
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 (0, 0, 4.5)]
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: SPED 4110 with a minimum grade of D- and CIEC 4340 with a minimum grade of D-
Term Offered: Fall

SPED 4070 Specialized Intervention In Infancy And Early Childhood
[3 credit hours (0, 0, 2.5)]
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. 20 clock hour practicum required.

SPED 4080 Curriculum Adaptations & Strategies In Early Childhood Education
[3 credit hours (3, 0, 0)]
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 Field Practicum With Students With Mild/Moderate Educational Needs
[3-4 credit hours (0, 0, 9-10)]
This course must be taken with SPED 4110 or SPED 4370. The purpose is to implement strategies and techniques for teaching students with mild and moderate educational needs. Students will have the opportunity to work in educational settings with experienced teachers. One hundred twenty hours of required field.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4110 Curriculum And Methodology For Students With Moderate Educational Needs
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 (3, 0, 0)]
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 4220 Diagnostic And Prescriptive Teaching Students With Disabilities
[4 credit hours (0, 0, 4)]
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 (0, 0, 4)]
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 (3, 0, 0)]
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: Summer, Fall

SPED 4250 Teaching Career And Vocational Skills To Youths With Disabilities
[3 credit hours (0, 0, 3)]
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 (3, 0, 0)]
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 4310 Learning And Behavior Problems Of Children
[4 credit hours (4, 0, 0)]
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 (0, 0, 2)]
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 (0, 0, 2.5)]
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 (3, 0, 0)]
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-
Corequisites: SPED 4100
Term Offered: Spring

SPED 4350 Advanced Methods in Learning Disabilities
[3 credit hours (3, 0, 0)]
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 (0, 0, 2)]
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 (3, 0, 0)]
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 (0, 0, 3)]
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 (0, 0, 5)]

SPED 4510 Instruction of Students With Physical and Other Health Impairments
[3 credit hours (3, 0, 0)]
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 (0, 0, 3)]
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 (1, 0, 0)]
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 (1, 0, 0)]
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 (0, 0, 0)]
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 (0, 0, 0)]
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 (0, 0, 3)]
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 (3, 0, 0)]
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 (0, 0, 3-5)]
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 (0, 0, 3-5)]
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 (3, 0, 0)]
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 (0, 0, 3)]
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 (0, 0, 0-5)]
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 (0, 0, 0-5)]
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 (0, 0, 0-5)]
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 Student Teaching In Special Education
[4-12 credit hours (0, 0, 0-12)]
Planned field experience in public school classrooms under the direction
of University supervisors. Full responsibility for the classroom is
expected by the end of the student teaching experience.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4940 Internship/Externship In Special Education
[4-12 credit hours (0, 0, 0-12)]
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 (0, 0, 0-5)]
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: Summer, Fall

SPED 4990 Independent Study - Special Education
[1-5 credit hours (0, 0, 0-5)]
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